A COMPARATIVE TEXT LINGUISTICS STUDY OF OBAMA AND BUHARI'S SPEECHES

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DECLARATION

I hereby declare that this work is the product of my own research efforts; undertaken under the supervision of Dr. Rabi Abdulsalam Ibrahim and has not been submitted and will not be presented elsewhere for the award of a degree or certificate. All sources have been duly acknowledged.

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CERTIFICATION

This is to certify that the research work for this dissertation and the subsequent write-up by

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DEDICATION

This dissertation is dedicated to God Almighty, for the grace and abounding mercy that He granted me throughout this research work and to my father Mallam Salisu Aliyu.

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ABSTRACT

This research compares the speeches of President Barack Obama and President Muhammadu Buhari. The study carries out a text linguistics analysis of these speeches in order to investigate how the speeches were structured to meet the standards of textuality, which among the speakers conform most to these standards and how these standards contribute to the understanding of these speeches. The study used Beaugrande and Dressler's text linguistics model. The data was presented and the standards of textuality were identified which shows features of textuality in the speeches and who among these speakers conform most to these standards. The findings show that President Barack Obama's speech conforms more to these standards because his speech was structured to meet these standards of textuality. Buhari's speech only conforms to some of these standards which are; cohesion, coherence, informativity and situationality. There was no evidence of Intertextuality in Buhari's speech. The study also found that these standards of textuality contribute to make the speeches of Obama and Buhari efficient and effective in fulfilling their goals. The research also shows that Obama's use of rhetorical devices contribute to his skilful use of language. In addition, the findings also reveal that Obama's frequent use of contracted and connected form of words shows American usage while Buhari's use of the terms such as 'Boko Haram', PDP' and 'APC' shows Nigerian usage.

CHAPTER ONE

INTRODUCTION

1.1 INTRODUCTION

This chapter introduces the dissertation and presents the background to the study, statement of the problem, aim and objectives, research questions, significance of the study, scope and delimitation, a brief history of President Barack Obama and President Muhammadu Buhari.

1.2 Background to the Study

Text is one of the main elements that play a significant role in communication. However, different approaches to the study of text from a linguistic perspective have been put forward. These include: Text grammar put forward by (Van Dijk, 1972) which is quite similar to Chomsky's Transformational approach, Discourse Analysis by (Brown & Yule 1983, Schifrin, 1994 and Fairlough, 1995) and Text linguistics by (de Beaugrande & Dressler, 1981). Text grammar aims to establish a model with which the grammatical structures of texts can be described. The point of text grammar is to be able to provide an explicit description of the (grammatical) structures of texts. The most obvious task of such a description is to account for semantic relations between sentences, among other fundamental aspects of discourse. Discourse Analysis is a broad term for the study of the ways in which language is used in texts and contexts (Yule, 1983). In addition, discourse analysis, a modern approach to text analysis, is a method for studying the ways that specific features of language contribute to the interpretation of texts in their various contexts. It facilitates the understanding of organization and functions of language in texts. Among all these approaches, text linguistics is devoted to describing how texts can be created and understood. It aims at describing the principles of textuality which separate texts from non-texts. Text linguistics deals with fragments of language larger than a sentence. In addition, de

Beaugrande and Dressler (1981) hold the view that a text is a communicative occurrence which meets seven standards of textuality: cohesion, coherence, intentionality, acceptability, informativity, situationality, and intertextuality. If any of these standards is not considered to have been satisfied, the text will not be communicative.

Studies on text linguistics have been carried out by Ahmed (2008) and Stephen (2012) using Halliday's model of text linguistics analysis. From the study conducted by Stephen (2012), it has been noticed that there is a gap left to be filled of which if done, will contribute to the existing knowledge. Furthermore, Stephen (2012) investigates intentionality and acceptability; other standards of textuality such as cohesion coherence, informativity, situationality and intertextuality are not studied in his work. However, the present study carries out a comparative text linguistic study of Presidents Barack Obama and Muhammadu Buhari's declaration of candidacy speeches in order to investigate how these speeches are structured to meet these standards of textuality. The study also examines who between these speakers conformed most to the standards and how these standards contribute to the understanding of these speeches. The two speeches were selected because Obama is a native speaker while Buhari is a non native speaker of English. For this reason, it has been noticed that there is a disparity in their use of language due to the individual differences. This relates to Crystal and Davy (1969) 'dimensions of situational constraints' which state that 'individuality plays a crucial role because it involves two people as being distinct in the language habits'. Such comparisons on the bases of textuality have not been much done and hence the choice of the topic is important as it contributes to students' knowledge of text linguistics.

1.3 Statement of Problem

Studies have been carried out by Ahmed (2008) and Stephen (2012). Ahmed (2008) examines the maintenance and developmental functions of conjunctive and lexical cohesive

devices in the newspaper editorials while Stephen (2012) studies intentionality and acceptability in political discourse by investigating Barack Obama's choice of thematic patterns and linguistic political devices. From the study conducted by Stephen (2012), there is a gap left to be filled. Among the seven standards of textuality, Stephen (2012) only examines intentionality and acceptability in political speeches. However, other standards of textuality were not studied in his work.

However, the present study filled this gap by investigating other standards of textuality which are; cohesion, coherence, informativity, situationality and acceptability in the political speeches of Barack Obama and Muhammadu Buhari. The study thus compares the speeches of Barack Obama and Muhammadu Buhari's speeches in order to reveal how the two speeches were structured to meet these standards of textuality, and who between these speakers conformed most to these standards. This is particularly informed by the fact that the two personalities are from two diverse linguistic and cultural backgrounds. Obama is a native speaker while Buhari is a non native speaker of English.

1.4 Aim and Objectives

The aim of this research is to carry out a comparative text linguistics study of President Barack Obama and Muhammadu Buhari's declaration of candidacy speeches. The objectives are to:

1. state and explain how the two speeches are structured to meet the standards of textuality,

2. examine who between the two speakers conforms more to these standards of textuality and

3. explain how these standards contribute to the understanding of these speeches.

1.5 Research Questions

The following questions are raised to serve as guide in undertaking the research:

1. Are the speeches in conformity with these standards of textuality?

2. Which of the speakers conform most to these standards?

3. How do these standards contribute to the understanding of these speeches?

1.6 Significance of the Study

The study reveals the features of a good and well- formed texts. It also enhances students' knowledge on text linguistics. Text linguistics is concerned with the norms or rules people adhere to when creating texts, undertaking a research of this kind enhances students' knowledge as it provides better understanding of texts. It also helps in improving students' writing skills.

1.7 Scope and Delimitation

This research is limited to the analysis of the United States of America's President Barack Obama and Nigerian President Muhammadu Buhari's declarations of candidacy speeches. A text linguistics analysis of the two speeches is carried out in order to reveal how the two speeches are structured to meet the standards of textuality and how these principles contribute to the understanding of these speeches. However, the researcher states and explains how the two speeches are structured to meet these standards, whom among these speakers conform more to these standards. Moreso, because of time limit, the syntactic and thematic aspect of functional sentence perspective is not included in the analysis. The research is restricted to de Beaugraunde and Dressler's (1981) model of text linguistics analysis.

1.8 Biography of President Barack Obama

Barack Hussein Obam is the 44th President of the United States of America. He is the first African American to hold the office. Barack Hussein Obama was born on August 4, 1961, in Hawaii, United States. He is the son of a Kenyan senior governmental economist who later died in an automobile accident. From age six to ten, Obama attended local schools in Jakarta, including Besuki Public School and St. Francis of Assisi School. In 1971, Obama returned to Honolulu to live with his maternal grandparents and attended Punahou School, a private College preparatory school, from the fifth grade until his graduation from high school in 1979. After two years he transferred in 1981 to Columbia University in New York City, where he majored in Political Science with a specialization in International Relations and graduated with a B.A. in 1983. He worked for a year at the Business International Corporation, then at the New York Public Interest Research Group. After four years in New York City, Obama moved to Chicago, where he was hired as director of the Developing Communities Project (DCP). He worked there as a community organizer from June 1985 to May 1988. In late 1988, Obama joined Harvard Law School. He was selected as an editor of the *Harvard Law Review* at the end of his first year, and president of the Student Union in his second year. During his summers, he returned to Chicago, where he worked as a summer associate at the law firms of Sidley Austin in 1989 and Hopkins & Sutter in 1990.

Obama was elected to the Illinois Senate in 1996, and reelected in 1998 and 2002. In January 2003, Obama became chairman of the Illinois Senate's Health and Human Services Committee. Obama resigned from the Illinois Senate in November 2004 following his election to the U.S. Senate. Obama was sworn in as a senator on January 4, 2005, at which time he became the only Senate member of the Congressional Black Caucus. The *National Journal* ranked him among the "most liberal" senators during 2005 through 2007. He enjoyed

high popularity as senator with a 72% approval in Illinois. On February 10, 2007, Obama announced his candidacy for president of the United States in front of the Old State Capitol building in Springfield, Illinois. The choice of the announcement site was viewed as symbolic because it was also where Abraham Lincoln delivered his historic "House Divide" speech in 1858. After McCain was nominated as the Republican candidate, three presidential debates were held between the contenders spanning September and October 2008. In November, Obama won the presidency by winning 365 electoral votes to 173 that McCain received, in the process capturing 52.9% of the popular vote to McCain's 45.7%, to become the first African American to be elected president. Obama delivered his victory speech before hundreds of thousands of supporters in Chicago's Grant Park. He was also re-elected after winning the 2012 election. President Obama is also the first African-American President in US history. Furthermore, Barack Obama is known to be one of America's best orators. He demonstrates qualities of what a talented and motivational speaker should be. In most of his speeches, Obama uses creative language to inspire his audience. His artistic use of rhetorical devices in his speeches makes him stand as one of the America's best speakers. (www.americanrhetoric.com)

1.9 Biography of President Muhammadu Buhari

 President Muhammadu Buhari was born on 17th December, 1942 in Daura Katsina State. He attended primary school in Daura and Mai-adua before proceeding to Katsina Model school in1953, and to Katsina Provisional Secondary School from 1956 to1961. President Muhammadu Buhari joined the Nigerian Army in the Nigerian Defence Academy in 1961. From 1962 to 1963, he underwent officer cadet training at Mons Officer Cadet School in Aldershot in England. In 1963, he was commissioned a second lieutenant, and appointed platoon commander of the second Infantry Battalion in Abeokuta, Nigeria. Among the positions he held in military are: Commander of the Second Infantry Battalion 1965 to 1967,

Brigade Major, second sector First Infantry Division, April 1967 to July 1967, Brigade Major of the Third Infantry August, 1967 to October, 1968. He also served as the Governor of North Eastern State in August, 1975 and also Federal Commissioner for Petroleum and Natural Resources in March 1976 and later the Military Head of State 1983 to 1985. Among the position held by President Muhammadu Buhari was the Chairman of the Petroleum Trust Fund (PTF). Politically, President Muhammadu Buhari contested for the office of the president in 2003, 2007, 2011 and failed, later he won the presidential election in 2015. On 29th May, 2015 he was sworn in as the president of the Federal Republic of Nigeria. President Muhammadu Buhari is known as a man of integrity. In order to reform the economy, as Head of State, Buhari started to rebuild the nation's social-political and economic systems, along the realities of Nigeria's austere economic conditions. The rebuilding included removing or cutting back the excesses in national expenditure, obliterating or removing completely, corruption from the nation's social ethics, shifting from mainly public sector employment to self-employment. Buhari also encouraged import substitution industrialization based to a great extent on the use of local materials. He remains a "Folk hero" for his opposition to corruption. He is trustworthy, honest and reliable leader. (www.saharareporters.com)

<center>**CHAPTER TWO**</center>

<center>**LITERATURE REVIEW**</center>

2.1   Introduction

The chapter reviews topic on the concept of text linguistics, the notion of text, scholarly approaches to texts, the seven standards of text linguistics, concept of speech, previous studies on political speeches, comparative study on political speeches and theoretical framework.

2.2   Text Linguistics

Text linguistics has emerged from the 1970s as the study of the property of texts (written or spoken) and their uses in communicative interaction. In addition, text linguistics is a branch of linguistics that deals with texts as communication system de Beaugrande and Dressler (1981). Moreso, text linguistics studies texts as a product or text as a process. The text as a product approach is focused on text cohesion, coherence, topical organization, illocutionary structure and communicative functions; text as a process approach studies the text production, reception and interpretation. Crystal (1997), cited in Alba-Juez (2009) defines Text Linguistics as "the formal account of the linguistic principles governing the structure of texts". Text linguistics implies a wider conception of grammar than that implied by traditional grammar. Whereas traditional grammar has tended to focus on micro-structures such as phrases, clauses and sentences, the primary object of interpretive scrutiny for text linguistics is the discourse as a whole (Taylor 2006:38). de Beaugrande and Dressler (1981) state that text linguistics is a grammar that does not focus on rules at sentence level but rules at text level; such grammar aims at describing and accounting for the principles that rule the alternative choices among alternative options made by a text producer/receiver.

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According to de Beaugraunde and Dressler (1981), for a text to be considered as such it must meet seven standards of textuality. These are: cohesion, coherence, intentionality, acceptability, informativity, situationality and intertextuality. The central concern of text linguistics is to examine different types of texts ranging from newspaper, magazine poem road sign, and political speech, conversation between two or more people and so on. All these text types serve for different communicative aims. Text linguistics is a theory that attempt to name multidisciplinary linguistic science of text and also explain the qualities that make a text a text. It studies the standards of textuality which functions as constitutive principles. Moreso, Adejare and Adejare (1996) define Text Linguistics as the name of the branch of linguistic inquiry that concentrates on the study of text. The application of text linguistics has, however, evolved from this approach to a point in which text is viewed in much broader terms that go beyond a mere extension of traditional grammar towards an entire text. Text linguistics is the science of text that describes or explains both the shared features and the distinctions among texts types. It studies what standard text must fulfil, how they might be produced or received, what people are using it for in a given context de Beaugrande and Dressler (1981.) The major concepts of text linguistics are as follows:

a. Text linguistics studies what gives a text its meaning and what makes part of a text to hang together constituting a consistent whole.

b. It studies the production and the interpretation of texts.

c. Text linguistics also investigates what people are using texts for in a given setting or context.

d. Text linguistics is not only concerned with written language but also with spoken language.

e. Text linguistics deals with any type of text of any length, from the newspaper to the "no smoking" notice.

2.3 The Notion of 'Text'

Text refers to a piece of writing or spoken piece that has the properties of text. People communicating in language do not do so simply by means of individual words or fragments of sentences, but by means of texts. We speak texts, we read texts, we listen to texts, we write texts, and we even translate texts. Text is the basis for any discipline such as law, religion, medicine, science, politics, etc. Each of these is manifested in its own language, i.e. it has its special terminologies. A text is above all a multidimensional unit and as such is not liable to a simple unifying definition. The definition of text differs from linguist to linguist. Bearing this in mind, the following selected definitions shall be considered. We generally express our needs, feelings, etc. by using text whether orally or in writing. Cultures are transferred to other people via texts. One may agree with Neubert and Shreve (1992) who say "texts are used as tools and, at the same time, they reveal the tool-user. They communicate something and about someone".

For de Beaugrande and Dressler (1981), the notion 'text' is defined as a communicative occurrence which has to meet seven standards of textuality. If any of these standards are not satisfied, the text is considered not to have fulfilled its function and not to be communicative.

For Halliday and Hasan (1976: 1-2), the notion 'text' is:

> A term used in linguistics to refer to any passage spoken or written, of whatever length, that does form a unified whole. A text is a unit of language in use. It is not a grammatical unit, like a clause or a sentence; and it is not defined by its size. A text is best regarded as a semantic unit; a unit not of form but of meaning.

Fowler (1991: 59) defines text as; a text is made up of sentences, but there exist separate principles of text-construction beyond the rules for making sentences. Hatim and Mason (1997) define text as "a set of mutually relevant communicative functions, structured in such a way as to achieve an overall rhetorical purpose". Moreso, Bloor and Bloor (2004:5) define

text as any stretch of language, regardless of length, that is spoken or written for the purpose of communication by people in actual circumstances. According to Yule (1983:102), text is the verbal record of a communicative event.

Although nearly all text linguists are in agreement that the notion 'text' is the natural domain of language, they vary in their views on what constitutes a text. This variance is mainly due to the fact that different linguists have observed this notion from different angles depending on the approaches adopted. The above section shows the notion of text by various scholars. However, the following section will review various scholarly approaches to text.

2.4 Different Approaches to Text

Scholars have viewed text from different perspectives, these are: Halliday and Hasan's (1985) approach to text, de Beaugrande and Dressler (1981) approach to text, Van Dijk and Kintsch's (1978) approach and Biber and Conrad's (2009) approach.

2.4.1 Beaugrande and Dressler's Approach

The most direct study of the text was carried out by de Beaugrande and Dressler (1981). They state that, a text is 'a communicative occurrence which meets seven standards of textuality': cohesion, coherence, intentionality, acceptability, informativity, situationality and intertextuality. Failure to satisfy any of the seven standards results in a non-communicative of the text. De Beaugrande and Dressler (1981) posit that a text meet seven specific criteria, which have been divided into two categories, one text-centred and one user-cantered. The text-centred criteria are cohesion and coherence while other criteria are based on language users' perceptions and are related to the intentionality, acceptability, informativity, Situationality and intertextuality of a given text. These seven criteria are considered to be constitutive principles of a text. De Beaugrande and Dressler (1981) also propose three regulative principles which they view influence a speaker's choice of devices used in the emerging text. The three regulative principles are the efficiency, effectiveness, and the

appropriateness of the device. In defining the notion 'text', de Beaugrande and Dressler (1981: 11) assert that the multi-level entity of language must be the text, composed of fragments which may or may not be formatted as sentence. They provide some essential distinctions between text and sentence as a start point. The following quotation represents some of these distinctions:

> The text is an actual system, while sentences are elements of virtual system; the sentence is a purely grammatical entity to be defined only on the level of syntax. The text, on the other hand, must be defined according to the complete standards of textuality. A text must be relevant to a situation of occurrence, in which a constellation of strategies, expectations, and knowledge is active. A text cannot be fully treated as a configuration of morphemes and symbols. It is a manifestation of a human action in which a person intends to create a text and instruct the text receivers to build relationships of various kinds. Texts also serve to monitor, manage, or change a situation. Whereas the sentence is not action, and hence has a limited role in human situations; it is used to instruct people about building syntactic relationships. A text is a progression between state, the knowledge state, emotional state, social state, etc of text users are subject to change by means of the text. Social conventions apply more directly to texts than to sentences. Psychological factors are more relevant to texts than to sentences (1981: 12-14).

De Beaugrande and Dressler (1981: 16), view that the above-mentioned fundamental differences between the text and the sentence have important implications for the evaluation of linguistics of the text. They differentiate between the two notions- text and sentence- as follows: A sentence is either 'grammatical' or 'ungrammatical' in the sense that it conforms to the traditional forms of grammar or departs from them. A text, on the other hand, is either 'acceptable' or 'non-acceptable' according to a complex gradation, not a binary opposition, and contextual motivations are always relevant. It follows that a sentence cannot survive outside its pertinent socio-cultural neighbourhood. Unless motivated by an ad-hoc linguistic situation to demonstrate and exemplify a specific grammatical rule, the sentence restrictively functions as a purely grammatical pattern definable at the level of syntax; the ultimate goal of

the sentence being to instruct its recipients on how to construct syntactic relationships between its constituent elements. The text, by contrast, cannot exist or survive in a socio-cultural vacuum. It is motivated, and hence related to, a situation of occurrence, which is called its 'context'. While the sentence is used to instruct its recipients about building syntactic relationships and hence has a limited role in human situations, the text motivates its users to control, manage, and eventually change human situations. Another distinction between the text and the sentence ushers in the psychological factor. Sentence formation is easily manageable once syntactic relationships between the constituent elements of the sentence pattern are fully established. A theory of sentences is justified in considering as 'irrelevant' such factors as "memory limitations, distractions, shifts of attention and interest, and so on" (de Beaugrande and Dressler 1981: 14). These psychological factors are by contrast highly relevant to the text if we view the text, basically, as a linguistic manifestation of a pre-conceived picture of reality conditioned by the author's state or states of mind at the time of actualization. The psychological factors are fully operative and more easily discernible in the text because it entails an unlimited scope for text processing. Along with this, the text is basically motivated by a specific human situation that is inherently subject to change. In addition, the mental processes involved in text production and text consumption, despite their intense complexities, are susceptible to constant modifications inspired by varied psychological states. This, inevitably, accounts for the wide divergences detectable in the translations of a specific text by various translators. In contrast, the sentence, being a verbal manifestation of a grammatical structure, does not stimulate or anticipate heterogeneous interpretations. The drawing of distinctions between text and sentence has brought the notion of context into full prominence.

De Beaugrande and Dressler (1981) give thought to the notion text. They explain that what makes the text a unified meaningful whole rather than a mere string of unrelated words and

sentences. They also set up seven standards of textuality. A text cannot be considered a text unless it meets these seven standards. They state that textuality of a text depends on the communicative features it contains. These are cohesion, coherence, intentionality, acceptability, informativity, situationality, and intertextuality. The discussion thus far shows that a text has to be communicative, and by being communicative, it means that the text is functional. All these according to de Beaugrande and Dressler (1981) are geared towards determining how the text functions in human interaction.

2.4.2 Halliday and Hasan's approach to Text

Halliday and Hasan (1976) in their work "*Cohesion in English*" define text as:

> A language that is functional or language that is doing some job in some context, as opposed to isolated words or sentences. So any instance of living language that is playing some part in a context of situation, we shall call it a text. It may be either spoken or written, or indeed in any other medium of expression that we like to think of.

According to Halliday and Hasan (1976), a text has texture and that is what distinguishes it from something that is not a text. The texture is provided by the cohesive relation. They further state that cohesive relationships within a text are set up where the interpretation of some element in the discourse is dependent on that of another. For Halliday and Hasan, a text is a semantic unit. Halliday (1985) stresses the importance of language as an instrument of social interaction among the members of any speech community. He views language as a living entity for the achievement of communication among fellow-communicants in a context of situation. He states that text cannot be approached without its situational context in which it is embedded. The inter-connectedness that exists along a stretch of sentences of utterances constituting a text bestows upon it a unique and distinctive character. Halliday (1985) argues that although text is made of words and sentences, when being written down, "it is really made of meanings" because meanings have to be expressed or coded in words and structures in order to be communicated (Halliday, 1985:10).

Halliday (1985) also posits that text is not only a semantic unit but also an instance of social interaction. In its social-semantic perspective, text is an object of social exchange of meanings. Halliday merges semiotic with both sociology and linguistics. Accordingly, text is a sign representation of a socio-cultural event embedded in a context of situation. Context of situation is the semio-socio-cultural environment in which the text unfolds. Furthermore, text and context are so intimately related that neither concept can be comprehended in the absence of the other. According to Halliday and Hasan (1985: 12), texts cannot be approached without reference to the situation as the context "in which texts unfold and in which they are to be interpreted". They distinguish three situational parameters that help communicants make predictions about the kinds of meaning that are being exchanged. These are: field, (what is going on), tenor (the social roles and relationships between the participants) and mode of discourse (What role the semiotic system is playing in context).

I) Field of discourse refer to what is happening to the nature of the social interaction that is taking place: what is it that the participants are engaged in; in which the language features has some essential component. This includes the social processes and the domains of meaning created in the realization of these social processes. In addition, the field of discourse is realised by ideational meanings. II) Tenor of discourse: According to Halliday and Hasan (1985), tenor of discourse refers to "who is taking part, the nature of the participants, their statuses and roles: what kind of role relationship obtain among the participants, including permanent and temporary relationships of one kind or another, both the types of speech role that they are taking on in the dialogue and the whole cluster of socially significant relationships in which they are involved" (Halliday and Hasan, 1985: 12). The tenor of discourse is realized by interpersonal meaning. III) Mode of discourse refers to what part the language is playing, what it is that the participants are expecting the language to do for them in that situation; the symbolic organization of the text, the status that it has, and its function in

the context, including the channel (is it written or spoken or some combination of the two?) and also the rhetorical mode, what is being achieved by the text in terms of such categories as persuasive, expository, didactic, and the like. This is realised by the textual meaning.

To summarize, in Halliday's theory, the functions of language are identified as functional components of a semantic system (i.e. language), these components being, first, the ideational (subdivided into logical and experiential), second, the interpersonal, and, third, the textual. However, we argue here that Halliday and Hasan in their treatment of the features of text consider cohesion and coherence as the features that contribute to the text texture. In addition, they also view that text is not only a semantic unit but also an instance of social interaction. However, their view is in contrast with Beaugrande and Dressler' (1981) which state that textuality depends on the requirements of the seven standards they propose.

2.4.3 Van Dijik and Kintsch's Approach

In another approach, Van Dijk and Kintsch (1978) propose a cognitive approach to discourse. According to Van Dijk and Kintsch (1978), cognitive analysis focuses on discourse and its structures, but derives its term from the theory of discourse processing. For instance, in order to be able to specify the conditions of discourse coherence that is an essential property of discourse structure needs cognitive notions such as mental models and knowledge. A cognitive analysis, thus, is an analysis of those properties of discourse that are accounted for in terms of cognitive concepts, such as various types of mental representation. These properties of discourse which are defined in cognitive terms include: metaphors, overall topics or themes, coherence, presupposition and implicature. Moreso, a cognitive analysis focuses in particular on those aspects of discourse that are accounted for in cognitive terms. This means that meaning is not so much focused on the words and sentences, which can also be accounted for in classical linguistics but rather on those properties of text and talk that can

be accounted for in cognitive terms. Van Dijk and Kintsch (1978) discuss some of the elements of cognitive analysis as follows: I) Topics: Topics are defined as the top macro propositions of the text representation or the mental model assigned to the text by speaker/writer or recipient. However, an empirically more adequate definition of topics is given in terms of the global meaning assigned to or inferred from fragments of discourse by language users. Language users often provide their own subjective summaries of a text and such a summary in many respects expresses the macrostructure of the text. A cognitive analysis of topics, then involves spelling out those knowledge items of information that were used or need to be used by participants in order to derive topics from a given text – for instance as expressed in heading title or conclusions. II) Implication and implicature: Semantic analysis of discourse casually uses the notion of implication, in the same way as pragmatic analysis uses the related notion of implicature. However, implication and implicature are strictly speaking not part of the semantic representation of a text, as traditionally defined, but propositions inferred from the meaning of actually expressed words, phrases, clauses or sentences of discourse. Thus, spelling out the cognitive implications of a proposition expressed in the text, means to list some of the propositions that may be derived from these propositions given a relevant domain of knowledge. One of the elements of this context (a mental model of the reader or the analyst) may be assumptions about the intentions of the speaker/writer. III) Presuppositions: Presuppositions are a specific type of implications. Thus, the proposition '*John used to beat his wife*' is a presupposition of '*John stopped beating his wife'* because it is implied by the latter proposition, as well as by the proposition '*John did not stop beating his wife'*. In the other examples discussed here, however, Van Dijk and Kintsch (1978) favour a more realistic, psychological account of presuppositions. They maintain that presuppositions are simply the set of meaning conditions of a sentence: what one must know in order to understand a sentence (or sequence of

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sentences). Thus, whereas the proposition that *'John is dead'* generally implies that (we believe that) John is no longer among the living, the presupposition of such would include *'John died'*, 'John probably died because of an illness, accident or homicide', etc. The linguistic nature of presuppositions is given by the fact that presuppositions are not just any odd piece of knowledge we may have to understand as part of discourse, but the fact that there are expressions in the text that express or otherwise signal such presupposed propositions. Thus, if we say that *'even the terrorists took pity of the victims,'* then the use of "even" presupposes that terrorists are usually pitiless (Van Dijk and Kintsch, 1978). IV) Local Coherence: coherence was originally often accounted for in terms of meaning relations between subsequent propositions. However, cognitive linguists usually define coherence simply in terms of mental models: when cognitively analyzing the coherence of the text, cognitive linguists examine the relations between its subsequent propositions, and establish relative to what mental model the text makes sense. This kind of coherence may also be called 'referential' or 'extensional' because it is defined in terms of the (mental models of the) events the text is about. Thus, both for the study of referential coherence as for the study of this kind of coherence, one need to spell out the knowledge or beliefs needed for participants to be able to establish this coherence (Van Dijk and Kintsch, 1978). In other words; during the production of propositions, a language user must select a specific meaning which is coherent and relevant with respect to text and context.

This theory is not considered to be a suitable approach to text analysis because it focuses only on the actual mental representations and processes of language users rather than focusing on a more formal, grammatical, stylistic or structural analysis.

2.4.4 Biber & Conrad's Approach

Biber and Conrad (2009:5) in their approach define text as the natural language used for communication, whether it is realized in speech or writing. Thus a research paper is a text as

is a novel or a newspaper article. In speech, sermon and a face-to-face conversation are both text. They further state that a text can be described according to their contexts, considering the characteristics of people who produced the text, and the characteristics of the situations and communicative purpose associated with the text. Biber and Conrad (2009:5) present text varieties that occur in particular situations of use such as register, genres and style. They investigate the language used in different kinds of text (both spoken and written) and their characteristic linguistic features. However, they use the terms register, genre and style to refer to text varieties. They also argue that the register perspective combines an analysis of linguistic characteristics that are common in a text variety with analysis of the situation of use of the variety.

The underlying assumption of the register perspective is that core linguistic features like pronouns and verbs are functional, and, as a result, particular features are commonly used in association with the communicative purposes and situational context of texts. The genre perspective is similar to the register perspective in that it includes description of the purposes and situational context of a text variety, but its linguistic analysis contrasts with the register perspective by focusing on the conventional structures used to construct a complete text within the variety, for example, the conventional way in which a letter begins and ends. The style perspective is similar to the register perspective in its linguistic focus; analyzing the use of core linguistic features that are distributed throughout text samples from a variety. The key difference from the register perspective is that the use of these features is not functionally motivated by the situational context; rather, style features reflect aesthetic preferences, associated with particular authors or historical periods. However they mostly focus on the register perspective because this perspective is important for the description of all text varieties. That is, any text sample of any type can be analyzed from a register perspective.

According to Biber and Conrad (2009:6) a register is a variety associated with a particular situation of use (including particular communicative purposes). The description of a register covers three major components: the situational context, the linguistic features, and the functional relationships between the first two components. Registers are described for their typical lexical and grammatical characteristics: their linguistic features. But registers are also described for their situational contexts, for example whether they are produced in speech or writing, whether they are interactive, and what their primary communicative purposes are. Registers can be identified and described based on analysis of either complete texts or a collection of text excerpts. In addition, Registers differ in both their situational and linguistic characteristics. However, the situational characteristics are more basic. All speakers use language in different contexts, under different circumstances, for different purposes. Those patterns of behaviour cannot be derived from any linguistic phenomena. In contrast, the linguistic differences among registers can be derived from situational differences, because linguistic features are functional. Furthermore, to carry out the linguistic analysis of a register, one must consider the extent to which linguistic features are used, in order to identify the linguistic features that are pervasive and especially common in the target register. For example, it is not the case that conversation always uses pronouns and never any nouns, or that newspaper writing always uses nouns and never any pronouns. Instead both registers use both nouns and pronouns. However, conversation uses more pronouns and fewer nouns, while newspaper writing uses more nouns and fewer pronouns. In other words, the relative distribution of nouns and pronouns differs greatly between conversation and newspaper writing. The linguistic analysis of registers is based on such differences in the relative distribution of linguistic features, which are especially common and pervasive in some registers but comparatively rare in other registers.

In summary, according to Biber and Conrad's (2009) approach, three analytical approaches are introduced and compared, describing a wide range of texts from the perspectives of register, genre, and style. They view that the register perspective combines an analysis of linguistic characteristics that are common in a text variety with analysis of the situation of use of the variety. While genre perspective includes description of the purposes and situational context of a text variety, but its linguistic analysis contrasts with the register perspective by focusing on the conventional structures used to construct a complete text within the variety. And finally, the style perspective focuses on analyzing the use of core linguistic features that are distributed throughout text samples from a variety.

2.4.5 The Standards of Textuality

De Beaugrande and Dressler (1981) assert that the standards of textuality are concerned with how occurrences are connected to others via: grammatical dependences on the surface (cohesion); via conceptual dependences in the textual world (coherence); via the attitudes of the participants towards the text (intentionality and acceptability); via the incorporation of the new and unexpected into the known and expected (informativity); via the setting (situationality); and via the mutual relevance of separate texts (intertextuality).

The seven standards renamed as 'principles of textuality' by De Beaugrande and Dressler (1981) is as follows: *cohesion, coherence, intentionality, acceptability, informativity, siuationality and intertextuality.*

i) Cohesion

Cohesion describes the ways in which components of the text, i.e. the words we actually hear and use are mutually connected (grammatically and lexically). According to Halliday and Hasan (1976:11), cohesion exists "where the interpretation of any item in the discourse requires making reference to some other item in the discourse". De Beaugrande and Dressler (1981:3) comment in this regard that the "... surface components depend upon each other

according to grammatical forms and conventions, such that cohesion rests upon grammatical dependencies". Halliday and Hasan (1976:8) argue that this bond is of a semantic nature: "Cohesion is a semantic relation between one element and another in the text and some other element that is crucial to the interpretation of it. Yule (1985:125) sees cohesion as the ties and connections that exist within texts. Moreover, Greenbum (1996:337) asserts that the unity of a text is assured by its cohesion (lexical and grammatical) devices for linking parts of a text. He further states that reference, substitution, ellipsis and logical connectives contribute to the cohesion of text. Similarly, Cruse (2006:34) defines cohesion as "a matter of form and concerns (mainly grammatical) ways of connecting one piece of language to another, such as agreement and anaphora.

In Halliday and Hasan (1976), cohesion is the network of lexical, grammatical, and other relations that provide links between various parts of a text. These relations or ties organize a text by requiring the reader to interpret words and expressions by reference to other words and expressions in the surrounding sentences and paragraphs. Moreover, cohesion is seen as a non-structural semantic relation, as for example, between a pronoun and its antecedent in a preceding sentence, expressing at each stage in the discourse the point of context with what has gone before. A cohesive device is the interpretative link between, for example, a pronoun and its antecedent, or two lexically linked NPs, and a series of such ties (having the same referent) is referred to as a 'cohesive chain'.

Halliday and Hasan (1976) establish five cohesion categories: reference, substitution, ellipsis, conjunctions, and lexical cohesion. In clarifying the notion of 'cohesion' and 'cohesive device', Halliday and Hasan (1976: 1) present the following examples:

a. Wash and core six cooking apples. Put them into a fireproof dish.

b. My axe is blunt. I have to get a sharper one.

c. Did you see John? - Yes.

d. They fought a battle. Afterwards, it snowed.

Here, the two sentences, in each example, are linked to each other by a cohesive link; in each instance a different cohesive item is implemented. In example (a), the two sentences are linked by the pronoun 'them', in the second sentence, which refers anaphorically to the noun phrase 'six cooking apples', in the first sentence. In (b) this relation is established by the presence of the substitute 'one' in the second sentence, which is a counter of the noun 'axe' in the first sentence of the same example; in (c) the cohesive relation is achieved by the omission of some element in the second sentence that presupposes the first sentence. In example (d) none of the above relations exist; the conjunction or conjunctive adjunct 'afterwards' is not an anaphoric relation like the previous ones; it does not instruct the reader to search for the meaning of the element to interpret it as in reference, or the replacement of some linguistic element by a counter or by a blank, as are substitution and ellipsis, "but a specification of the way in which, what is to follow is systematically connected to what has gone before". (Halliday and Hasan, 1976: 227).

As for the main cohesion category called *lexical cohesion*, Halliday and Hasan present the following examples:

"There is a boy climbing the tree"

a. The boy's going to fall if he does not take care.

b. The lad's going to fall if he does not take care.

c. The child's going to fall if he does not take care.

d. The idiot's going to fall if he does not take care.

In example (a), there is a repetition of the same lexical item: 'boy', in (b), the reiteration takes the form of a synonym or near synonym 'lad'; in (c), of the superordinate term 'child'; and in (d), of a general word 'idiot'. All these instances have in common the fact that one lexical item refers back to another, to which it is related by having a common referent. Halliday and

Hasan (1976) classification of cohesive devices is summed up as follows: reference, substitution, ellipsis, conjunction, and lexical cohesion. These five devices are said to provide cohesive ties which bind a text together.

Examples of Five Main Cohesive Devices by Halliday and Hasan (1976)

1. Reference: Gloria Arroyo has the advantage of incumbency. **She** knows the issues and understands the political terrain.

2. Substitution: I want a plate of spaghetti. Do you want **one**?

3. Ellipsis: Which shirt will you wear? The most colorful one (elliptic item: shirt).

4. Conjunction I have accepted a job as a lecturer in the University of Malaya; **therefore** I shall be leaving Young Achiever Child Care Centre at the end of the month.

5. Lexical cohesion

(i) Reiteration: There is a girl climbing that wall. The **child** is going to fall if she doesn't take care.

(ii) Collocation: The **rain** had been **pouring** down the whole morning.

According to de Beaugrande and Dressler (1981) cohesion concerns the ways in which the components of the surface text i.e. the actual words we hear or see, are mutually connected within as sequence. The surface components depend upon each other according grammatical forms and conventions, such that cohesion rests upon grammatical dependencies. De Beaugrande and Dressler (1981) have developed their own theory of the science of text. They present seven standards of textuality. In their treatment of the notion cohesion, or "sticking together", they differentiate between short-range cohesion and long-range cohesion. Moreover, they adopt a model of syntax for language processing on computers "the Augmented Transition Network" which is called *short-range cohesion*. The network, according to them, is a configuration of "nodes"; grammatical states connected by "links". The processor traverses the links to access the nodes, making the data at the nodes active and current.

The long-range cohesion concerns the connectivity of stretches of text. According to de Beaugrande and Dressler, in this category there are devices for exhibiting how already used structures and patterns can be re-used, modified, or compacted. They suggest the following listing of cohesive devices:

i. Recurrence
ii. Parallelism
iii. Paraphrase
iv. Use of Pro-forms
v. Ellipsis
vi. Tense and Aspect
vii. Junction

Cohesive Devices as viewed by Beaugraunde and Dressler (1981)

They suggest the following listing of cohesive devices: *recurrence, parallelism, and paraphrase, use of pro-forms, ellipsis, tense and aspect, junction.*

1. Recurrence

The direct repetition of elements can be called recurrence; it is the repetition of elements or patterns (de Beaugrande & Dressler, 1981). According to de Beaugrande and Dressler (1981: 57), the term for repetitions in a text is 'recurrence' which serves to put the focus on the speaker's viewpoint. To them, it is one of the most important devices of cohesion with its contribution to the processing efficiency of a text (de Beaugrande 1981: 134).

Within the text, recurrence (repetition) is made mainly on the most important words which reflect the core of the text.

Recurrence it is the identical repetition of the same element in a text. Example:

A: What did you do yesterday?
B: Yesterday I went to the cinema.

Furthermore, the repetition of such words helps to prevent digression and to focus on the main theme again and again.

Example:

> There's *water* through many homes I would say almost all of them
>
> have *water* in them.   It's just completely under *water*.

However, recurrence is prominently used to assert and re-affirm one's viewpoint, or to convey surprise at occurrences that seem to conflict with one's viewpoint. Samples of both uses are seen as follows: (de Beaugrande & Dressler, 1981)

2. Partial Recurrence

Partial recurrence entails using the same basic word components but shifting them to a different word- class; it consists of changing the word-class of expressions previously used. In this fashion, an already activated concept can be re-used while its expression is adapted to various settings. Here are examples from the American Declaration of Independence:

 1 ...to assume among the powers of the earth the *separate* and equal station ...the causes which impel them to *the separation*…

 2… mankind are more disposed to *suffer*, while evils are *sufferable* ... Such has been the patient *sufferance* of these Colonies.

4. Parallelism

De Beaurande & Dressler (1981) posit that parallelism entails reusing surface formats but filling them with different expressions. It is the repetition of the same syntactic structure but with different words. Through Parallelism the unity between actions, properties, states, etc. is constantly reaffirmed. In the Declaration of Independence, the British King is described as a walking disaster zone:

> He has plundered our seas, ravaged our coasts and burnt our towns.

Here, a series of similar though not identical actions, are expressed in parallel clauses (verb, possessive pronoun, direct object) with a recurrent 'our' in the middle of each. In another passage of the same document, the king's various actions are all expressed via present participles preceded by 'for':

For quartering large bodies of troops …For protecting them ... For cutting off our trade ... For imposing taxes ... For depriving us ... For transporting us ... For abolishing the free System ...

Once again, there is some relatedness among these actions (all abuses of power) which is emphasized by the parallelism of form. However, for the purpose of this research, parallelism will be analyzed from the levels of lexical, syntactic and semantic. *Lexical parallelism* occurs when two words are paired up and have various kinds of semantic relation to one another, that is, they may have same reference; they may relate as part to whole, they may belong to the same semantic field or maybe interpreted as antonyms – having opposed meanings. *Syntactic Parallelism* occurs when the form of one sentence, clause or phrase repeats the form of the other (Cook, 1995: 29). Each section of the text contains the same classes of phrases and words. *Semantic parallelism* Semantic parallelism holds where two sections of a text can be interpreted to have parallel meaning. This may arise as a result of lexical parallelism, where two words are interpretable as being parallel to one another. Semantic parallelism can either be:

i.   Similarity of meaning

ii.   Opposition of meaning

4.   Paraphrase

Repeating content but conveying it with different expressions constitutes paraphrase. In other word, it is the recurrence of the same content but with different linguistic expressions. For example:

Cohesion, that is to say, what links a text in its surface structure.

I had never seen a murderer ... the decent symbol which indemnifies the taker of a

life.

5. Use of pro-form

De Beaugrande and Dressler (1981:39) state that pro-forms are cohesive devices which are used to shorten and simplify the surface text. Anaphora is the use of a Pro-Form after an expression with which it co-refers. Moreso, Wilson (1990) argues that a political leader can use various pronouns to his/her advantage to untie the speaker with the audience, bring the speaker closer to the audience or to express his/her own beliefs. The best-known pro-forms are the pronouns which function in the place of the nouns or noun phrases with which they co-refer. De Beaugrande and Dressler classify two types of pro-forms which are anaphora and cataphora, pro-modifier and pro-verb. Using a pro-form after the co-referring expression is what they refer to as anaphora. Anaphora is the most common directionality for co-reference, since the identity of the conceptual content being kept current is made plain in advance. Example:

> *Generative Syntax* has a cognitive approach. *It* studies, in fact, competence rather than performance.

Cataphora is the use of the pro-form before the co-referring expression is called cataphora. In addition, cataphora is when a Pro-Form is used before an expression with which it co-refers. Example:

> *He* was a lonely man. *John*, in fact, did not love getting out of his house.
>
> I don't know *she's* serious, but *my roommate* wants to apply for a job in your company.

Also, cataphora can be used to generate uncertainty and therefore to intensify receivers' interest. Example:

> *He* was scarcely ten years old when *he* was first arrested as a vagabond. *He* spoke thus to the judge: "I am called *Jean Francois*..."

Here, a detailed self-description of the lad's life follows, removing all doubt about the identity carefully withheld in the opening sentence.

6. Ellipsis

De Beaugrande and Dressler (1981) state that ellipsis is a cohesive device contributing to the compactness and efficiency of text. Ellipsis represents a discontinuity in the surface text. It is based on the sharing of certain similarities among utterances.

A: Where did you go yesterday?

 B: Yesterday? I first went to the cinema, then to the restaurant and finally to the pub.

Ellipsis does, however, often occur in a new utterance unit rather than in the same one. Like the use of pro-forms, ellipsis illustrates the trade-off between compactness and clarity.

Tense and Aspect

De Beaugrande and Dressler also state that cohesion is further supported by tense and aspect. The strategies of text formation reflect some influences of the order in which tenses and aspects are used.   If textuality rests on continuity, then text users would naturally see text-world events and situations as related.

7. Junction

De Beaugrande and Dressler (1981) define junction as 'a clear device for signalling the relationships among events or situations'. They further state that conjunction is most often signalled by 'and', 'moreover', 'also', 'in addition', 'besides' and 'furthermore'. De Beaugrande and Dressler classify four types of junction which are: conjunction, disjunction, contrajunction and subordination. In addition, Conjunctions are words and phrases that serve to join clauses and sentences together in a meaningful way. They include some of the shortest and simplest words in English, for instance, 'and', but', if', also', too', since', then', and so on. According to Baker (1992:190), Conjunction involves the use of formal markers to relate sentences, clauses and paragraphs to each other. Unlike reference, substitution, and ellipsis, the use of conjunction does not instruct the reader to supply missing information either by

looking for it elsewhere in the text or by filling structural slots. Instead, conjunction signals the way the writer wants the reader to relate what is about to be said to what has been said before.

Conjunction is an additive relation, for instance, when connecting two interdependent events or situations mentioned within a sentence. It links two elements having the same status. Example:

> The great birds like to roost in trees in parks just outside the town,
>
> *and* since 1885 the local citizens have made the best of the situation.

Conjunction can carry across the boundaries of the sentence. Example:

1. Sadat called this a means of protecting the "human rights" of the Gaza Palestinians.

   And to ensure that Gaza attains autonomy, Sadat wanted a firm commitment.

Disjunction links things which have alternative status, e.g., two things of which only one can be true in the textual world. It links two elements having alternative status (*or*, *either ...or*, *neither ... nor*). It is most commonly employed within sentences.

Example:
1. Then, did he live in a town *or* in a village?
2. A man must not be too precipitate, *or* he runs over it [his hat]; he must not rush to the opposite extreme, or he loses it altogether.

Contrajunction is signalled most often by 'but' and less often by 'however', 'yet' and 'nevertheless'. It links two elements having the same status but which appear to be incongruous. In a sample like:

1. Discouraged aides talked openly of the trip becoming a debacle.

   But at the last minute Carter achieved a victory of presidential diplomacy.
2. In nearly all elections, *however*, economic factors are relevant.

The text producer deploys 'but' to alert receivers that the expected 'debacle' became something totally different, a 'victory'.

Subordination is represented by a large repertory of junctive expressions: 'because', 'since', 'as', 'thus', 'while', 'therefore', etc. Subordinating junctives make common types of coherence relations explicit. One type well represented by junctives is cause (necessary conditions). It links elements in such a way that the status of one depends on that of the other (*because*, *in fact*, *then*, etc.). Example:

1. American factories have overcome the recent crisis. *In fact*, they have introduced in the production system technological innovations.
2. It would befoul Long Beach Harbour with oil spills and seriously worsen the local smog problem, *because* merely unloading the oil would release hydrocarbon fumes into the atmosphere.

ii) Coherence

De Beaugrande and Dressler (1981) define coherence as the ways in which the components of the textual world, i.e., the configuration of concepts and relations which underlie the surface text, are mutually accessible and relevant. But within this textual world the arguments also have to be connected logically so that the reader/hearer can produce coherence. A concept is defined as 'a configuration of knowledge (cognitive content) which can be recovered or activated with more or less unity and consistency in the mind', and relations as the links between the concepts 'which appear together in a textual world' (de Beaugrande and Dressler 1981). A text "makes sense" because there is a continuity of senses among the knowledge activated by the expressions of the text. A "senseless" text is one in which text receivers can discover no such continuity, usually because there is a serious mismatch between the configuration of concepts and relations expressed and the receiver's prior knowledge of the world. We would define this continuity of senses as the foundation of coherence, being the mutual access and relevance within a configuration of concepts and relations. Neubert and Shreve (1992:94) provide a very useful definition: "A coherent text has an *underlying logical structure* that acts to guide the reader through the text" so that "it

'sticks together' as a unit" and creates the "feeling that a text hangs together, that it makes sense, and is not just a jumble of sentences". From Halliday's perspective is a purely semantic property of text. To Halliday and Hasan, a coherent text is a semantically connected, integrated whole, which expresses temporal, locational, causational and other similar relations among concepts. A text receiver perceives a text as coherent when there are direct and indirect semantic links between lexical items and sentences Halliday and Hasan (1985:48).

Some of the most common relations can be classified in terms of two major notions, namely causality relations and time relations. These relations are seen as follows:

1. **Causality relations** 'concern the ways in which one situation or event affects the conditions for some other one' (de Beaugrande and Dressler 1987: 4), and are of four major types:

Cause: David hit the ball so hard that it flew over the hedge.

Here the event of 'hitting the ball hard' has created the necessary conditions for the event of 'the ball flying over the hedge'. In another example:

        Jack fell down and broke his crown.

The event of 'falling down' is the cause of the event of 'breaking', since it created the necessary conditions for the latter.

Enablement: Tabitha lay quietly in the sun and Tomas crept over and pulled her tail.

Here a weaker relation obtains between the event consisting of Tabitha lying quietly in the sun, and the event consisting of Tomas creeping over and pulling her tail; the former event is a sufficient, but not a necessary, condition for the latter.

Reason: Because I've been writing about text linguistics

        all day I deserve a rest this evening.

In this case, the second event follows as a rational response to the first, but is not actually caused or enabled by it. The term reason can be used for the relation where an action follows as a rational response to some previous event. In another example:

Jack shall have but a penny a day because he can't work any faster.

The low pay is not actually caused or enabled by the slow working, but is nonetheless a reasonable and predictable outcome.

Purpose: You are reading this to find out about text linguistics.

In this case, although the first event enables the second, there is an added dimension, in so far as the second event is the planned outcome of the first.

2. **Time relations** concern the arrangement of events in time. In the case of cause, enablement and reason, an earlier event causes, enables or provides the reason for a later one, so that we might say that forward directionality is involved. Purpose, however, has backward directionality, since a later event is the purpose for an earlier event. Time relations can be very intricate, depending on the organization of the particular events or situations mentioned. Example:

When she got there, the cupboard was bare.

Our knowledge of the world tells us that the 'getting there' action was later than that of 'going to the cupboard' (being the terminal boundary of the latter), but happened at the same time as the situation of the 'cupboard being bare'.

iii) Intentionality

While cohesion and coherence are to a large extent text-centred, intentionality is user-centred. A text-producer normally seeks to achieve a purpose or goal (e.g. persuasion, instruction, request, information, etc.) based on a given plan. Obviously, cohesion and coherence are taken into consideration while planning and executing one's plan. Speakers or writers vary in the degree of success in planning and achieving their purposes. Intentionality concerns the

text producer's attitude that the set of occurrences should constitute a cohesive and coherent text instrumental in fulfilling the producer's intentions, e.g. to distribute knowledge or to attain a goal specified in a plan. Thus a language configuration must be intended to be a text and accepted as such in order to be utilized in communicative interaction (de Beaugrande and Dressler 1981:113). Text producers and receivers both rely on Grice's co-operative principle in managing discourse, but in text linguistics the notion of conversational implicature is supplemented with the notion that language users plan towards a goal (de Beaugrande and Dressler 1981:132–3). Successful communication clearly demands the ability to detect or infer other participants' goals on the basis of what they say. By the same token, text producers must be able to anticipate the receiver's responses as supportive of or contrary to a plan, for example, by building an internal model of the receivers and their beliefs and knowledge. Intentionality concerns the text producer's intention to produce a cohesive and coherent text that will attain whatever goal they have planned that it should attain. Text producers and receivers both rely on Grice's co-operative principles (de Beaugrande and Dressler, 1981 cited in Malmkjær (2010).

In a wider sense of the term, intentionality designates all the ways in which text producers utilize texts to pursue and fulfill their intentions. An extensive body of research has been devoted to intentions in various disciplines. The function of texts is seen somewhat differently in these several fields. Sociologists would explore the use of texts in "speech exchange systems" where participants interact and all of speaking turns, Psychologists would emphasize the text producer's intention "to guide the consciousness of the hearer", Philosophers have argued that a text producer who means something by a text intends the utterance of the text to produce some effect in an audience by means of the recognition of this intention (Grice 1989: 58). Artificial intelligence researchers are concerned with people's

plans and goals in order "to better analyze the meanings of words whose subtlety lies in their intentions rather than in their physical manifestations".

iv) Acceptability

Acceptability concerns the receiver's wish that the text should be cohesive and coherent and be of relevance to them. This attitude is responsive to such factors as text type, social or cultural setting, and the desirability of goals. The receiver will be tolerant of things, such as false starts, which interfere with coherence and cohesion and will use in referencing, based on their own general knowledge, to bring the textual world together. In the most immediate sense of the term, text receivers must accept a language configuration as a cohesive and coherent text capable of utilization (de Beaugrande and Dressler 1981) cited in Malmkjær (2010).

Acceptability is very much sensitive to the social activity the text is fulfilling. A legal contract does not leave much room for inference. It contains what, otherwise, is called redundancies. Poetic language will be viewed as such because it calls on for inferences. Context of communication also played a crucial role with respect to intentionality and acceptability. The importance of acceptability gradually emerged during research on how to verify a "grammar" as an account of all sentences allowed in a language. Ostensibly, one should be able to present lists of sentences to informants (native speakers giving views on their language) to be judged either "grammatical" or "ungrammatical". The "grammar" must then be able to generate the former and exclude the latter. This requirement is vastly more ambitious than any in traditional school grammars, because it must expressly exclude vast numbers of sentences which nobody would "ever be in danger of forming"

Intentionality and acceptability rely on Grice's (1989) cooperative principle which says:"Make your contribution such as it is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged."

Grice (1989) offers a set of "maxims" that the producers of texts normally follow in conversation. The "maxims" are merely strategies and precepts, not "rules" as envisioned by Searle. The maxim of *quantity* is given as "Make your contribution as informative as (but not more informative than) is required." Being "informative" would, we presume, involve giving someone new or unpredictable knowledge when occasion arises. The maxim of *quality* is concerned with truthfulness: "Do not say what you believe to be false, or that for which you lack adequate evidence." This standard is more rigorously applied to scientific texts than to conversation, but even in the latter, it is generally regarded as a social obligation. The maxim of *relation* is simply "be relevant". Relevance could have at least two aspects: what kinds of knowledge are related to a given topic; or what kinds of knowledge would be useful in attaining some goal. The maxim of *manner* includes another injunction, namely to "avoid obscurity of expression". Here, the potential obstacle to communication lies in the phase of mapping already selected and organized content onto surface expression rather than in making the selection itself (Grice, 1989).

v) Informativity

Informativity is used to account for the extent to which text-presented information is new or unexpected for the receivers. In other words, it is a standard dealing with information storage and text receiver's expectations (de Beaugrande and Dressler 1981). A text has to contain some new information. In addition, a text is informative if it transfers new information, or information that was unknown before. Moreso, informativity should be seen as a gradable phenomenon. The degree of informativity varies from participant to participant in the communicative event. Situationality contributes to the informativity of the text. A book written in 1950 has an informativity that was high appropriate then. In addition, a receiver's expectations of what will appear in a text are powerfully affected by their perception of what text type they are currently encountering. What is unexpected in a technical report may be

less unexpected in a poem. Most cognitive approaches to text analysis emphasize what readers bring to the text: the text is not a file full of meaning which the reader simply downloads. How sentences relate to one another and how the units of meaning combine to create a coherent extended text, is the result of interaction between the reader's world and the text, with the reader making plausible interpretations. Informativity broadly has to do with the way in which the texts have communicative value. For example a definite expression like *the man with the golden gun* has more communicative value than a pronoun like *him/his*. The communicative goal of a text is determined by the function, the aim, the genre of the text (de Beaugrande and Dressler, 1981).

Furthermore, textuality, on the one hand, is created through compliance with expectations as to how the language signal should be organized. On the other hand, it is precisely this compliance which makes the text neutral and, thus, less informative. Only deviations from the expectations convey an additional load of information about a text; only atypical arrangements carry additional meanings by breaking away from the expectations. For example, '*Marry you I won't*' falls within the limits of acceptability but the arrangement of the linguistic structures unambiguously suggests it is more than the plain fact that there will be no marriage that is being communicated. '*I won't marry you*', conversely, would conform to the requirements for language signal organization. In addition, '*The second source is the conventional patterns in which language can be organized to signal mental structure*'. For example, '*organized to language second expectation mental the source way be the of is signal can structure*' would not be an acceptable linguistic rendition in contrast to the first sentence. The arrangement of linguistic elements in each language varies within certain boundaries and it is variations within those boundaries that are considered acceptable. That is why as a means of conveying information; language signal organization comes second compared to conceptual configuration. Typically, whenever conceptual structure underlies a

clearly coherent text, cohesive devices would gain prominence only if deliberately handled in unexpected ways.

In general, informativity as a textual parameter associates much more easily with coherence rather than cohesion – it is simply less typical to try and convey additional layers of meaning through experiments with the language signal. Most frequently, such experiments would be carried out in poetry rather than in everyday conversation. Moreover, informativity also arises from the techniques available in each language for thematic-rhematic arrangement. With respect to this, de Beaugrande and Dressler, (1981), discuss most comprehensively the role of Functional Sentence Perspective and intonation. Signaling information considered new, important, or unexpected, they demonstrate, involves intra-sentential arrangement: highly informative elements tend to appear toward the end of a clause while elements of low informativity typically emerge at the beginning of clauses and receive a low key. In cognitive terms, this source of expectation has to do with the maintenance of an unambiguous point of orientation throughout a text (de Beaugrande and Dressler, 1981:148). Together with the second source of expectations - formal linguistic conventions – this one tends to vary from one language to another; in contrast, mental modeling of real-world facts as a first source of expectations is much less dependent on language. Functional sentence perspective FSP is the organization of sentence in terms of the role of its elements in distinguishing between old and new information, especially the division of sentence into theme and rheme Firbas (1992). In addition, Firbas (1992) states that theme is the starting point of the sentence while rheme has to do with what is reported about the theme.

vi) Situationality

The term Situationality is a general designation for the factors which render a text relevant to a current or recoverable situation of occurrence. In other word, situationality is controlled by all factors which render a text relevant to a current communicative situation (de Beaugrande

and Dressler 1981). This standard of textuality also depends on the goals, beliefs, opinions, etc. which each participant brings in and feeds into the textual world while communicating. Situationality reveals how the information stored about previous experience, i.e. one's model of the world, can be used in different manners. As de Beaugrande and Dressler (1981) claim, if the dominant function of a text is to provide a relatively objective account of a situation, the mental process of situation monitoring takes place. If the dominant function is to achieve a personal goal, situation management is being performed. The borderline between the two is essentially fuzzy, de Beaugrande and Dressler (1981) argue, as revealed by cases in which one may be carried out under the disguise of the other, i.e. private goals may be presented as an objective account of a state of affairs. They term the introduction of a personal angle on situation 'mediation' and claim it to be present almost exclusively, although they do allow for objectivity as possible in textual communication. Textuality does not emerge only from the ways in which a text conforms to generalized expectations, e.g. text-type-related ones. Textuality also arises from the individual and occasion-specific needs, goals, opinions, etc. of those communicating. The absence of relevance to a particular situation in a text would render it dysfunctional.

 vii) Intertextuality

According to de Beaugrande and Dressler (1980: 182), intertextuality concerns the factors which make the utilization of one text dependent upon knowledge of one or more previously encountered texts. They named the process by which this knowledge is applied, mediation, i.e. the active and creative correlation of the text with previously encountered texts. Intertextuality is introduced to subsume the ways in which the production and reception of a given text depend upon the participants' knowledge of other texts. In addition, Neubert and Shreve (1992: 117) state that intertextuality refers "to the relationship between a given text and other relevant texts encountered in prior experience." These include textual conventions

and textual expectations. Malmkjær (2010:546) opines that intertextuality concerns the way in which the use of a certain text depends on knowledge of other texts. For instance, a traffic sign saying 'resume speed' only makes sense on the basis of a previous sign telling a driver to slow down. Intertextuality can also be defined simply as the relationship of a text with other texts. Between texts of the same genre the relationship can be of form and /or content, but between texts of different genres, the relationship can only be of content.

One of the intertextual factors which may influence a text depends on the expanse of time between the production or reception of the current text and the production or reception of previously encountered texts perceived as relevant. The rule applying to such cases is simple - the larger the expanse, the greater the mediation. A second factor which concerns intertextuality is the type of text to which reference is made. The role of mediation here is slightly more complex, or, rather, more subtly differentiated. Extensive mediation is illustrated by the development and use of text types. In comparison, quoting from or referring to particular well- known texts, e.g., the Bible entails much lesser mediation. The slightest mediation is exemplified by replies, summaries, reports, etc. especially in conversation.

2.5 Concept of Speech

Speech is a formal address or discourse delivered to an audience. It is the communication or expression of thoughts in spoken words. Moreso, speech is one of the major medium of oral communication.

Types of Speeches

Speeches can be classified into the following categories: the informative speech, the persuasive speech, and speeches for special occasions.

Informative Speech

If the speech's purpose is to define, explain, describe, or demonstrate, it is an informative speech. The goal of an informative speech is to provide information completely and clearly so that the audience understands the message. Examples of informative speeches include describing the life cycle stages of an egg to a chicken, explaining how to operate a camera, or demonstrating how to cook a side dish for a meal. The organization of the speech depends on your specific purpose and varies depending on whether you are defining, explaining, describing, or demonstrating.

Persuasive Speech

Persuasive speeches are given to reinforce people's beliefs about a topic, to change their beliefs about a topic, or to move them to act. When speaking persuasively, directly state what is good or bad and why you think so near the beginning of the speech. The speaker's purpose is to persuade using logic and reasoning, this communicates to listeners that he/she wants to convince them of a particular point of view.

Speeches for Special Occasions

Speeches for special occasions are prepared for a specific occasion and for a specific purpose dictated by that occasion. Speeches for special occasions can be informative, persuasive, or both, depending on the occasion. Two of the more common types of speeches for special occasions are the speech of introduction and the speech of welcome. The speech of introduction is a brief speech that provides the main speaker's qualifications. This speech prepares the audience for the main speaker by establishing the speaker's credibility and helps make the speaker feel welcome. To write the speech of introduction, gather biographical information about the speaker. Furthermore, the speech of welcome acknowledges and greets a person or group of people. The speech of welcome expresses pleasure for the presence of

the person or group. The purpose is to make the person or groups feel welcome and to provide information about the organization you represent (Hamilton, C. 2012). Moreover, the next section discusses the concept of political speeches and previous works done on political speeches.

2.6 Previous Critical Works on Political Speeches

Political speech includes speeches made by the government or candidates for office. In addition, political speeches are communicative, argumentative and persuasive texts that aim at getting an audience (i.e. readers or listeners) to take certain course of action and to react and behave in a given way. Hamilton (2012) argues that political discourse has a communicative and sociolinguistic nature. Thereupon, politicians strive to get the allegiance and support of their people through manipulating them. This can be achieved via the use of linguistic features to stir peoples' emotions and persuade them. Politicians regularly rely on rhetorical tactics that help to achieve persuasive speeches. These tactics are described as "stylistic features which are intended to move the audience by appealing to them on a "poetic" level, to obtain their feedback, and perhaps win their applause, or at least grab total attention". Presidential declaration speeches do not defer from the above. It forms the focus of this study. However, studies have been carried out using various linguistic theories such as discourse analysis, critical discourse analysis, speech act theory, systemic functional grammar, pragmatic and stylistic perspective and Crystal's linguistic and discursive approaches to language. One way of categorising these works is according to their essential linguistic bases. In this direction, Alo (2012), Alfaki (2014), Kamalu and Agangan (2011), Ogunmuyiwa (2015) and Ehineni (2014) examine critical discourse analysis of speeches while Chinwe (2013), Nartey & Yankson (2014), Nur (2015) and Feng and Liu (2010) use systemic functional approach to analyze political speeches. Moreso, Ahmed and Eje (2015) and Koutchade (2015) carried out a study on discourse analysis while Josiah and Johnson

(2012), Ayuba (2012), Akinwotu (2013) and Ayeomoni and Akinkoulere (2012)   also employ pragmatic approach to analyse speech. Furthermore, Sharndama and Mgbemene (2015) also use Crystal's linguistic and discursive approaches to analyse speech. Finally, Ahmed (2008) and Stephen (2012) carried out a text linguistics analysis using Halliday's paradigm of cohesive devices, systemic functional linguistic framework, and a framework for analysing discourse provided by Okoro to analyse newspaper editorials and political speeches. Alo (2012), in his study found that various rhetorical strategies have been used by African leaders in their texts to project their policies and plans. These are: greetings, use of pronouns, contrasts and modality. Moreso, Alfaki (2014) in his study reveals that linguistic devices such as rhetoric, grammatical metaphors, ideational metaphors and pronoun have great effect in manipulating the mind of the mob, covering and softening truths and befogging the thoughts. Ehineni (2014), study on political speeches also reveals that modals such as 'will', 'shall', 'must', 'can' etc are used by the politicians in both manifestos for persuasion, obligation, to make promise, demonstrate political will/commitment and solicit public support and manipulation. Kamalu and Agangan (2011), in their study show that there is conscious deployment of diverse rhetorical strategies by the President to articulate an alternative ideology for the Nigerian nation. Nartey & Yankson (2014) in another study reveal that modal auxiliary verbs are used extensively in the manifesto to give the message a sense of intension, promise, obligation and necessity in a conscious and strategic attempt to persuade the electorate. Nur (2015) also concludes that the different use of mood, modals, personal pronouns and rhythmic features of words can convey different levels of interpersonal meaning and relationship between the speaker and the audience. Koutchade (2015) in his study reveals that transitivity and modality analyses have proved to be useful for a thorough investigation of the speech because the speaker's attitudes and judgements are expressed to reinforce the persuasive strategies used in his speech. Akinwotu (2013) also

founds that the acceptance of nomination speeches are characterised by illocutionary acts that are used to achieve persuasion. Hence, the data are characterised by a preponderance of assertive, expressive and commissive acts that are mostly used as mobilization strategies, especially in political campaigns, where it is essential for candidates to persuade their listeners to win the elections. Sharndama and Mgbemene (2015) in their study reveal that the linguistic and communicative devices used by the speakers assist the speakers in gaining effective communication and strategic competence in political discourse. Furthermore, Stephen (2012) analysis reveals that President Obama deployed various choices of thematic patterns which gave his speeches texture and also made the nature of his undergoing concerns clear. These choices contributed in making his speech project his integrity, maturity and intellectual competence in leading the United States.

i) Critical Discourse Analysis of Speeches

CDA focuses on the relationship between language, power and ideology. There are many scholars working on CDA, among its principal architects are Paul Chilton, Norman Fairclough, Teun van Dijk and Ruth Wodak (Malmkjær, 2010:121). Malmkjær (2010:121) further states that CDA is thus a form of social critique; it encourages reflection on social processes and their relationship with language use, since it is assumed in CDA that this relationship is 'dialectical' or bi-directional. He further claims that discourses 'are always socially, politically, racially and economically loaded'. CDA therefore aims at analysing discourses to account for certain uses of language in both social and political contexts they occur.

There have been linguistics enquiries into political speeches from critical discourse analysis perspective. These are seen as follows: Alo (2012) analyses selected political speeches of prominent African leaders from the five major regions of Africa. The study analyses the rhetorical and persuasive strategies employed in their speeches and the ways and means the

political leaders seek to achieve their goals. Data used for the study are drawn from sixteen selected political speeches of prominent contemporary African presidents from the five major regions of the African continents. The study employs the framework of Aristotelian rhetoric, with an adaptation of Fairclough's socio-semiotic model of critical discourse analysis. However, four dominant ideological preoccupations emerging from the analysis are economic growth and independence in Africa, national unity and nationalism, globalism and self-reliance. The study reveals that various rhetorical strategies have been used by African leaders in their texts to project their policies and plans. These are: greetings, use of pronouns, contrasts and modality. The study also shows that African political leaders generally acknowledge the socio-economic problems of Africa and the need for change.

In addition, Alfaki (2014) in another study explores linguistic elements in political speeches of some contemporary African leaders in order to investigate how linguistic tools can be manipulated to reveal speakers ideology and political stance. The study adopts critical discourse analysis in order to examine and analyze political speeches from a linguistic perspective. These include M.A.K Halliday's transitivity and semantic representations appearing in the political speeches. The linguistic tools used to reveal speakers ideologies are: rhetoric, grammatical metaphors, ideational metaphors, pronoun and parallelism. The study reveals that these devices have great effect in manipulating the mind of the mob, covering and softening truths and befogging the thoughts. In addition, pronoun and lexical choices are also used by politicians as linguistic tools to persuade and manipulate the audience.

Kamalu and Agangan (2011) on the other hand, analyze the text of President Goodluck Jonathan's declaration of candidacy for his party's (i.e. PDP) presidential primaries. The study analyses the text with insights from critical discourse analysis and systemic functional linguistics in order to uncover the underlying ideology and persuasive strategies used in the declaration speech. The findings reveal that there is conscious deployment of diverse

rhetorical strategies by the President to articulate an alternative ideology for the Nigerian nation. This is evident in a variety of persuasive nuances such as the appeal to ethno-religious sentiments; seeming alignment with the suffering majority of the country and the reconstruction of childhood experiences to entreat and manipulate the conscience of his party and other Nigerians.

ii) Systemic Functional analyses of speeches

Systemic Functional Grammar is a grammar which was developed by Halliday and Firth's work in linguistics. The theory view language as a semiotic tool used by people to achieve their intentions by expressing meaning in context. It is a theory centred on how language functions (Halliday, 1985). In addition, SFG approach in linguistics considers grammar in terms of meaning. Halliday (1985:4) posits that SFG is a system of choice made among other options or ways of communication available within the context. Halliday (1985) contends that language is structured to make three kinds of meaning simultaneously. These meanings, known as metafunctions include: **Interpersonal metafunction** in the interpersonal metafunction, language is seen as interaction: it is the meaning about the interaction between the speaker and hearer. In this type of metafunction, language is used to enable people to participate in communicative acts, to take on roles, to express and understand feelings attitudes and judgements Bloor & Bloor (2004:10). In interpersonal function, language is used as a means of establishing and maintaining social relation. Interpersonal meanings are expressed through mood, modality, tone and other attitudinal meanings. **Ideational metafunction** according to Bloor& Bloor (2004:10), in ideational metafunction, language is used to organize, understand and express our perceptions of the world and of our own consciousness. The ideational function is classified into experiential and the logical. **Textual metafunction** according to Halliday and Hasan (1985:367) is the internal organization and

communicative nature of a text. This involves the use of language to organize the text itself. It comprises structural and non-structural component of texture.

Few of those who carried out a study on Systemic Functional Grammar approach include: Chinwe (2013) using Halliday's Systemic Functional Grammar, analyses two inaugural speeches of two Nigerian past leaders; Alhaji Shehu Shagari and General Olusegun Obasanjo. The paper investigates the lexicogrammatical choices and how these systemic choices realize the experiential meaning. The paper offers explanations for the actual linguistic choices made and how these choices portrayed the power relations and ideological positions of these past leaders. The study confirms that the lexicogrammatical choice of transitivity in the inaugural speeches helps in the interpretation of experiential meanings of the two speeches. The analysis shows language use that is indeterminate, vague, and non-committal which divest the speakers of direct responsibility to certain actions through the persistent use of mostly indeterminate process types. In addition, there was less use of strong operative material processes which commit the speakers to concrete actions. These deliberate choices enable the speakers to hide their evasions and deceit in over-lexicalized expressions with little or no concretized meanings. Nartey and Yankson (2014) in another study examine the use of modal auxiliary verbs in the manifesto of Ghanaian political party with the aim of investigating the semantic underpinnings of modal auxiliary verbs in the 2012 manifesto of a popular Ghanaian Political Party (NPP). The study reveals that modal auxiliary verbs are used extensively in the manifesto to give the message a sense of intension, promise, obligation and necessity in a conscious and strategic attempt to persuade the electorate. Nur (2015) examines interpersonal metafunction in public speeches using Nelson Mandela's inauguration speech as a case study. The study tries to explore how Halliday's Systemic Functional Grammar investigates into a language from social semiotic approach. Nur (2015) concludes that the different use of mood, modals, personal pronouns

and rhythmic features of words can convey different levels of interpersonal meaning and relationship between the speaker and the audience. Feng and Liu (2010) examine President Obama's speech in a memorial of his first 100th day in office and tries to explore how interpersonal meaning is achieved from the perspective of Systemic Functional Grammar while emphasizing on mood, modal auxiliary, personal pronouns, pronoun system and tense shift. The study shows Obama's full use of the language to achieve his political purpose through different devices to fulfil interpersonal meaning.

iii) Discourse Analysis of speeches

Discourse Analysis is a broad term for the study of the ways in which language is used in texts and contexts (Schiffrin, 1994). In addition, discourse analysis, a modern approach to text analysis, is a method for studying the ways that specific features of language contribute to the interpretation of texts in their various contexts. It facilitates the understanding of organization and functions of language in texts. According to Schiffrin (1994:419), discourse analysis traditionally entails the analysis of chiefly written texts especially the "analysis of utterances as social interaction. Malmkjær (2010:133) identifies three areas of definition of discourse analysis; viewed from within a linguistic project, the analysis of discourse emerged with reference to specific language   phenomena which are characteristic of running text and ongoing interaction, as well as locating an important area of meaning in what is functionally relative to situation, purpose and user.

Studies on discourse analysis have also been carried out. These are as follows: Ahmed and Eje (2015) analyze former president Goodluck Jonathan's speech in response to the kidnap of the Chibok girls in Borno State. The paper adopts Fairclough and Fairclough's (2015) approach to the analysis of political discourse. This model of analysis incorporates critical discourse analysis with the analytical framework of argumentation theory based on the view that political discourse is primarily argumentative. The findings reveal that Jonathan's silence

for security reasons were persuasive but normatively deficient; some of his arguments were drawn from dominant ideologies that favour the interest of his government, such as blaming the problem of Boko Haram on economic disparity as opposed to the inability of the government to win the fight against the extremist. Koutchade (2015) using the framework of discourse analysis, analyzes the acceptance speech of President Muhammadu Buhari. The study adopts the Systemic Functional Linguistic model to inquire into the language of the speech specifically, aspects of experiential meaning realized through the transitivity patterns which focus on the different processes and participants and interpersonal meaning realized through modality which include modalization and modulation. The findings reveal that transitivity and modality analyses have proved to be useful for a thorough investigation of the speech. Furthermore, transitivity has shown how Buhari has expressed, through his idiolect, his own experiences of the world-view. Similarly, the analysis of modality also reveals Buhari's attitudes and judgements which are expressed to reinforce the persuasive strategies used in his speech.

iv) Pragmatic analysis of speech

Pragmatics is often described as the study of language in use. According to Malmkjær (2010:418), pragmatics concerns linguistic expressions as they are used by speakers and writers to communicate. Pragmatics is concerned with aspects of meaning which arise in connection with contexts of utterance – including such parameters as speaker and addressee(s) as well as the time and place of utterance. He further states that" pragmatic analysis focuses on what a speaker might want the words to mean on a particular occasion". Thus, meaning in pragmatics is defined relative to a speaker or user of the language. An important part of language in use, and therefore, pragmatics is what people are actually doing with language when they speak; whether they are informing, criticising, blaming, warning, congratulating, christening a baby, and so on. This is the topic of speech acts. Other

topics covered by pragmatics are politeness as expressed linguistically and conversational analysis, which deals with the way conversations are, structured Cruse (2006). Speech Act Theory is traced to the view expounded in J.L. Austin's seminal publication, *How to Do Things with Words* (1962). Austin proves that there are many utterances whose production constitutes, partly or wholly, the performance of an action. He began his theory by distinguishing between performative and constative utterances. However, in a later development, he classified linguistic acts into three components. First, the locutionary act is the act of saying something. Second, there is Illocutionary act, which is an act performed in saying something e.g. promising, naming, requesting, etc. It is the intention the speaker has in uttering a statement. The third is perlocutionary act, which acts on the addressee, i.e. the response of the listener on his/her understanding of the illocutionary force of an utterance.

The following scholars study speech using pragmatic analysis. Ayuba (2012) also analyses President Goodluck Jonathan's speech from a pragmatic stylistic perspective with a view to describing the linguistic acts in the speech using the speech act theory of Austin (1962) and Searle (1969). The study focuses on the locutionary, illocutionary and perlocutionary acts in the speech. The paper reveals that President Jonathan's inaugural speech contained assertive, verdictive, commissive and declarative. Even though, he used sentences that performed more commissive acts than other speech acts. Therefore, it is evident that the president made a lot of promises to the people in appreciation of their support for him during his election campaign. Akinwotu (2013) also investigates the role of language in communication and interpretations by examining selected political speeches as pieces of discourse with specific goals. The study presents and documents some of the significant illocutionary acts that convey the intentions of speakers in the acceptance of nomination speeches of presidential candidates: Chief Obafemi Awolowo and Chief M.K.O. Abiola. The study is based on J.L Austin's (1962) speech act theory. The study reveals that the acceptance of nomination

speeches were characterised by illocutionary acts that are used to achieve persuasion. Hence, the data are characterised by a preponderance of assertive, expressive and commissive acts that are mostly used as mobilization strategies, especially in political campaigns, where it is essential for candidates to persuade their listeners to win the elections. However, the five speech acts types identified in the speeches were encoded more explicitly by chief Abiola than Chief Awolowo. In a similar study, Ayeomoni and Akinkoulere (2012) conduct a pragmatic analysis of President Umaru Musa Yar'adua's speeches, which focused on the pragmatic functions of locutionary, illocutionary and perlocutionary acts of the speeches. This was done with a view to determining the global pattern of pragmatic moves of the selected political speeches. The data were analysed using the Speech Act theory of Austin (1962) and Searle (1969). The study shows that Umaru Musa Yar'Adua relied more on sentences that performed assertive acts than other speech acts. He used the sentences that were vindictive and directive to assert his authority and exercise his power as the President. Moreso, the Speech Act analysis of the political discourses of Umaru Musa Yar'Adua provided the understanding that political leaders in Nigeria perform various acts through their speeches. The identification of speech acts types in speeches goes a long way in ascribing meanings to such speeches.

v) Crystal David Discursive approach to speech

Sharndama and Mgbemene (2015) examine the language of political discourse with focus on the linguistic features of two political speeches of presidents Muhammadu Buhari and Goodluck Ebele Jonathan. The study aims to highlight the strategies employed by the speakers to communicate their ideologies and achieve effective persuasion at lexical and syntactic level. The study adopts David's (1985) linguistic and discursive approach to language analysis. Moreover, the analysis of data at lexical level include: apt register, subject specific items, personal pronoun, referencing and endearing items. The analysis at the

syntactic level include syntactic inversion, the use of parallel and compound structures, subordination, the manipulation of interrogatives and declarative. The study reveals that the linguistic and communicative devices used by the speakers assisted them in gaining effective communication and strategic competence in political discourse.

vi) Text linguistics approach

Finally, Ahmed (2008) using Halliday and Hasan's (1976) paradigm of cohesive devices, conducts a text linguistic study of newspaper editorials by looking at the maintenance and developmental functions of conjunctive and lexical cohesive devices in the newspapers. The study reveals that all types of conjunctive cohesive device showed different distribution in the editorial genre, the adversatives and the additives were significantly used in the editorials, which point out the necessity of presenting and clarifying information, encouraging analytical thinking and developing reasonable argumentation. In the use of lexical cohesive devices, the result shows that lexical repetition was the second most frequently used device in the editorials while collocation is featured as the most prominently used. In a similar study Stephen (2012) examines intentionality and acceptability in political discourse by investigating Barack Obama's choice of thematic patterns and linguistic political devices. The study employs Halliday's (2004) Systemic Functional Linguistic framework and a framework for analysing political discourse provided by Okoro (2001). The analyses reveal that Barack Obama deployed various choices of thematic patterns which gave his speeches texture and also made the nature of his undergoing concerns clear. These choices contributed in making his speech project his integrity, maturity and intellectual competence in leading the United States.

The literature reviewed above has shown various studies on discourse analysis, critical discourse analysis, speech act theory, systemic functional grammar, pragmatic and stylistic perspective and Crystal David's Linguistic and discursive approach to language. From these

reviews, discourse analysis and critical discourse analysis mainly pinpoint the use of linguistic tools to express the speaker's ideologies in order to persuade the audience. It studies language use in social context. In addition, systemic functional analysis also shows language use in context and how meaning is realised in speeches through the language metafunctions. Moreso, the pragmatic analysis demonstrates how illocutionary acts are being explored in speeches to achieve persuasion and also to express intention. Crystal David's discursive approach shows how linguistic and communicative devices are utilised by speakers to communicate their ideologies and achieve effective persuasion. However, from these studies conducted, language is viewed from the social and functional perspective. Thus a more formal and experimental approach to text have not been done to show how a text hang together constituting a consistent whole and how a speaker is able to produce a text to meet the standards of textuality. That is, the features of text those speakers/writers put into their works that distinguishes a text from non-text. In line with this, the present study analyses Barak Obama and Muhammadu Buhari's declaration speeches using de Beaugrande and Dressler's (1981) text linguistics approach to language. The purpose of the study is to investigate how the principles of textuality contribute to the understanding of a text.

2.7 Comparative Study on Speeches

This section reviews comparative studies done on speeches.

Ogunmuyiwa (2015) explores and analyses the discursive positioning of corruption by two successive presidents Umaru Musa Yar' Adua and Goodluck Ebele Jonathan using their two official speeches. Using Halliday's (1978, 1985, 1993) system of transitivity and Fairclough's (1992, 1989, and 1995) three-tier analytical framework grounded in critical discourse analysis, the study argues that official speeches of presidents can discursively reveal their commitment to fighting corruption. The analysis shows that Nigerian presidents make reference to corruption differently using different linguistic resources to foreground or

background responsibility. The clauses dedicated to corruption and the various representations reveal the president's commitment to fighting corruption. The result further shows that Yar'Adua may have considered corruption as a problem more than Jonathan. This is not only because he laments the phenomenon of corruption more than Jonathan but because of his ability to flaunt his achievements through recovery of N400 billion from Ministries, Departments, and Agencies and expression of personal commitment which are not found in Jonathan's speech. Ehineni (2014) also conducts a critical discourse analysis of modals in Nigerian political manifestos of Dr Olushegun Mimiko of Labour Party and Barr Rotimi Akeredolu of the Action Congress Party. Using critical discourse analysis, the study pinpoints the ideological underpinning of the modals used by the politicians. The study reveals that modals such as 'will', 'shall', 'must', 'can' etc are used by the politicians in both manifestos for persuasion, obligation, to make promise, demonstrate political will/commitment and solicit public support and manipulation. The study further reveals that modals are not just linguistic elements, but most importantly, ideological tools. Josiah and Johnson (2012) investigate the inaugural address of presidents Goodluck Ebele Jonathan and Barack Obama using the speech act theory. The study considers the illocutionary forces in the speeches as well as face threatening and face saving acts respectively. The study aims to identify the similarities and differences in the speeches. In addition, speech act types such as representative, directive, commissive and expressive were analyzed in the two speeches. The result shows that the two speeches are relatively alike because each speaker speaks for his entire nation regardless of his political party and both speeches show predominance of 'representative' and 'commissive speech act types. However, while President Jonathan's commissive shows predominance in the use of modal verbs to express intension, president Obama's commissives consist of modal verbs and infinitive clauses to project volition and intension. Pengsun and Feng (2013) use the interpersonal function in Systemic Functional

Linguistics as a tool to analyse the interpersonal meaning in the election speeches given by Obama and McCain. From the aspect of mood, modality and personal pronoun, the study explores the interpersonal meaning contained in the election speeches and explains why Obama performs better than McCain. Through the analysis of mood, modality and personal pronouns, the mood system shows that Obama tends to focus on his plans to settle the problems facing United States, while McCain makes effort on criticizing his opponent. Moreso, the analysis of modality shows that the relatively high use of modal operators in McCain's speech to some degree indicates that McCain is more willing to give orders and make commands when speaking. This makes the audience feel being dominated by him. In the use of personal pronouns, the study shows that the frequency of personal pronoun 'I' in McCains speech is 12% higher than Obama. This shows that McCain is relatively more subjective when delivering speech. In addition, the plural form of the first personal pronoun 'we' takes the highest in proportion among all the personal pronouns in both Obama and McCain's speeches. The third personal pronoun 'they', didn't appear frequently in the two candidate's speeches. Enyi (2016) carried out a comparative analysis of President Muhammadu Buhari's maiden coup address of January 1, 1984 and his inaugural speech address of May 29, 2015 from a pragmatic perspective. Adopting the speech act of Austin (1962) as revised by Searle (1999), the study aimed at unveiling the illocutionary forces of Speech Acts employed in both speeches to manipulate the populace into making the intended and desired inferences in the pragmatic context in which the speeches were made. The analysis shows that the speech acts used in each of the speeches, though used by the same protagonist, depends on the socio-political context in which the speeches were made. Buhari's use of language in his maiden coup speech reflects his military disposition as his utterances were seen to be authoritative, forceful and direct as he needs to exercise a solid control through command, orders, firm request and treat. In contrast to the above, his use of

language in his inaugural address which was made in the context of democracy was relatively informative and persuasive, and reflects ingredients of social relations and interactions.

2.8 Theoretical Framework

The framework used for this study is de Beaugraunde and Dressler's (1981) text linguistic model. Text Linguistics is a grammar that does not focus on rules at sentence level but rules at text level; such grammar aims at describing and accounting for principles that rule the choices among alternative options made by a text producer. Text Linguistics investigates what people are using text for in a given setting or context. Moreso, it is the linguistic analysis and description of extended texts, either spoken or written. According to de Beaugraunde and Dressler (1981), for a text to be considered as such must meet seven standards of textuality. These are: cohesion, coherence, intentionality, acceptability, informativity, situationality and intertextality. De Beaugrande and Dressler (1981) see the text as a system consisting of a set of elements working together and connected to each other through various types of relations. The central concern of text linguistics is to examine different types of texts. Text linguistics is a theory that attempts to name multidisciplinary linguistic science of texts and also explain the qualities that make a text a text. It studies the standards of textuality which functions as constitutive principles (de Beaugrande, and Dressler 1981).

CHAPTER THREE

METHODOLOGY

3.1 Method of Data Collection

This chapter presents the method of data collection and method of data analysis.

The data for analysis is the United States of American President Barack Obama and Nigerian President Muhammadu Buhari's declaration of candidacy speeches. Both speeches were written and read in English language. The reason for choosing Obama and Buhari's speeches is that Obama is a native speaker of English and Muhammdu Buhari is a non native speaker of English. However, the speeches of Obama and Buhari were compared to show how they are in conformity with these standards.   The two speeches were downloaded and printed from the internet. The speech of Barack Obama was from the web address: American Rhetoric.com while that of Muhammadu Buhari was downloaded from the web site: Sahara reporters.com. De Beaugraunde and Dressler's (1981) text linguistics approach to language was used to analyse the two speeches.

3.2 Method of Data Analysis

The analysis of the two speeches of President Barack Obama and President Muhammadu Buhari goes as follows.

  i.   The data was presented and the standards of textuality were identified.

  ii. The indentified elements were analysed to show features of textuality and how they contribute to the understanding of the speeches.

  iii. The two speeches were also compared to show how they are in conformity with these standards of textuality.

CHAPTER FOUR

PRESENTATION OF DATA, ANALYSIS AND DISCUSSIONS OF RESULTS

4.1 Introduction

This chapter presents and analysis the data. A text linguistics analysis of the declaration speeches of the United States of America's President Barack Obama and Nigeria's President Muhammadu Buhari were done to investigate how the two speeches were structured to meet these standards of textuality. The purpose of this investigation is to determine how these principles contribute to the understanding of these speeches and who among these speakers conform most to these standards.

4.2 Data Presentation and Analysis

This section carries out text linguistics analysis of Barack Obama and Muhammadu Buhari's speeches. The speeches used for the analysis are included in appendix 'A' and 'B'. Moreso, the speeches are numbered for easy identification in the analysis. The two speeches were analysed using the standards of textuality which are: cohesion, coherence, informativity, situationality and intertextuality. The analyses are seen below:

4.2.1 Text Linguistics Analysis of Barack Obama's Speech

This section presents text linguistic analysis of Barack Obama's speech. The following is a description of how Obama's speech is structured to meet these standards of textuality.

Cohesion

Cohesion is a network of relations which organises and creates a text. This network is of surface relations, which link words and expressions to other words and expressions in a text.

De Beaugrande and Dressler (1981) agree on the following list of cohesive devices. These are, *recurrence, parallelism, paraphrase, use of pro-forms, ellipsis, tense and aspect and junction.*

i.   Recurrence

Examples of recurrence are seen in Obama's speech as follows:

Hello Springfield! Look at all of you. Look at all of you. Goodness. Thank you so much. Thank you so much.(lines 1-3)

The examples above show a repetition of phrase such as; "*look at all of you*" and "thank *you so much*". Here Obama tries to reaffirm his statement in order to show his gratitude for the turnout of the people.

Other examples are seen as follows:

You came here because you believe in what this country can be. In the face of war, you believe there can be peace. In the face of despair, you believe there can be hope. In the face of politics that shut you out, that's told you to settle, that's divided us for too long, you believe that we can be one people…(Lines 12-15)
It was here in Springfield, where I saw all that is America coverage… farmers and teachers, businessmen and labourers all of them with a story to tell, all of them seeking seat at the table, all of them clamouring to be heard…(line 31)
That's why we were able to reform a death penalty system that was broken; that's why we made the tax system right here in Springfield more fair and just for working families; and that's why we passed ethics reform that the cynics said could never, ever be passed.(line 34)
And we should take heart because we've change this country before. In the face of tyranny, a band of patriots brought an empire to its knees. In the face of secession, we unified a nation and set the captives free. In the face of depression, we put people back to work and lifted millions out of poverty. We welcomed immigrants to our shores. We opened railroads to the west. We landed a man on the moon. And we heard a king's call to let justice roll down like waters, and righteousness like a mighty stream.(lines 41-48)
…Who've turned our government into a game only they can afford to play. They write the checks and you get stuck with the bill. They get the access while you get to write a letter. They think they own this government, but we're here to take it back.(lines 72-74)
So let us begin. Let us begin this hard work together. Let us transform this nation. Let us be the generation that shapes our economy in the digital age. Let's set high standard for our schools… let's recruit a new army of teachers. Let's make college more affordable and let's invest in scientific research and let's lay down broadband line… (Lines 83-89)
As agreed by de Beaugrande and Dressler (1981), the use of recurrence as a rhetorical device in Obama's speech is one of his strategies to make the speech sounds clear there by contributing to the textual efficiency of the speech. However, recurrence is used in Obama's

speech to intensify, emphasize, and clarify his view points. In other word, he also uses it to remind the audience of the most important aspects of the information and reaffirm his view point in order to create rhetoric effect. All these contribute to the efficiency of the speech as stated by de Beaugrande and Dressler (1981).

ii.   Partial Recurrence

It was here we learned to disagree without being disagreeable; that it's possible to compromise so long as you know those principles that can never be compromised. (line 33)

iii.   Use of pro-forms

The following excerpts are seen from the speech as follows:

Hello Springfield! Look at all of you. Look at all of you. Goodness. Thank you so much thank you so much… I am so grateful to see all of you. You guys are still cheering back there. (lines 1-3)
'You' above are anaphoric references used to refer back to Springfield.

Other examples are also seen as follows:

You know, we all made this journey for a reason. It's humbling to see a crowd like this, but in my heart I know you didn't just come here for me…(lines 10-11))
That's the journey we're on today. But let me tell you how I came here. As most of you know. I'm not a native of this great state… I was a young man then, just a year out of college. (lines 16-18)
It was these neighbourhoods that I received the best education… (line 27)

After three years of this work, I went to law school, because I wanted to understand how the law should work for those in need… it was with these ideas in mind that I arrived in this capital city as a senator.(line 28)

It was here in Springfield, where I saw all that is America coverage… farmers and teachers, businessmen and labourers, all of them with a story to tell, all of them seeking a seat at the table. (line 31)

I made lasting friendship here, friends that I see here in the audience today. It was here where we learned to disagree… (line 32)

That's why we were able to reform a death penalty system that was broken;… that's why we were able to give health insurance… that's why we made the tax system right here in Springfield… that's why we passed ethics reform… (line 34)

Look, I recognize that there is a certain presumptuousness in this, a certain audacity, to this announcement. …But I've been there long enough to know that the ways of Washington must change. (line 37)

The genius of our fathers is that they designed a system of government that can be changed. And we should take heart, because we've changed this country before. In the face tyranny, a band of patriots brought an empire to its knees. In the face of secession, we unified a nation and set and set the captives free. In the face of depression, we put people back to work and lifted millions out of poverty. We welcomed immigrants to our shores. We opened railroads to the west. We landed a man on the moon.(lines 40-48)

We've done this before… Today we are called once more, and it is time for our government to answer that call… for that is our unyielding faith… that in the face of impossible odds, people who love their country can change it. (lines 49-52)

That's what Abraham Lincoln understood. He had his doubts. He had his defeats. He had his skeptics. He had his setbacks. But through his will and his words, he moved a nation and helped free a people… it's because men and women of every race walk from every walk of life, continued to march… that today we have the chance to face the challenges of this millennium together as one people as Americans. (lines 53-59)

…and families struggling paycheck to paycheck despite working as hard as they can…We know the challenges, we've heard them. We've talked about them for years.(lines 61-63)

What stopped us from meeting these challenges is not absence of sound policies and sensible plans… (line 64)

And as people have looked away in disillusionment and frustration, we know what's filled the void: the cynics, the lobbyists, the special interest… who've turned our government into a game only they can afford to play. They write the checks and you get stuck with the bill… they get the access while… they think they own this government, but we're here today to take it back… (lines 71-74)

Let's set high standard for our schools and give them the resources they need to succeed. Let's recruit a new army of teachers, and give them better pay and more support.(lines 87-88)

…let's allow our unions and their organizers to lift up this country's middle-class again. We can do this. (lines 94-95)

And let's be the generation that finally, after all these years, tackles our health care crises… let's be the generation that says right here right now… we can do that. (lines99-102)

And there's one other thing that it's not too late to get right about this war, and this is the homecoming of the men, our veterans who sacrificed the most, let us honor their courage by providing the care they need and rebuilding the military they love.(lines 123-124)

But the life of a tall, gallantly, self-made Springfield lawyer tells us a different future is possible.

He tells us that there is power in wards.

He tells us that there is power in conviction.

He tells us that the differences of race and region…

He tells us that there's power in hope. (lines137-140)

The uses of these pronouns also create semantic relations within the surface structure. Wilson (1990) argues that a political leader can use various pronouns to his/her advantage to distance the speaker from the audience or bring the speaker closer to the audience. Obama uses various pronouns such as, *you, they, we, us, he, us, our, who, their, here, there, these, this, that, them,* and *I*. In addition, the use of inclusive pronouns *'we'*, *'us'* and *'our'* in Obama's speech give an effect of unity as it addresses everyone as a whole. It also helps to shorten the distance between him and the people and also create intimacy among them. All these devices are used as a strategy to gain trust, loyalty and respect from the audience. Moreso, the use of inclusive 'we' in Obama's speech refers to all the present people and all of the American people including Obama. Same usage also apply to 'our' and 'us'. Furthermore, other pronouns used are pronoun of places such as 'here' and 'there' are used as references to point to a location where the speech took place. Pronouns such as 'these', that' and 'this' are deictic elements used to refer to situations and events. 'He' 'them' and 'their' are also used as anaphoric references in the speech, while 'you' is used to make direct appeal to the audience. They are used to refer to various referents in the speech. In addition, they are cohesive devices that contribute to shorten and simplify the surface text as opined by de Beaugrande and Dressler (1981).

iv.   Parallelism

Lexical parallelism

There are two types of lexical parallelism, these are: antonymous lexical parallelism and synonymous lexical parallelism. Examples are seen as follows:

Antonymous lexical parallelism

The following examples of antonymous parallelism are seen in Obama's speech as follows:

In the face of war, you believe there can be peace. In the face of despair, you believe there can be hope. (lines 15-16)

In the above sentences, it is seen that *war*, is contrasted with *peace* while *despair* is contrasted with *hope*.

President Obama tries to give courage to the people of America, by trying to use these opposing words in order to compare their present status and also give them hope for a better future.

So long as we're willing to listen to each other, we can assume the best in people instead of the worst. (line 35)

In the above excerpt also, *best* and *worst* are two opposing words used by Obama to create rhetorical effect in the speech.

 1.) Phonological parallelism
   i) *Alliteration*

Alliteration is a serial use of words beginning with the same consonant (or fused consonant sound, "th", "ch", "sh" etc.) (Greenbum, & Nelson 2002).

Examples of these are seen as follows:
*And I accepted the job, sight unseen, motivated then by **single, simple** powerful idea…* (line 25)

In the above sentence, letter's' alliterates; **s**ingle, **s**imple.

the following examples shows alliteration in letters 'p', 'r', 'f', and 'b'

*…and families struggling   **p**aycheck to **p**aycheck…* (line 63)

 *That beneath the differences of **r**ace and **r**egion…*(line 142)

*We gathered **f**rom the **f**our winds, and **f**ormed and **f**ought…* (line 144)

*I want to win the next **b**attle for **b**etter schools, **b**etter jobs, and **b**etter health care for all.* (line 148)

*…today we have the **ch**ance to face the **ch**allenges of this millennium together, as one people -- as Americans.* (line 62)

In the above line also, the letters *'ch'* alliterates; in 'chance and challenges'.

The repetition of specific words and sounds provide rhythm and makes it easy for the audience to understand and focus on the message. This also serves the purpose of musicality in the speech and makes it memorable in the minds of the audience.

ii)   Consonance

Consonance is the serial use of words ending with the same consonant (or fused consonants) (Greenbum, & Nelson 2002).

The following example is seen as follows:

*It was here in Springfield were Nor**th**, Sou**th**, Ea**st** and We**st** come together... (line 38)*

*...and families struggling paychec**k** to paychec**k** despite working as hard as they can... (line 63)*

iii)   Assonance

Assonance is a serial use of words using the same vowel (or accented vowel sound).The following are few occurrences found in the speech:

*As most of you know I'm not a native of this gr**ea**t st**a**te. (line 20)*

In the line above, the diphthong /eɪ/ comes together side by side. In the following examples also, the vowels /ɪ: /, /j/ and /ɛ/ are used side by side.

*If you f**ee**l destiny is calling and s**ee** as I s**ee**... /ɪ: / (line 152)*

*If you s**e**nse as I s**e**nse... /ɛ/ (line 152)*

*It will take **y**our time, **y**our energy, and **y**our advice to push.../j/   (line 137)*

 2.) Syntactic parallelism

Syntactic parallelism occurs when the form of one sentence, clause or phrase repeats the form of the other (Greenbum, & Nelson 2002). In addition, it is a rhetorical device that consists of repetition among adjacent sentences or clauses. Each section of text contains the same classes of phrases and words. The following examples are seen as follows:

*It was here in Springfield, where I saw all that is America coverage farmers, teachers business men and labourers, **all of them** with a story to tell, **all of them** seeking a seat at the table, **all of them** clamouring to be heard.(line 33)*

In the above paragraph, the phrases 'all of them' followed the same pattern of *adjective* followed by *preposition* and a *pronoun*.

Another example is seen as follows:

He tells us that there's…

He tells us that there's…

He tells us that there's… (lines 141-143)

The above example also shows equal construction of similar classes of noun, verb, pronoun, conjunction and adverb. In addition, the following also shows similar classes of *verb* and a *pronoun*. Example:

Let us *begin this hard work together.* **Let us** *transform this nation.* **Let us** *be the generation that reshapes our economy…* (lines 87-89)

Another example is also seen as follows:

… You came here because you believe in what this country can be. **In the face of** *war,* **you believe** *there can be peace.* **In the face of** *despair,* **you believe** *there can be hope.* **In the face of** *politics that shut you out…* (lines 14-17)

The phrases above are made up of equivalent grammatical classes. The structures show a combination of preposition plus noun, plus preposition and pronoun plus verb.

In another example:

I want to win the next battle for **better schools***, and* **better job** *and* **better health care** *for all.* (line 149)

The sentence above also shows similar grammatical structure. The structure shows a combination of adjective plus noun.

In another example:

*…***we welcomed** *immigrants…* **we opened** *railroads to the west.* **We landed** *a man on the moon.* (lines 47-49)

This shows a similar grammatical structure of pronoun plus verb.

These structures are repeatedly used by Obama mostly for the sake of creating the effect of continuity and reinforcement. De Beaugrande and Dressler state that through Parallelism the unity between actions, properties, states, are constantly reaffirmed.

3.) Semantic parallelism

Semantic parallelism holds where two sections of a text can be interpreted to have parallel meaning. Semantic parallelism can either be similarity of meaning or Opposition of meaning. (Greenbum, & Nelson 2002)

i)   Similarity of meaning

The following extract shows the example of the use of similar words being strung together to create a meaningful whole in the speech.

Let us begin this hard work together. Let us transform this nation. Let us be the generation that reshapes our economy to compete in the digital age. (lines 86-89)

The parallel structures above are similar in meaning because it all calls for collective work from both the speaker and audience. This also creates a sense of togetherness between the speaker and the audience.

ii)   Opposition of meaning

The excerpts below also show opposition of meaning:

*...and that so long as we're willing to listen to each other, we can assume the **best** in people instead of the **worst**. (line 35)*

*In the face of **war**, you believe there can be **peace**. In the face of **despair**, you believe there can be **hope**.(lines 15-16)*

The two excerpts above show a play of contrasting ideas being put together in a sentence.

In the examples above, we see 'best' as against 'worst', 'war' as against 'peace' and 'despair' as against 'hope'. These clear opposites serve to create contrast, thereby, making meanings stand out emphatically.

v.   Ellipsis

The following examples are seen as follows:

Ellipsis in word level

In Obama's speech, there is frequent use of contracted form which is one of the features of American English (Cook, 2000). In the contracted forms, parts of the words are omitted. The following extracts are seen from the speech as follows:

Didn't, weren't, we're, haven't, won't, don't, can't, and *aren't.* Other connected words used in the speech are also seen as follows*: who've, let's, it's, that's, what's, I'm, we've, we're, we'll, there's.* (Extracted from Obama's speech)

Ellipsis at sentence level is also seen as follows:
*Look I recognize that there is a certain presumptuousness in **this**…*
The word 'this' above, is used as a substitute to replace what has been said earlier thereby omitting the sentence. Other examples are also seen as follows:
*…we can do **that**…*

*…We can do **this**…*

*…we can do all **those** things…*
The frequent use of contracted forms and connected forms in Obama's speech shows that he is an American; even though he is not accepted as an American but the use of these forms (contracted and connected forms) in his speech enhances acceptance from the people of America. De Beaurgande and Dressler (1981) also view that these features help in clarity of the speech. Moreover, the words 'this, 'that' and 'those,' are used as substitutes to replace some elements that have been stated earlier.

    vi.   Junction

De Beaurgande and Dressler (1981) classify the following types of junction as follows: conjunction, disjunction, contrajunction and subordination. Examples of these are seen as follows:

    1) *Conjunction*

This functions as an additive relation in a text. Examples are seen as follows:

*…But a group of churches had offered me a job as a community organizer for the grand sum of 13,000 dollars a year. **And** I accepted the job, sight unseen, motivated by a single, simple powerful idea…* (lines 24-25)

*The genius of our founders is that they designed a system of government that can. **And** we should take heart, because we've changed this country before…* (lines 42-43)

***And** as people have looked away in disillusionment **and** frustration, we know what's filled the void…* (line 74)

*We landed a man on the moon. **And** we heard a king's call to let "justice roll down like waters, **and** righteousness like a mighty stream".* (lines 49-50)

*…but through his will **and** his word, he moved a nation **and** help helped free a people.* (line 60)

*What's stopped us from meeting these challenges is not the absence of sound policies **and** sensible plans…* (line 67)

*I want to win that next battle for better schools, **and** better jobs **and** better health care for all…* (line 149)

The above excerpts show the use of the conjunction 'and' which functions as additive relation

between paragraph, sentence boundaries, clauses and words. 'And,' is also used to precede

support units of talk through explanation and also it indicates a speaker's continuation.

2.) Disjunction

Example of disjunction is seen as follows:

*We're distracted from our real failures, and told to blame the other party, **or** gay, **or** immigrants…* (line 73)

3.) Contrajunction

Examples are also seen as follows:

*It's humbling to see a crowd like this, **but** in my heart I know you didn't just come here for me…* (line 13)

*That's the journey we're on today. **But** let me tell you how I came to be here…* (lines 18-19)

*They think they own this government **but** we're here today to take it back…* (line 77)

*That is why I am in this race not just to hold an office, **but** to gather with you to transform a nation…* (line 147)

***But** all of this cannot come to pass until we bring an end to this war in Iraq…* (line 119)

'But,' in the above example indicates that what follows is in contrasts with what precedes.

This also shows relationship between ideas in the speech because, it relates or connects one

alternative idea to another which makes the speech to be coherence. This contributes to the clarity of the speech.

4.) *Subordination*

The following examples are seen below:

*You came here **because** you believe in what this country can be…*(line 14)

As most of you know, I'm not a native of this great state… (line 20)

*And **as** our economy changes, let's be the generation that ensures our nation's workers are sharing in our prosperity.* (line 94)

*After three years of this work, I went to law school, **because** I wanted to understand how the law should work for those in need.* (line 30)

*And we should take heart, **because** we've changed this country before…* (line 43)

*It's **because** of millions who railed to his cause that we're no longer divided, north, south, slave free.*(line 61)

In the examples above, *'Because, '*is used by the speaker to indicate a relation of 'reason' and result while '*as, '*is used as a sign of contrast in the speech.

The use of connective devices above, help to signal relationship among events and situations in Obama's speech as opined by de Beagrande and Dressler (1981). All these help to make reception of the speech efficient.

vii)   Paraphrase

Example of this is seen in Obama's speech as follows:

The time for that kind of politics is over. It is through. (line 78)

In the above example, the second sentence is a paraphrase of the first. The same content is conveyed with different expression.

viii)   Tense and aspect

According to de Beaugrande and Dressler (1981), cohesion is also supported by tense and aspect. This involves the organisation of time in the textual world. This usage is seen in Obama's speech as follows:

1.) Use of present tense

Present tense is mainly used to describe the present situation American's are facing, and action taken by Obama to combat these challenges. It is also used to declare his interest for post of President. These are seen from the following excerpts:

That's the journey we're on today. As most of you know I'm not a native of this great state. (lines 18 and 20)

*I **stand** before you today to **announce** my candidacy for President of the United States of America.* (38)

*All of us **know** what those challenges are today: a war with no end, a dependence on oil that threatens our future, schools where too many children aren't learning, and families struggling paycheck to paycheck despite working as hard as they can.* (line 63)

*...they **write** the checks and you **get** stuck with the bill. They **get** the access while you **get** the letter. They **think** they own this government but we're here today to **take** it back. The time for that kind of politics is over.* (lines 75-78)

2.) Use of past tense

Obama also uses past tense to give an account of his past contribution to the development of the country and also recalls the failure of the previous administrations to discharge their duties properly. These are seen from the excerpts below:

*And I **accepted** the job, sight unseen, **motivated** then by a single, simple, powerful idea: that I might play a small part in building a better America.* (line 25)

*My work **took** me to some of Chicago's poorest neighbourhoods. I **joined** with pastors and lay people to deal with communities that **had been ravaged** by plant closings.* (lines 26-27)

*The genius of our founders is that they **designed** a system of government that can be **changed**.* (line 42)

*We've **done** this before...* (line 51)

*That's what Abraham Lincoln **understood.** He **had** his doubts. He **had** his defeats. He **had** his sceptics. He **had** his setbacks. But through his will and his words, he **moved** a nation and **helped** free a people.* (lines 55-60)

*And as people **have looked** away in disillusionment and frustration, we know what's **filled** the void...* (line 74)

3.) The use of future tense

Finally, through the use of future tense, Obama promised his poeple a better future.

*…But Washington has a long way to go, and it won't be easy. That's why **we'll have to set** priorities. **We'll have to make** hard choices. And government **will play** a crucial role in bringing about the change that we need…* (lines 81-84)

*Each of us in our own lives **will have to accept** responsibility for instilling an ethic of achievement in our children, for adapting to a more competitive economy, for strengthening our communities, and sharing some measure of sacrifice.* (line 85)

4.2.1.2 Coherence

Coherence is also one of the essential elements that facilitate textual continuity. It is the continuity of sense and relations between ideas in a text (de Beaugrande, and Dressler 1981).

A text is said to be coherent if it fulfils the following conditions.

Unity of ideas

Organization of points

Link and references (coherence)

    i)   Unity of ideas

Neubert and Shreve (1992) state that an assertion made in a piece of writing should be related to all other elements. This simply means that each idea must relate to the main idea of the particular paragraph it is in and also to other ideas in the same paragraph. The following examples from Obama's speech show how coherence is achieved through unity of ideas.

Paragraph (5)

I saw that the problems people faced weren't simply local in nature, that the decisions to close a steel mill was made by distant executives, that the lack of textbooks and computers in a school could be traced to skewed priorities of politicians a thousand miles away, and that when a child turns to violence -- I came to realize that -- there's a hole in that boy's heart that no government alone can fill.

The paragraph above discusses only one principal thought which is "the problems faced by Americans". Secondly, the paragraph provides all the supporting details that are relevant to

the development of the topic. Finally, all the details revolve around a topic sentence which

unifies the whole paragraph. In another example:

Paragraph (16)

All of us know what those challenges are today: a war with no end, a dependence on oil that threatens our future, schools where too many children aren't learning, and families struggling paycheck to paycheck despite working as hard as they can. We know the challenges. We've heard them. We've talked about them for years.

The paragraph above also discusses one main idea which is "the challenges Americans are

facing". Moreso, all the supporting details contribute to the development of the paragraph. In

addition, all the details provided revolve around the same topic which comes at the beginning

of the paragraph. These contribute to the unity of the ideas in the paragraph.

Another example is also seen as follows:

Paragraph (17)

What's stopped us from meeting these challenges is not the absence of sound policies and sensible plans. What's stopped us is the failure of leadership, the smallness of our politics -- the ease with which we're distracted by the petty and trivial, our chronic avoidance of tough decisions, our preference for scoring cheap political points instead of rolling up our sleeves and building a working consensus to tackle the big problems of America.

The principal thought discussed in the above paragraph is "what stopped America from

meeting these challenges". All the supporting details also contribute to the development of

the paragraph. In addition, the details revolve around one topic sentence which comes at

beginning of the paragraph. All these contribute to the unity of the paragraph.

The above excerpts show how unity of ideas in Obama's speech as one of the ways coherence

is achieved in a text. According to Neubert & Shreve (1992), this creates the feeling that a

text hangs together and makes sense.

ii)   Organisation of points

This is the systematic presentation of information which refers to the situational consistency

Martin (1992). In this respect, Obama presents his ideas in an organised way in order to make

the speech easier to comprehend. As the speech is meant to persuade the audience, the problem/solution order is used to organise the speech (Martin, 1992). In this order of organisation, the speaker starts with a problem and then presents the ideal solution. This pattern of organisation is followed in Obama's speech as follows:

From paragraphs 2-19, Obama presents the problems Americans are facing. Some of these examples are seen as follows:

Paragraph (2)

In the face of despair, you believe there can be hope. In the face of a politics that shut you out, that's told you to settle, that's divided us for too long, you believe that we can be one people, reaching for what's possible, building that more perfect union…
Paragraph (4)

My work took me to some of Chicago's poorest neighbourhoods. I joined with pastors and lay-people to deal with communities that had been ravaged by plant closings.
Paragraph (5)

I saw that the problems people faced weren't simply local in nature, that the decisions to close a steel mill was made by distant executives, that the lack of textbooks and computers in a school could be traced to skewed priorities of politicians a thousand miles away, and that when a child turns to violence -- I came to realize that -- there's a hole in that boy's heart that no government alone can fill.

Paragraph (15)

All of us know what those challenges are today: a war with no end, a dependence on oil that threatens our future, schools where too many children aren't learning, and families struggling paycheck to paycheck despite working as hard as they can.

Paragraph (16)

For the past six years we've been told that our mounting debts don't matter. We've been told that the anxiety Americans feel about rising health care costs and stagnant wages are an illusion. We've been told that climate change is a hoax. We've been told that tough talk and an ill-conceived war can replace diplomacy, and strategy, and foresight.

The above information reveals Obama's organisational method of presenting the problems first before the solution. This makes the speech easy to comprehend .Paragraphs 20-30 also present the solution to these problems as seen as follows:

Paragraph (20)

That's why we'll have to set priorities. We'll have to make hard choices. And although government will play a crucial role in bringing about the changes that we need, more money and programs alone will not get us to where we need to go. Each of us, in our own lives, will have to accept responsibility -- for instilling an ethic of achievement in our children, for adapting to a more competitive economy, for strengthening our communities, and sharing some measure of sacrifice.

Paragraph (21)

So let us begin. Let us begin this hard work together. Let us transform this nation. Let us be the generation that reshapes our economy to compete in the digital age. Let's set high standards for our schools and give them the resources they need to succeed. Let's recruit a new army of teachers, and give them better pay and more support in exchange for more accountability.

Paragraph (23)

Let's be the generation that ends poverty in America. Every single person willing to work should be able to get job training that leads to a job, and earn a living wage that can pay the bills, and afford child care so their kids can have a safe place to go when they work. We can do this.

Paragraph (25)

We can harness home grown, alternative fuels like ethanol and spur the production of more fuel-efficient cars. We can set up a system for capping greenhouse gases. We can turn this crisis of global warming into a moment of opportunity for innovation, and job creation, and an incentive for businesses that will serve as a model for the world. Let's be the generation that makes future generations proud of what we did here.

In the above paragraphs, Obama presents the solution to these problems following the problem/solution order of organisation. The speech also ends with a compelling conclusion which gives Americans the impression of a better future. This example is seen in the following paragraphs:

Paragraph (34)

That is our purpose here today. That is why I am in this race -- not just to hold an office, but to gather with you to transform a nation. I want to win that next battle -- for justice and opportunity.

Paragraph (36)

Together we can finish the work that needs to be done, and usher in a new birth of freedom on this Earth.

The examples above show that Obama presents his information in a logical way which fits the context. This makes the speech easier to comprehend.

iii)   Link and references (cohesion)

This shows relation between ideas through the use of appropriate cohesive ties such as conjunction and references. This contributes to the coherence of a text. Examples are seen in Obama's speech as follows:

But a group of churches had offered me a job as a community organizer for the grand sum of 13,000 dollars a year. And I accepted the job, sight unseen, motivated then by a single, simple, powerful idea: that I might play a small part in building a better America. (lines 24-25)

The ideas above are linked together through the use of the connective 'and'. The use of 'and'

signals relationship between the ideas and therefore contribute to the coherence of the speech.

In another example:

You came here because you believe in what this country can be. (line 14)

And we should take heart, because we've changed this country before. (line 43)

After three years of this work, I went to law school, because I wanted to understand how the law should work for those in need. (line 30)

'Because,' in the above sentences are cohesive ties that contribute to the coherence of the

speech because they show causality relation of reason between the ideas. This makes the

speech easier to comprehend. Another example is also seen as follows:

They think they own this government, but we're here today to take it back. (line 77)

All of us running for President will travel around the country offering ten point plans and making grand speeches; all of us will trumpet those qualities we believe make us uniquely qualified to lead this country. But too many times, after the election is over, and the confetti is swept away, all those promises fade from memory, and the lobbyists and special interests move in, and people turn away, disappointed as before, left to struggle on their own. (line 131-132)

That is why I am in this race -- not just to hold an office, but to gather with you to transform a nation. (line 147)

As stated by de Beaugrande and Dressler (1981), the use of 'but,' shows relationship of contrast between the ideas. This creates continuity of sense, and therefore contributes to the coherence of the speech.

Moreso, the use of the following references such as he, they, their, this, these and we contribute to the coherence of Obama's speech. They are employed in the speech to avoid repetition and also create semantic relationship between the ideas.

From the above discussion, it is clearly seen that a coherence text shows unity, organization and logical connection of ideas in a text. This makes the comprehension of a text easy to the reader.

4.2.1.3 Informativity

"Informativity is used to account for the extent to which text-presented information is new or unexpected for the receivers. In other words, it is a standard dealing with information storage and text receiver's expectations (de Beaugrande and Dressler, 1981:9)."

As stated by de Beaugrande and Dressler (1981), the parameters used to consider the informativity of a text are as follows:

i.   communicative value of the text
ii.   Relationship within the surface structure (coherence)
iii. Role of functional sentence perspective

i.) Communicative value of the text

The communicative goal of a text is determined by the function, the aim, the genre of the text (de Beaugrande and Dressler, 1981).The genre type is a political speech meant to persuade and convince the audience to accept him. In order to achieve this, Obama provides

information relevant to the context. Furthermore, Obam's expectation is to make his contribution more informative in order to convince his audience. For this reason, Obama expresses judgment by praising, condemning, criticising certain persons or realities in the American society and expressing Americans present situation and the need for change. All these contribute to the informativity of the text because de Beaugrande and Dressler (1981) state that the context in which the text occurs and utilized contributes to the informativity of a text. This also encourages the audience to accept him.

ii.) Relationship within the surface structures (coherence)

As explained above, the relationship within the surface structures also contributes to the informativity of a text. This is achieved through the following: unity and organisation use of connective devices and logical relations of concepts. All these also contribute to the informativity of the text. However, de Beaugrande and Dressler (1981) view that the way in which sentences relate to one another and how the units of meaning combine to create a coherent extended text, is the result of interaction between the reader's world and the text, with the reader making plausible interpretations. In this regard, Obama's speech is informative because the speech makes sense to the listeners/readers.

iii.)   Role of functional sentence perspective

Functional sentence perspective FSP is the organization of sentence in terms of the role of its elements in distinguishing between old and new information, especially the division of sentence into theme and rheme (Firbas, 1992). According to de Beaugrande and Dressler (1981) this also contributes to the informativity of a text because information is considered new, unexpected or important. They also state that a text has to contain some new information. In addition, a text is informative if it transfers new information, or information

that was unknown before. In this regard, Obama's speech is considered informative because it provides new and important information that is relevant to the communicative context.

4.2.1.4 Situationality

The term 'situationality' is a general designation for the factors which render a text relevant to a current or recoverable situation of occurrence. In other word, situationality is controlled by the factors which render a text relevant to a current communicative situation (de Beaugrande and Dressler 1981: 163). These are strategies of monitoring and management employed by the speaker to make sure that the discourse develops according to his expectations. Thus, de Beaugrande and Dressler (1981), state that if the dominant function is to achieve a personal goal, situation management is being performed. In relation to this, Obama's main goal is to persuade the audience to vote for him as the next president. In order to achieve this, Obama employs persuasive strategies such as 'use of rhetorical devices such as pronouns, parallelism, repetition', and strategies such as showing gratitude and deep sense of humility'. These are used by Obama in order to achieve his goal.

1.) Use of rhetorical devices

The use of rhetorical devices such as pronouns, parallelism and repetition contribute to make Obama's speech persuasive. Examples are seen below:

i)   Use of pronouns

Below are excerpts of these usages from Obama's speech:

*Each of **us** in **our** own lives will have to accept responsibility for instilling an ethic of achievement in **our** children…* (line 85)

*So let **us** begin. Let us begin. Let **us** begin this hard work together. Let us transform this nation.* (lines 86-88)

*And as **our** economy changes, let's be the generation that ensures **our** nations workers are sharing in **our** prosperity…* (line 94)

*…**we** can work together and keep **our** country save…* (line112)

The use of 'us', 'our' and 'we' above refers to Obama and the people of America. This is a social deictic reference which creates mutual relationship between him and his people. This encourages the audience to accept him.

ii)   The use of recurrence

Examples are seen below:

*You came here because **you believe** in what this country can be. **In the face** of war, **you believe there can be** peace. **In the face** of despair, **you believe there can be** hope. **In the face** of politics that's hut you out, that's told you to settle, that's divided us for too long, **you believe** that we can be one people…* (Lines 12-15)

*It was here in Springfield, where I saw all that is America coverage… farmers and teachers, businessmen and labourers **all of them** with a story to tell, **all of them** seeking seat at the table, **all of them** clamouring to be heard…*(line 31)

The use of recurrence as a rhetorical device in Obama's speech is one of his strategies to make the speech clear and persuasive in order to elicit approval from the audience.

iii)   Use of parallelism

The use of parallelism such as phonological, syntactic and semantic parallelism as explained above also contribute to the efficiency of Obama's speech and makes it persuasive.

2.) Use of strategy such as showing gratitude and deep sense of humility

This also enables Obama to achieve his goal of communication which is persuasion. This is because Obama's speech expresses positive concern for his people. Moreso, Obama also uses language that emotionally appeals to his audience in order to make the speech captivating and accepted by the audience. Examples of these usages are: the use of inclusive 'we', 'us' and 'our' which tend to create intimate relation between him and his audience. In addition, the use of the phrases such as 'so *grateful'*, '*thank you so much'*, '*it's humbling', 'thank you very much' and 'I love you'* expresses his deep sense of humility to his audience. Moreso, at the beginning of the speech, Obama uses humorous language to cheer his audience while

Buhari's uses language that set the tone of humility and sympathy. This depends on the mood of the audience. While Buhari's tries to address the audience he believe are in grieve, Obama's audience are considered to be in a happy mood. Here, the two speakers select words they feel is suitable to the context.

All these factors contribute to make Obama achieve his communicative goal which is to persuade the audience to accept him. Therefore, Obama provides information that is relevant to the context. Finally, it is clearly seen that for a text to be considered communicative, it must relevant to the context of communication.

4.2.1.5 Intertextuality

Intertextuality, according to de Beaugrande and Dressler (1981), concerns the factors which make the utilization of one text dependent upon knowledge of one or more previously encountered texts. In addition, Intertextuality is reflected in the use of quotation and references. Therefore, instances of these are seen in Obama's speech as follows:

In the example below, Obama made reference to "the old state capitol where Lincoln once called a house divided to stand together"

And that is why, in the shadow of the old state capitol, where Lincoln once called a house divided to stand together, where common hopes and common dreams still lives… (line 38)

In the above statement, Obama made reference to the old state capitol where Lincoln once called "a house divided to stand together" because it was the same place where Lincoln also declared his candidacy in 1858; and where he also delivered his speech titled "House divided" which was one of his speech that calls for unity among Americans both slave and free. In essence, Obama tries to relate his speech with that of Abraham Lincoln because they both share similar goals and characteristics. In addition, both Obama and Lincoln are one of

America's great leaders. Furthermore, Obama made this reference with the purpose of influencing the audience to believe in a new leader who is inclined to make his country great.

Other examples of reference are seen as follows:

The genius of our founders is that they designed a system of government that can be changed… (line 42)

That's what Abraham Lincoln understood. He had his doubts. He had his defeats. He had his skeptic. He has his setbacks. But through his will and his words, he moved a nation and helped free a people… (lines 55-60)

I have worked with the republican Senator Dick Lugar to pass a law that will secure and destroy some of the world's deadliest weapons… (line 113)

Example of intertextuality is also seen in Obama's speech through the following quotation.

As Lincoln organized the forces arrayed against slavery, he was heard to say this: "of strange, discordant, and even hostile elements, we gathered from the four winds, and formed and fought to battle through". (line 145)

The quotation above makes reference to Abraham Lincoln as a heroic figure who has contributed to the American political system, fought against slavery and also struggle for American unity. With the use of these references, Obama tries to remind the audience of their past hero who contributes to make his country great. This gives the audience hope that he can also do more. Thus, according to de Beaugrande and Dressler (1981), Intertextuality contributes to text effectiveness.

4.3 Text Linguistic Analysis of Muhammadu Buhari's Speech

The following is an account of how President Muhammadu Buhari's speech is structured to meet the standards of textuality.

4.3.1 Cohesion

De Beaugrande and Dressler (1981) list the following cohesive devices such as; recurrence, parallelism, paraphrase, use of pro-form, junction, ellipsis, and tense and aspect. These devices are used in Buhari's speech as follows:

i. Recurrence

The use of recurrence in Buhari's speech is seen as follows;

Nearly all are in fear of their lives or safety for themselves and their families due to
Insurgency by the movement called Boko Haram;
By marauding murderers in villages;
By armed robbers on the highway;
By kidnappers who have put whole communities to fright and sometimes flight. (line 3)
In the paragraph above, there is a recurrence use of the word 'by'. This is used by Buhari to

emphasize the problems Nigeria is facing.

I humbly wish to present myself before you, before all of Nigerians and before God seeking to
be elected as APC'S presidential candidate. (line 8)
We have worked very hard in the last 18 months. We have tried to ensure all processes in our
party formation to be transparent… (lines 10-11)
…there is now insecurity… there is prevalence of armed robbery… (line 20)
The economy continues to deteriorate while the government continues to announce fantastic
figures but
Manufacturing is down
Agriculture is down
Commerce is down(line 22)
We in APC are resolved to bring change to Nigeria. We plan to do things differently. We plan
to put priority in… (lines 25-28)
The examples above show the use of recurrence in Buhari's speech. It is used to emphasize

his statements in order to make it clear to the listeners.

ii. Use of pro-form

Examples of this usage are as follows:

Mr. Chairman, if I may pay tribute to Nigerians who are enduring… Nearly all are in fear of
their lives or safety for themselves and their families due to…(line 1)

By kidnappers who have put whole communities to fright… (line 3)

Ladies and gentlemen, it is everyone's duty to resolve and help the national effort to overcome these immense challenges. I would like us to place on record our appreciation for the effort of our armed forces under the new leadership and in confronting these challenges. (line 4-5)

I would like secondly, to thank our supporters up and down the country for their perseverance… (line 6)

Mr. Chairman, this is an occasion to celebrate our efforts… I humbly wish to present myself before you… the main opposition parties decided to pool their strengths into one party… we have worked very hard… (lines 7-10)

We have tried to ensure all processes of our party formation to be transparent… these structures will lead… there is no point in holding elections if they are not free and fair. (lines 11-13)

…denying people their right to express their opinions… Whether they like it or not,… (lines 14-15)

Since 1999 PDP has presided over our country decline… Mr. Chairman, we in APC are resolved to stop them in their tracks… (lines 16 -18)

These outrages have taken a new dimension… (line 21)

Simply because you sell oil and steal part of our money does not entitle you to cook figures… (23)

…After 15 years and $20 billion spent we are generating 3,000-4,000 m/w. no failure is more than this… (line 24)

We in APC are resolved to bring change to Nigeria. We plan to do things differently. We plan to put priority on… (lines 26-28)

*Mr. Chairman, **there** in outline are some policy proposals…* (line 37)

From the above paragraphs, Buhari uses pronouns such as: '*we,' 'this,' 'they',' their', 'our, ''us,' 'you,' 'I,' 'them', 'these', 'there', 'themselves', 'myself', 'everyone's,' and 'who*'. All these are anaphoric references used to refer to their various referents in the speech. 'We' is used to refer to Buhari and his party members. Buhari also uses inclusive 'us' and 'our' to refer to himself and the audience/ listeners. This creates intimate relation between him and the audience. In addition, 'they', 'their' 'them', 'themselves', 'myself', 'everyone's' 'you' and 'who' are also used as anaphoric references in the speech. The uses of these pronouns also create semantic relations within the surface structure as opined by Wilson (1990).

iii. Parallelism

With regard to this feature, only few examples are found in Buhari's speech as follows:

    i)   Syntactic parallelism

There is now general insecurity… there is prevalence of armed robbery… (line 20)

In the above line, there are equivalent phrases of equal grammatical structure of pronoun and verb.

Another example also shows an equivalent structure of noun, verb and adjective.

These are:

The economy continues to deteriorate while the Government continues to announce fantastic growth figures but Manufacturing is down, Agriculture is down, Commerce is down. (line 22)

Another example is seen as follows:

We in APC are resolved to bring change to Nigeria. We plan to do things differently. We plan to put priority on… (lines 26-28)

The above example shows equivalent structure of pronoun plus verb phrase.

    ii)   Phonological parallelism
    1.) Alliteration

Examples are seen as follows:

*…by **m**arauding **m**urderers in towns and villages…* (line 3)

In the above line, the letter 'm' alliterates in 'marauding murderers'.

*These structures will lead to **f**ree and **f**air election.* (line 12)

In the example above, letter 'f' also alliterates.

Thus Beaugrande and Dressler (1981) state that through Parallelism the unity between actions, properties, states, etc. is constantly reaffirmed.

iv. Ellipsis

Example of this is seen from the speech as follows:

I would like us to place on record our appreciation for the efforts of our armed forces under new leadership and police in confronting these challenges. (line 5)

When PDP come to power in 1999 Nigeria was generating about 4,000 m/w of electricity. After 15 years and $20 billion spent, we are generating between 3000-4000 m/w. no failure is more than this. (lines 24-25)

In the paragraphs above, 'these' and 'this' are used to replace some information that has been

omitted. This shows that those information are been omitted in the paragraphs.

v. Junction

Examples of these usages are seen as follows:

i)   Conjunction

*Many millions are grappling with extreme poverty **and** barely eking for a living.* (line 2)

*...by kidnappers who have put whole communities to fright **and** sometimes to flight.* (line 3)

*Ladies **and** gentlemen, it is everyone's duty to resolve **and** help the national effort.*(line 4)

*I humbly wish to present myself before you, before all Nigerians **and** before God.* (line 8)

*These structures will lead to free **and** fair polls.* (line 12)

The examples above show the use of the conjunction 'and' which functions as additive

relation between words, clauses and sentences. This contributes to the clarity of the text as

view by Beaugrande and Dressler (1981).

ii)   In the use of disjunction, contrajunction and subordination, the following

examples are seen as follows:

*Whether they like it **or** not, injustice cannot endure.* (line 15)

*The economy continues to deteriorate while the government continues to announce fantastic growth figure **but** manufacturing is down, agriculture is down, commerce is down.* (line 22)

*Simply **because** you sell oil and steal part of the money does not entitle you to cook figures.* (line 23)

In the examples above, the use of 'or' shows link between two alternative ideas while the use of 'but' shows relationship of contrast. The use of 'because' also shows a relationship of reason. All these connective devices contribute to the unity and efficiency of the speech and make it easy to understand. (Beagrande and Dressler 1981).

vi. Tense and Aspect

Buhari uses the present tense to describe present condition Nigerians are facing, appreciating their supporters; declaring his interest as the next presidential candidate and promise Nigerians for change. Moreso, past tense is used in the speech to give an account of PDP's bad governance and how the new party has resolved to put things in order. Future tense is also used to state that the APC will make effort to fulfil their promise if elected. Furthermore, it is clearly seen that the use of tense also contributes to the textuality of the speech by making the speech easy to comprehend.

4.3.2 Coherence

Coherence is the continuity of sense and relations between ideas in a text (de Beaugrande and Dressler, 1981). The coherence of a text can be achieved through the following: Unity of ideas, Organization of points and Link and references (coherence)

i)   Unity of ideas

Neubert and Shreve (1992) state that an assertion made in a piece of writing should be related to all other elements. This concept shows relation of ideas in a text. The following examples show how coherence is achieved through unity of ideas.

Paragraph (1)

First I would like, Mr. Chairman, if I may, pay tribute to Nigerians as a whole who are enduring all sorts of hardships and deprivations on a daily basis. Many millions are grappling with extreme poverty and barely eking out a living. Nearly all are in fear of their lives or safety for themselves and their families due to insurgency by the godless movement called Boko Haram; By marauding murderers in towns and villages; By armed robbers on

the highways; By kidnappers who have put whole communities to fright and sometimes to flight. Ladies and gentlemen, it is everyone's duty to resolve and help the national effort   to overcome these immense challenges.

The paragraph above discusses only one principal thought which is "paying tribute to Nigerians who are enduring all sorts of hardships and deprivations". Secondly, the paragraph also provides supporting details that are relevant to the development of the topic. Finally, all the details revolve around one main idea which unifies the whole paragraph.

Another example is also seen as follows:

Paragraph (4)

We have tried to ensure all processes in our party formation to be transparent and credible. These structures will lead to free and   fair polls. There is no point in   holding elections if they are not free and fair.

The paragraph above also discusses one main idea which is "to ensure transparent and credible election". All the supporting details also contribute to the development of the paragraph because the speaker tries to avoid digression. Moreso, all the details revolve around one single thought which comes at the beginning of the paragraph.

Paragraph (7)

The last 16 years of PDP Government has witnessed decline in all critical sectors of   life in Nigeria. There is now general insecurity in the land quite apart from Boko Haram, there is prevalence of Armed Robbery, Kidnappings and Killings, Cattle rustling, Market and farmland arson. These outrages have taken a new and a frightening dimension, disrupting economic and social life across whole communities. The economy continues to deteriorate while the Government continues to announce fantastic growth figures but Manufacturing is down, Agriculture is down, Commerce is down. Simply because you sell oil   and   steal   part of   the   money does not entitle you to cook figures and announce phantom economic growth when all the major indices namely, Employment, Manufacturing, Farming, Trading are demonstrably on the decline.

The above paragraph also shows unity of ideas because it discusses only one main idea. All the supporting details also contribute to the development of the paragraph because the

speaker tries to avoid digression. Finally, all the details revolve around a single topic which comes at the beginning of the paragraph.

Unity of ideas is one of the ways coherence is achieved in a text. This contributes to the relationship of ideas in a text as opined by Neubert and Shreve (1992).

ii)   Organisation of points

This is the systematic presentation of information. Since the speech is meant to persuade the audience, the problem/solution order is used to organise the speech Martin (1992). This order of organisation is seen in Buhari's speech as follows:

From Paragraphs 1, 5, 6 and 7 Buhari presents the problems facing the country. These are seen in the following examples:

Paragraphs (1-7)

First I would like, Mr. Chairman, if I may, pay tribute to Nigerians as a whole who are enduring all sorts of hardships and deprivations on a daily basis. Many millions are grappling with extreme poverty and barely eking out a living. Nearly all are in fear of their lives or safety for themselves and their families due to insurgency by the godless movement called Boko Haram; By marauding murderers in towns and villages; By armed robbers on the highways; By kidnappers who have put whole communities to fright and sometimes to flight. Ladies and gentlemen, it is everyone's duty to resolve and help the national effort to overcome these immense challenges.

The last 16 years of PDP Government has witnessed decline in all critical sectors of life in Nigeria. There is now general insecurity in the land quite apart from Boko Haram, there is prevalence of Armed Robbery, Kidnappings and Killings, Cattle rustling, Market and farmland arson. These outrages have taken a new and a frightening dimension, disrupting economic and social life across whole communities. The economy continues to deteriorate while the Government continues to announce fantastic growth figures but Manufacturing is down, Agriculture is down, Commerce is down. Simply because you sell oil and steal part of the money does not entitle you to cook figures and announce phantom economic growth when all the major indices namely, Employment, Manufacturing, Farming, Trading are demonstrably on the decline. Paragraphs (1-7)

When PDP came to power in 1999 Nigeria was generating about 4,000 M/W of electricity. After 15 years and $20 billion spent we are generating between 3,000 –4,000 M/W. No failure is more glaring than this.

The examples above reveal Buhari's method of presenting the problems before the solution. This makes the speech easy to comprehend.

In paragraph 9, Buhari presents the solution to these problems. These are seen as follows:

We in APC are resolved to bring change to Nigeria. We plan to do things differently. We plan to put priority on protection of lives and property. Pursuing economic policies for shared prosperity and immediate attention on youth employment, Quality education for development, modernity and social mobility, Agricultural productivity for taking millions out of poverty and ensuring food security. Reviving Industry to generate employment and make things" not just to remain hawkers of other peoples' goods.

The above paragraph presents the solution to these problems. This shows how ideas are arranged logically in a text to make it meaningful.

iii)   Link and references (cohesion)

The relationship between ideas through the use of appropriate cohesive ties such as conjunction and references also contribute to the coherence of a text (Neubert and Shreve, 1992). These examples are seen in Buhari's speech as follows:

Many millions are grappling with extreme poverty and barely eking out a living. (line 2)

The use of 'and' function as a linking device that connects the two ideas together. This contributes to the coherence of the speech. In another example:

The economy continues to deteriorate while the Government continues to announce fantastic growth figures but Manufacturing is down, Agriculture is down, Commerce is down. (line 22)

The use of 'but' shows relationship of contrast between the ideas. This contributes to the coherence of the speech because it relates the ideas and makes it easy to comprehend.

Furthermore, the use of reference words such as 'their', 'themselves', 'these', 'they', 'this', and 'we', create semantic relationship in a text by referring to their various referents which contribute to the coherence of a text.

The examples above show how coherence is achieved in Buhari's speech through unity of ideas, organisation of points and link and references. All these contribute to make a text easy to comprehend.

4.3.3 Informativity

Informativity is used to account for the extent to which text-presented information is new or unexpected for the receivers. In other words, it is a standard dealing with information storage and text receiver's expectations (de Beaugrande and Dressler 1981).The parameters used to determine the informativity of a text as stated by de Beaugrande and Dressler (1981), are as follows: communicative value of the text, relationship between the surface structures (coherence), the role of functional sentence perspective.

i) Communicative value of a text

The goal of any communicative text is determined by the function, the aim and genre of the text. An effective informative text requires the speaker to aim for a specific or series of goals. For this reason, Buhari's speech is a political speech meant to influence the audience/listeners to vote for him. For him to achieve this, he provides information that is relevant to the communicative purpose. In order to convince the audience, Buhari expresses his concerns about the difficult situation the country is facing and makes a promise to bring an end to these problems. Moreso, Buhari constantly criticises the opposition party and the damage they have caused. This creates unhealthy relationship between the audience and the opposition party. All these contribute to make the speech informative. This contributes to the textuality of the speech.

ii) Relationship between the surface structure (coherence)

As explained above, the relationship between the surface structures also contributes to the informativity of a text. Buhari's speech is coherence because the ideas are unified, organized and logically connected. This also contributes to the informativity of the speech because it makes sense to the reader.

iii) The role of functional sentence perspective

Functional sentence perspective FSP is the organization of sentence in terms of the role of its elements in distinguishing between old and new information, especially the division of sentence into theme and rheme (Firbas, 1992). According to de Beaugrande and Dressler (1981), this also contributes to the informativity of a text because information is considered new, unexpected or important. They also state that a text has to contain some new information. For this reason, Buhari's speech is informative because it provides new and important information that is relevant to the communicative context.

4.3.4. Situationality

Situationality deals with the factors which render a text relevant to a current communicative situation (de Beaugrande and Dressler, 1981: 163). These are strategies of monitoring and management employed by the speaker to make sure that the discourse develops according to his expectations. Thus, de Beaugrande and Dressler (1981), state that if the dominant function is to achieve a personal goal, situation management is being performed. In relation to this, Buhari's main purpose is to influence the audience to accept him. In order to achieve this, he provides information that is relevant to the context. This is seen in his use of persuasive strategies such as using language that is emotionally appealing and convincing to the audience.

This is seen from the following examples.

Mr. Chairman, if I may, pay tribute to Nigerians as a whole who are enduring all sorts of happiness and deprivations on a daily basis… (line 1)
I would like secondly, to thank our supporters up and down the country for their perseverance…(line 6)
I would like us to place on record our appreciation for the efforts of our Armed Forces under new leadership and police in confronting these challenges.(line 5)
I humbly wish to present myself before you, before all of Nigeria and before God… (line 8)

In the lines above, the expressions such as '*pay tribute'*, *I would like', 'thank',* and '*I humbly wish'* are used to convey emotional appeal in the speech Martin and White (2005).This reveals Buhari's positive feelings for Nigerians. Moreso, in the first paragraph of the speech, Buhari uses a language that set the tone of humility and sympathy. This shows concern for his audience who are facing tough time. This encourages them to accept him. This choice of words contributes to make his speech relevant to the context because he tries to consider the mood of his audience and therefore sympathize with them. The following expressions are also used to convince the audience in order to gain their support.

Mr. Chairman, we in APC are resolved to stop them in their tracks and rescue Nigeria from the stranglehold of PDP. (line 18)

We in APC are resolved to bring change to Nigeria. We plan to do things differently. We plan to put priority on protection of lives and property. Pursuing economic policies for shared prosperity and immediate attention on youth employment… (lines 26-29)

In order to convince the audience to accept him, Buhari uses the expressions above to influence the audience. All these contribute to make Buhari achieve his communicative goal which is to persuade the audience. Moreso, Buhari also used some expression such as 'Boko Haram', which signify a particular group of terrorists causing havoc in the country and acronyms such as 'PDP' and 'APC'. In the Nigerian context, 'Boko Haram' is a phrase coined to reflect the Nigerian experience. Furthermore, acronyms such as 'PDP' and 'APC' are also examples of Nigerian usage which also reflect the Nigerian experience. These are features of Nigerian English according to Ogunsiji (2007). However, these are used to suit the present discourse which contributes to the appropriateness of the text. Furthermore, all the

examples given above show that the information provided are relevant to the context. Finally, it is clearly seen that for a text to be considered communicative, it must be relevant the context of communication.

4.4 A Comparative Study of Obama and Buhari's Speeches

The two speeches are compared in a tabular form as follows:

OBAMA'S SPEECH	BUHARI'S SPEECH
1. Cohesion: All the cohesive devices are used in obama's speech with various examples. These are devices such as: parallelism, ellipsis, and recurrence, use of pro-form, junction and tense and aspect. These devices contribute to the textuality and efficiency of the speech. In addition, Obama also uses contracted and connected forms of words in his speech which is not found in Buhari's speech. This usage reflects American variety of English which shows that Obama is an American. These enhances acceptance from the people of America.	1. Cohesion: Though Buhari also makes use of cohesive devices such as parallelism, recurrence, use of pro-form, junction and tense and aspect but only few usages of these were found in his speech.
2. Coherence: coherence is achieved in Obama's speech through the following: unity of ideas, organisation of points, link and references and use of connective devices.	2. Coherence: coherence is also achieved in Buhari's speech through the following ways: unity of ideas, organisation of points, link and references and use of connective devices.

3. Informativity: with regard to this standard, Obama's speech is informative because he was able to utilize all the strategies that contribute to the informativity of the speech. these are: -Communicative value -Thematic rhematic arrangement -relationship between the surface structure All these contribute to the informativity of the speech.	5. informativity: Buhari's speech is informative because he was able to communicate his ideas through the following: - Communicative value. -Thematic rhemetic arrangement -Relationship within the surface structure
4. Situationality: Obama's speech is relevant to the context because he was able to use language to accomplish his intended goal. This is seen through the use of rhetorical devices such as parallelisms, repetition, and use of pro-form and language that is emotionally appealing. He also uses humorous language at the beginning of his speech in order to cheer his audience. With regard to this standard, Obama was able to use language that is persuasive and relevant to the context.	6. Situationality: with regard to this standard, Buhari also uses language that emotionally appeals to the audience and convincing as well. He uses language that set the tone of humility and sympathy. This contributes to make his speech relevant to the context. In relation to this standard also, the expressions such as 'Boko Haram, 'PDP' and 'APC' are used to reflect Nigerian experience. All these contribute to make the speech relevant to the context.
5. Intertextuality: This standard is reflected in Obama's speech. Obama uses this to relate his achievements with that of his successor. This is one of Obama's ideas to inspire the audience to believe and support him.	7. intertextuality: No evidence of this is seen in Buhari's speech.

4.5 Discussion

According to de Beaugrande and Dressler (1981), the communicative purpose is an essential aspect of a text because, in the actual use of language i.e. text, it is a means to connect the reader to the text. If a text is not communicative, its reader will not realize the meaning and intention of that text. They further state that for a text to be communicative, it must meet the standards of textuality. However, this study finds that Obama's speech has been structured to meet these principles of textuality. In addition, the use of these standards contributes to the efficiency and understanding of Obama's speech. Furthermore, cohesion contributes to the lexical, syntactic, semantic, phonological organization of the speech. Coherence contributes to the unity, organisation of points and logical connection of ideas. The speech is informative thorough the use of various strategies such as; communicative value, thematic/rhematic arrangement, and relationship within the surface structure. Situationality also contributes to the textuality of the speech because he was able to use language to accomplish his aim. And the information provided is relevant to the context. Readers tend to appreciate a text when it is relevant to the context of communication. Intertextuality relates Obama's speech with previous speech which shows the relationship between his speech and that of his successors.

Moreover, the study also finds that Buhari's speech only conforms to some of these principles such as cohesion, coherence, informativity and Situationality. There was no evidence of Intertextuality in the speech. In the use of cohesion, only few cohesive devices are used with few examples. This also contributes to the syntactic, semantic and phonological organisation of the speech. Coherence is also used to show unity, organization of points and logical connection of ideas. The speech is also informative because of the following reasons; communicative value, arrangement of linguistic elements, thematic rhemetic arrangement and relationship within the surface structure. Situationality is utilised in the speech to achieve his

communicative purpose. This makes the speech acceptable to the readers. All these devices also contribute to the understanding of Buhari's speech. There was no evidence of Intertextuality in Buhari's speech.

The study also discovered that Obama uses rhetorical devices such as parallelism, repetition, alliteration, references and simile. This contributes to the persuasiveness of Obama's speech. Furthermore, Obama's frequent use of contracted and connected form of words shows American usage. However, this must be due to the effect of individual differences as stated by Crystal and Davy (1969) in their "dimension of situational constraints" that individuality refers to those permanent features of the speech or writing habits, which identify someone as a specific person, distinguish the person from other users of the same language, or the same variety of the language. In any speech/text, the ability to communicate with skilful rhetoric is vitally important. They are devices that make a communication work. In addition, Obama's frequent use of contracted and connected form of words shows American usage as posits by Cook (2000). This enhances acceptance from the people of America. Furthermore, Buhari's use of the terms such as 'Boko Haram' 'PDP' and 'APC' shows Nigerian usage (Ogunsiji, 2007). This reflects his background as a Nigerian.

The task of text linguistics is to account for the ability of a reader to be able to distinguish between well-formed text and non-text. The communicative purpose is an essential aspect of a text. However while previous studies such as Alo (2012), Alfaki (2014), Kamalu and Agangan (2011), Ehineni (2014), Chinwe (2013), Ogunmuyiwa (2015), Nartey and Yankson (2014), Nur (2015), Feng and Liu (2010), Yunana and Monday (2015), Josiah and Johnson (2012), Ayuba (2012), Ayeomoni and Akinkoulere (2012) Sharndama and Mgbemene (2015), and Akinwotu (2013) show language use from the social and functional perspective, this study shows a more formal and experimental approach to text. In addition, it also shows how a text hangs together constituting a consistent whole and how a speaker is

able to produce a text to meet the standards of textuality. These principles define and create textual communication as well as set the rules for communicating. However, Alo (2012), in his study found that various rhetorical strategies have been used by African leaders in their texts to project their policies and plans. These are: greetings, use of pronouns, contrasts and modality. Moreso, Alfaki (2014) in his study reveals that linguistic devices such as rhetoric, grammatical metaphors, ideational metaphors and pronoun have great effect in manipulating the mind of the mob, covering and softening truths and befogging the thoughts. Ehineni (2014), study on political speeches also reveals that modals such as 'will', 'shall', 'must', 'can' etc are used by the politicians in both manifestos for persuasion, obligation, to make promise, demonstrate political will/commitment and solicit public support and manipulation. Kamalu and Agangan (2011), in their study show that there is conscious deployment of diverse rhetorical strategies by the President to articulate an alternative ideology for the Nigerian nation. Nartey & Yankson (2014) in another study reveal that modal auxiliary verbs are used extensively in the manifesto to give the message a sense of intension, promise, obligation and necessity in a conscious and strategic attempt to persuade the electorate. Nur (2015) also concludes that the different use of mood, modals, personal pronouns and rhythmic features of words can convey different levels of interpersonal meaning and relationship between the speaker and the audience. Koutchade (2015) in his study reveals that transitivity and modality analyses have proved to be useful for a thorough investigation of the speech because the speaker's attitudes and judgements are expressed to reinforce the persuasive strategies used in his speech. Akinwotu (2013) also founds that the acceptance of nomination speeches are characterised by illocutionary acts that are used to achieve persuasion. Hence, the data are characterised by a preponderance of assertive, expressive and commissive acts that are mostly used as mobilization strategies, especially in political campaigns, where it is essential for candidates to persuade their listeners to win the elections.

Sharndama and Mgbemene (2015) in their study reveal that the linguistic and communicative devices used by the speakers assist the speakers in gaining effective communication and strategic competence in political discourse. Furthermore, Stephen (2012) analyses reveals that President Obama deployed various choices of thematic patterns which gave his speeches texture and also made the nature of his undergoing concerns clear. These choices contributed in making his speech project his integrity, maturity and intellectual competence in leading the United States. However, the present study differs from the previous studies with the following reasons. While Ramoni's study on intentionality and acceptability shows that President Obama deployed various choices of thematic patterns such as expressions associated with politics and collective appeal which gave his speech texture and also made the nature of his underlying concern clear, this study deploys cohesion and coherence, Grice's cooperative principles, communicative context and arrangement of linguistic elements as criteria that expresses the speakers intentionality and makes a text acceptable. Furthermore, while Alo (2012) views various rhetorical strategies used by African leaders in their texts to project their policies and plans and persuade the populace; to include greetings, use of pronouns, contrasts and modality, the present study reveals that the rhetorical strategies used by the speakers to persuade the audience are pronoun, parallelism, alliteration and repetition. Moreso, while Alfaki (2014) focuses on linguistic devices used in political speech in manipulating the mind of the mob, covering and softening truths and befogging the thoughts, this study reveals features of a communicative text through the manipulation of the principles of textuality. Furthermore, while Nartey and Yankson (2014) discover that modal verbs gives the message a sense of intention, promise, obligation and necessity in a conscious and strategic attempt to persuade the electorate, this study reveals how the principles of textuality contribute to the understanding of a text. Moreso, while Sharndama and Mgbemene's (2015) study reveals how the individual speakers manipulated language

resources from the repertoire available to them to achieve strategic and communicative competence, this study reveals features of a communicative text.

4.6 Findings

From the analysis carried out, the findings are as follows:

I.   President Obama's speech was structured to meet the standards of textuality. In this regard, his speech conforms more to the standards of textuality.

II.   Buhari's speech only conforms to some of the principles of textuality. There was no evidence of intertextuality in his speech.

III.   It was found that Obama's frequent use of contracted and connected forms of words shows American usage and enhances the acceptance of his speech from the people of America. Moreso, Buhari's use of the terms such as 'Boko Haram', 'PDP' and 'APC' shows Nigerian usage.

IV.   Obama's use of rhetorical devices also contributes to the efficiency of his speech.

V.   The standards of textuality contribute to make the speeches efficient and persuasive.

CHAPTER FIVE

SUMMARY AND CONCLUSION

5.1 Introduction

This chapter is a summary and conclusion of the research.

5.2 Summary

The study carried out a comparative text linguistics analysis of President Barack Obama and President Muhammadu Buhari's declaration speeches in order to investigate how the speeches were structured to meet the standards of textuality, which among the speakers conform more to these standards and how these standards contribute to the understanding of these speeches. Theoretical framework adopted for the research was de Beaugrande and Dressler's (1981) text linguistics model. The source of data, method of data collection and method of data analysis were presented. In addition, the data for analysis in this study was the United States of American President Barack Obama and Nigerian President Muhammadu Buhari's declaration of candidacy speeches. The data was downloaded and printed from the internet. The data was presented and standards of textuality were identified, the identified elements were analysed which show features of textuality and comparative study of the two speeches was carried out which reveals their differences.

The study found that Obama's speech conformed most to these standards. In addition, the findings also show that Buhari's speech only meets some of these standards which are cohesion, coherence, informativity, and situationality. There was no evidence of Intertextuality in his speech.

Moreso, the findings also reveal that Obama's frequent use of connected and contracted forms of words reflects American usage while Buhari's use of expressions such as 'Boko

Haram', 'PDP' and 'APC' reflects Nigerian usage. This is due to individual differences as stated by Crystal and Davy's (1969) in their "dimension of situational constraints" The study also reveals that the use of rhetorical devices contributes to the skilful use of language. According to the concept of this theory, a text is not communicative if it does not meet the standards of textuality. However, Buhari's speech only conforms to some of these standards but his speech still communicates.

5.3 Conclusion

The standards of textuality serve as; how far a text is efficient in getting readily produced and received, effective in promoting intentions and goals, and appropriate to the context, the situation, and the information as well. From the analysis carried out, it is concluded that the two speeches conform to these standards. However, the study shows that President Barack Obama's speech conforms most to these standards of textuality while President Buhari's speech only conforms to some of these standards. There was no evidence of Intertextuality in Buhari's speech. These standards contribute to the efficiency of the two speeches as they help the speakers to achieve their main goal.

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The speech of President Barack Obama is presented as follows:

Official Announcement of Candidacy for the United States Presidency

 Delivered 10 February 2007, Springfield

1. Hello Springfield!
2. Look at all of you.
3. Look at all of you.
4. Goodness.
5. Thank you so much.
6. Thank you so much.
7. Giving all praise and honor to God for bringing us here today.
8. Thank you so much.
9. I am so grateful to see all of you.
10. You guys are still cheering back there?
11. Let me begin by saying thanks to all you who've traveled, from far and wide, to brave the cold today.
12. I know it's a little chilly -- but I'm fired up.

13. You know, we all made this journey for a reason.
14. It's humbling to see a crowd like this, but in my heart I know you didn't just come here for me.
15. You came here because you believe in what this country can be.
16. In the face of war, you believe there can be peace.
17. In the face of despair, you believe there can be hope.
18. In the face of a politics that shut you out, that's told you to settle, that's divided us for too long, you believe that we can be one people, reaching for what's possible, building that more perfect union.

19. That's the journey we're on today.
20. But let me tell you how I came to be here.
21. As most of you know, I'm not a native of this great state.
22. I moved to Illinois over two decades ago.
23. I was a young man then, just a year out of college.
24. I knew no one in Chicago when I arrived, was without money or family connections.
25. But a group of churches had offered me a job as a community organizer for the grand sum of 13,000 dollars a year.
26. And I accepted the job, sight unseen, motivated then by a single, simple, powerful idea: that I might play a small part in building a better America.

27. My work took me to some of Chicago's poorest neighborhoods.
28. I joined with pastors and lay-people to deal with communities that had been ravaged by plant closings.

29. I saw that the problems people faced weren't simply local in nature, that the decisions to close a steel mill was made by distant executives, that the lack of textbooks and computers in a school could be traced to skewed priorities of politicians a thousand miles away, and that when a child turns to violence -- I came to realize that -- there's a hole in that boy's heart that no government alone can fill.

30. It was in these neighborhoods that I received the best education that I ever had, and where I learned the meaning of my Christian faith.

31. After three years of this work, I went to law school, because I wanted to understand how the law should work for those in need.

32. I became a civil rights lawyer, and taught constitutional law, and after a time, I came to understand that our cherished rights of liberty and equality depend on the active participation of an awakened electorate.

33. It was with these ideas in mind that I arrived in this capital city as a state Senator.

34. It was here, in Springfield, where I saw all that is America converge -- farmers and teachers, businessmen and laborers, all of them with a story to tell, all of them seeking a seat at the table, all of them clamoring to be heard.

35. I made lasting friendships here, friends that I see here in the audience today.

36. It was here where we learned to disagree without being disagreeable; that it's possible to compromise so long as you know those principles that can never be compromised; and that so long as we're willing to listen to each other, we can assume the best in people instead of the worst.

37. That's why we were able to reform a death penalty system that was broken; that's why we were able to give health insurance to children in need; that's why we made the tax system right here in Springfield more fair and just for working families; and that's why we passed ethics reform that the cynics said could never, ever be passed.

38. It was here, in Springfield, where North, South, East, and West come together that I was reminded of the essential decency of the American people -- where I came to believe that through this decency, we can build a more hopeful America.

39. And that is why, in the shadow of the Old State Capitol, where Lincoln once called on a house divided to stand together, where common hopes and common dreams still live, I stand before you today to announce my candidacy for President of the United States of America.

40. Look, I recognize that there is a certain presumptuousness in this, a certain audacity, to this announcement.

41. I know that I haven't spent a lot of time learning the ways of Washington.

42. But I've been there long enough to know that the ways of Washington must change.

43. The genius of our Founders is that they designed a system of government that can be changed.
44. And we should take heart, because we've changed this country before.
45. In the face of tyranny, a band of patriots brought an empire to its knees.
46. In the face of secession, we unified a nation and set the captives free.
47. In the face of Depression, we put people back to work and lifted millions out of poverty.
48. We welcomed immigrants to our shores.
49. We opened railroads to the west.
50. We landed a man on the moon.
51. And we heard a King's call to let "justice roll down like waters, and righteousness like a mighty stream."

52. We've done this before.
53. Each and every time, a new generation has risen up and done what's needed to be done.
54. Today we are called once more, and it is time for our generation to answer that call.
55. For that is our unyielding faith -- that in the face of impossible odds, people who love their country can change it.

56. That's what Abraham Lincoln understood.
57. He had his doubts.
58. He had his defeats.
59. He had his skeptics.
60. He had his setbacks.
61. But through his will and his words, he moved a nation and helped free a people.
62. It's because of the millions who rallied to his cause that we're no longer divided, North and South, slave and free.
63. It's because men and women of every race, from every walk of life, continued to march for freedom long after Lincoln was laid to rest, that today we have the chance to face the challenges of this millennium together, as one people -- as Americans.

64. All of us know what those challenges are today: a war with no end, a dependence on oil that threatens our future, schools where too many children aren't learning, and families struggling paycheck to paycheck despite working as hard as they can.
65. We know the challenges.
66. We've heard them. We've talked about them for years.

67. What's stopped us from meeting these challenges is not the absence of sound policies and sensible plans.
68. What's stopped us is the failure of leadership, the smallness of our politics -- the ease with which we're distracted by the petty and trivial, our chronic avoidance of tough decisions, our preference for scoring cheap political points instead of rolling up our sleeves and building a working consensus to tackle the big problems of America.

69. For the past six years we've been told that our mounting debts don't matter.

70. We've been told that the anxiety Americans feel about rising health care costs and stagnant wages are an illusion.
71. We've been told that climate change is a hoax.
72. We've been told that tough talk and an ill-conceived war can replace diplomacy, and strategy, and foresight.
73. And when all else fails, when Katrina happens, or the death toll in Iraq mounts, we've been told that our crises are somebody else's fault. We're distracted from our real failures, and told to blame the other Party, or gay people, or immigrants.

74. And as people have looked away in disillusionment and frustration, we know what's filled the void: the cynics, the lobbyists, the special interests -- who've turned our government into a game only they can afford to play.
75. They write the checks and you get stuck with the bill.
76. They get the access while you get to write a letter.
77. They think they own this government, but we're here today to take it back.
78. The time for that kind of politics is over. It is through. It's time to turn the page -- right here, and right now.

79. Look, we have made some progress already.
80. I was proud to help lead the fight in Congress that led to the most sweeping ethics reforms since Watergate.
81. But Washington has a long way to go, and it won't be easy.
82. That's why we'll have to set priorities.
83. We'll have to make hard choices.
84. And although government will play a crucial role in bringing about the changes that we need, more money and programs alone will not get us to where we need to go.
85. Each of us, in our own lives, will have to accept responsibility -- for instilling an ethic of achievement in our children, for adapting to a more competitive economy, for strengthening our communities, and sharing some measure of sacrifice.

86. So let us begin.
87. Let us begin this hard work together.
88. Let us transform this nation.
89. Let us be the generation that reshapes our economy to compete in the digital age.
90. Let's set high standards for our schools and give them the resources they need to succeed.
91. Let's recruit a new army of teachers, and give them better pay and more support in exchange for more accountability.
92. Let's make college more affordable, and let's invest in scientific research, and let's lay down broadband lines through the heart of inner cities and rural towns all across America.
93. We can do that.

94. And as our economy changes, let's be the generation that ensures our nation's workers are sharing in our prosperity.
95. Let's protect the hard-earned benefits their companies have promised.
96. Let's make it possible for hardworking Americans to save for retirement.

97. Let's allow our unions and their organizers to lift up this country's middle-class again.

98. We can do that.

99. Let's be the generation that ends poverty in America.

100.   Every single person willing to work should be able to get job training that leads to a job, and earn a living wage that can pay the bills, and afford child care so their kids can have a safe place to go when they work.

101.   We can do this.

102.   And let's be the generation that finally, after all these years, tackles our health care crisis.

103.   We can control costs by focusing on prevention, by providing better treatment to the chronically ill and using technology to cut the   bureaucracy.

104.   Let's be the generation that says right here, right now: We will have universal health care in America by the end of the next President's first term.

105.   We can do that.

106.   Let's be the generation that finally frees America from the tyranny of oil.

107.   We can harness home grown, alternative fuels like ethanol and spur the production of more fuel-efficient cars.

108.   We can set up a system for capping greenhouse gases.

109.   We can turn this crisis of global warming into a moment of opportunity for innovation, and job creation, and an incentive for businesses that will serve as a model for the world.

110.   Let's be the generation that makes future generations proud of what we did here.

111.   Most of all, let's be the generation that never forgets what happened on that September day and confront the terrorists with everything we've got.

112.   Politics doesn't have to divide us on this anymore; we can work together to keep our country safe.

113.   I've worked with the Republican Senator Dick Lugar to pass a law that will secure and destroy some of the world's deadliest weapons.

114.   We can work together to track down terrorists with a stronger military.

115.   We can tighten the net around their finances.

116.   We can improve our intelligence capabilities and finally get homeland security right.

117.   But let's also understand that ultimate victory against our enemies will only come by rebuilding our alliances and exporting those ideals that bring hope and opportunity to millions of people around the globe.

118.   We can do those things.

119.   But all of this cannot come to pass until we bring an end to this war in Iraq.

120.   Most of you know that I opposed this war from the start.

121.   I thought it was a tragic mistake.

122. Today we grieve for the families who have lost loved ones, the hearts that have been broken, and the young lives that could have been. America, it is time to start bringing our troops home.

123. It's time to admit that no amount of American lives can resolve the political disagreement that lies at the heart of someone else's civil war.

124. That's why I have a plan that will bring our combat troops home by March of 2008.

125. Letting the Iraqis know that we will not be there forever is our last, best hope to pressure the Sunni and Shia to come to the table and find peace.

126. And there's one other thing that it's not too late to get right about this war, and that is the homecoming of the men and women, our veterans, who have sacrificed the most.

127. Let us honor their courage by providing the care they need and rebuilding the military they love.

128. Let us be the generation that begins that work.

129. I know there are those who don't believe we can do all these things.

130. I understand the skepticism.

131. After all, every four years, candidates from both Parties make similar promises, and I expect this year will be no different.

132. All of us running for President will travel around the country offering ten-point plans and making grand speeches; all of us will trumpet those qualities we believe make us uniquely qualified to lead this country.

133. But too many times, after the election is over, and the confetti is swept away, all those promises fade from memory and the lobbyists and special interests move in, and people turn away, disappointed as before, left to struggle on their own.

134. That's why this campaign can't only be about me.

135. It must be about us. It must be about what we can do together.

136. This campaign must be the occasion, the vehicle, of your hopes, and your dreams.

137. It will take your time, your energy, and your advice to push us forward when we're doing right, and let us know when we're not.

138. This campaign has to be about reclaiming the meaning of citizenship, restoring our sense of common purpose, and realizing that few obstacles can withstand the power of millions of voices calling for change.

139. By ourselves, this change will not happen.

140. Divided, we are bound to fail.

141. But the life of a tall, gangly, self-made Springfield lawyer tells us that a different future is possible.

142. He tells us that there is power in words.

143. He tells us that there's power in conviction.

144. That beneath all the differences of race and region, faith and station, we are one people.

145.   He tells us that there's power in hope.

146.   As Lincoln organized the forces arrayed against slavery, he was heard to say this: "Of strange, discordant, and even hostile elements, we gathered from the four winds, and formed and fought to battle through."[1]

147.   That is our purpose here today.

148.   That is why I am in this race -- not just to hold an office, but to gather with you to transform a nation.

149.   I want to win that next battle -- for justice and opportunity.

150.   I want to win that next battle -- for better schools, and better jobs, and better health care for all.

151.   I want us to take up the unfinished business of perfecting our union, and building a better America.

152.   And if you will join with me in this improbable quest, if you feel destiny calling, and see as I see, the future of endless possibility stretching out before us; if you sense, as I sense, that the time is now to shake off our slumber, and slough off our fears, and make good on the debt we owe past and future generations, then I am ready to take up the cause, and march with you, and work with you -- today.

153.   Together we can finish the work that needs to be done, and usher in a new birth of freedom on this Earth.

154.   Thank you very much everybody -- let's get to work!

155.   I love you. Thank you.

[1]Abraham Lincoln, A House Divided

The speech of President Muhammadu Buhari is presented as follows:

Declaration Speech by General Muhammadu Buhari for Presidential Primaries,   Abuja, October 15th, 2014

Protocols

1. First I would like, Mr. Chairman, if I may, pay tribute to Nigerians as a whole who are enduring all sorts of hardships and deprivations on a daily basis.
2. Many millions are grappling with extreme poverty and barely eking out a living.
3. Nearly   all are in fear of   their lives or safety for themselves and   their   families due to Insurgency by the godless movement called Boko Haram; By marauding murderers in towns   and   villages; By armed   robbers   on   the   highways; By kidnappers who have put whole communities to fright and sometimes to   flight.
4. Ladies and gentlemen, it is everyone's duty to resolve and help the national effort   to overcome these immense challenges.

5. I would like us to place on record our   appreciation for the efforts of our Armed Forces under new leadership and police   in confronting these challenges.
6. I would like, secondly, to thank our supporters up and down the country for their perseverance and resolve in face of an oppressive PDP government.

7. Mr. Chairman, this is an occasion to celebrate our efforts and to resolve to continue until victory is won.
8. I humbly wish to present myself before you, before all of Nigeria and before God seeking to be elected as APC's Presidential candidate.
9. Having appreciated   that the only way to relieve Nigerians of the PDP, the main opposition parties   decided to pool their strengths into one party.
10. We have worked very hard in the last 18 months to put up structures from the polling units to wards, local governments, states and the centre.
11. We have tried to ensure all processes in our party formation to be transparent and credible.
12. These structures will lead to free and   fair polls.
13. There is no point in   holding elections if they are not free and fair.

14. Interference in the form of rigging which PDP Government has practiced since 2003 is the worst form of injustice – denying people their right to express their opinions.
15. Whether they like it or not, injustice cannot endure.
16. Since1999 PDP has presided over our country's decline.
17. Nigeria in my experience has never been so divided, so polarized by an unthinking government hell bent on ruling and stealing forever whatever befalls the   country.
18. Mr. Chairman, we in APC are resolved to stop   them   in their tracks and rescue Nigeria from the stranglehold of PDP.
19. The last 16 years of PDP Government has witnessed decline in all critical sectors of life in Nigeria.
20. •There is now general insecurity in the land quite apart from Boko Haram,

there is prevalence of Armed Robbery, Kidnappings and Killings, Cattle rustling, Market and farmland   arson.

21. These outrages have taken a new and a frightening dimension, disrupting economic and social life across whole communities.
22. The economy continues to deteriorate while the Government continues to announce fantastic growth figures but Manufacturing   is   down, Agriculture is down, Commerce is down. Simply because you sell oil and   steal part of the money does not entitle you to cook figures and announce phantom economic growth when all   the   major   indices   namely, Employment, Manufacturing, Farming, Trading are   demonstrably   on   the   decline.
23. When PDP came to power in 1999 Nigeria was generating about

 4,000   M/W of electricity. After 15 years   and $20 billion spent we are

generating between 3,000   –   4,000   M/W.

24. No failure is more glaring   than   this.

25. We in   APC   are   resolved   to   bring   change   to   Nigeria.
26. We   plan to do things differently.
27. We plan   to   put   priority   on protection of   lives   and   property.
28. • Pursuing   economic   policies   for   shared   prosperity   and   immediate attention on   youth   employment.
29. • Quality education for development, modernity   and social mobility.
• Agricultural productivity for taking millions out of poverty and ensuring food   security.

30. • Reviving Industry to generate employment and make   things" not just to   remain hawkers of other peoples' goods.
31. • Developing solid minerals exploitation which will substantially attract employment and revenue for government.
32. • Restoring honour and integrity to public service by keeping the best and   attracting the best.
33. •Tackling corruption which has become blatant and widespread.   The rest of the world   looks at Nigeria as the home of corruption.
34. Nigeria is a country where stealing is not corruption.
35. •Last, (but not the least or final) respecting the constitutional separation of   powers between the executive, legislatures and judiciary and respecting the rights   of citizens.

36. Mr. Chairman, there, in outline are some policy proposals about the direction APC should take when, by the grace of God, we are given the responsibility of   serving Nigeria in Government.

Barack Obama's Official Announcement of Candidacy for the United States Presidency

 Delivered 10 February 2007, Springfield

Hello Springfield! Look at all of you. Look at all of you. Goodness. Thank you so much. Thank you so much. Giving all praise and honor to God for bringing us here today. Thank you so much. I am so grateful to see all of you. You guys are still cheering back there?

Let me begin by saying thanks to all you who've traveled, from far and wide, to brave the cold today. I know it's a little chilly -- but I'm fired up.

You know, we all made this journey for a reason. It's humbling to see a crowd like this, but in my heart I know you didn't just come here for me. You came here because you believe in what this country can be. In the face of war, you believe there can be peace. In the face of despair, you believe there can be hope. In the face of a politics that shut you out, that's told you to settle, that's divided us for too long, you believe that we can be one people, reaching for what's possible, building that more perfect union.

That's the journey we're on today. But let me tell you how I came to be here. As most of you know, I'm not a native of this great state. I moved to Illinois over two decades ago. I was a young man then, just a year out of college. I knew no one in Chicago when I arrived, was without money or family connections. But a group of churches had offered me a job as a community organizer for the grand sum of 13,000 dollars a year. And I accepted the job, sight unseen, motivated then by a single, simple, powerful idea: that I might play a small part in building a better America.

My work took me to some of Chicago's poorest neighborhoods. I joined with pastors and lay-

people to deal with communities that had been ravaged by plant closings.

I saw that the problems people faced weren't simply local in nature, that the decisions to close a steel mill was made by distant executives, that the lack of textbooks and computers in a school could be traced to skewed priorities of politicians a thousand miles away, and that

when a child turns to violence -- I came to realize that -- there's a hole in that boy's heart that no government alone can fill.

It was in these neighborhoods that I received the best education that I ever had, and where I

learned the meaning of my Christian faith.

After three years of this work, I went to law school, because I wanted to understand how the law should work for those in need. I became a civil rights lawyer, and taught constitutional law, and after a time, I came to understand that our cherished rights of liberty and equality depend on the active participation of an awakened electorate. It was with these ideas in mind that I arrived in this capital city as a state Senator.

It was here, in Springfield, where I saw all that is America converge -- farmers and teachers, businessmen and laborers, all of them with a story to tell, all of them seeking a seat at the table, all of them clamouring to be heard. I made lasting friendships here, friends that I see here in the audience today. It was here where we learned to disagree without being disagreeable; that it's possible to compromise so long as you know those principles that can never be compromised; and that so long as we're willing to listen to each other, we can assume the best in people instead of the worst.

That's why we were able to reform a death penalty system that was broken; that's why we were able to give health insurance to children in need; that's why we made the tax system right here in Springfield more fair and just for working families; and that's why we passed ethics reform that the cynics said could never, ever be passed.

It was here, in Springfield, where North, South, East, and West come together that I was reminded of the essential decency of the American people -- where I came to believe that through this decency, we can build a more hopeful America. And that is why, in the shadow of the Old State Capitol, where Lincoln once called on a house divided to stand together, where common hopes and common dreams still live, I stand before you today to announce my candidacy for President of the United States of America.

Look, I recognize that there is a certain presumptuousness in this, a certain audacity, to this announcement. I know that I haven't spent a lot of time learning the ways of Washington. But I've been there long enough to know that the ways of Washington must change.

The genius of our Founders is that they designed a system of government that can be changed. And we should take heart, because we've changed this country before. In the face of tyranny, a band of patriots brought an empire to its knees. In the face of secession, we

unified a nation and set the captives free. In the face of Depression, we put people back to work and lifted millions out of poverty. We welcomed immigrants to our shores. We opened rail road's to the west. We landed a man on the moon. And we heard a King's call to let "justice roll down like waters, and righteousness like a mighty stream."

We've done this before. Each and every time, a new generation has risen up and done what's needed to be done. Today we are called once more, and it is time for our generation to answer that call. For that is our unyielding faith -- that in the face of impossible odds, people who love their country can change it.

That's what Abraham Lincoln understood. He had his doubts. He had his defeats. He had his skeptics. He had his setbacks. But through his will and his words, he moved a nation and helped free a people. It's because of the millions who rallied to his cause that we're no longer divided, North and South, slave and free. It's because men and women of every race, from every walk of life, continued to march for freedom long after Lincoln was laid to rest, that today we have the chance to face the challenges of this millennium together, as one people -- as Americans.

All of us know what those challenges are today: a war with no end, a dependence on oil that threatens our future, schools where too many children aren't learning, and families struggling paycheck to paycheck despite working as hard as they can. We know the challenges. We've heard them. We've talked about them for years.

What's stopped us from meeting these challenges is not the absence of sound policies and sensible plans. What's stopped us is the failure of leadership, the smallness of our politics -- the ease with which we're distracted by the petty and trivial, our chronic avoidance of tough decisions, our preference for scoring cheap political points instead of rolling up our sleeves and building a working consensus to tackle the big problems of America.

For the past six years we've been told that our mounting debts don't matter. We've been told that the anxiety Americans feel about rising health care costs and stagnant wages are an illusion. We've been told that climate change is a hoax. We've been told that tough talk and an ill-conceived war can replace diplomacy, and strategy, and foresight. And when all else fails, when Katrina happens, or the death toll in Iraq mounts, we've been told that our crises are somebody else's fault. We're distracted from our real failures, and told to blame the other Party, or gay people, or immigrants.

And as people have looked away in disillusionment and frustration, we know what's filled the void: the cynics, the lobbyists, the special interests -- who've turned our government into a game only they can afford to play. They write the checks and you get stuck with the bill. They get the access while you get to write a letter. They think they own this government, but we're here today to take it back. The time for that kind of politics is over. It is through. It's time to turn the page -- right here, and right now.

Look, we have made some progress already. I was proud to help lead the fight in Congress that led to the most sweeping ethics reforms since Watergate. But Washington has a long way to go, and it won't be easy. That's why we'll have to set priorities. We'll have to make hard choices. And although government will play a crucial role in bringing about the changes that we need, more money and programs alone will not get us to where we need to go. Each of us, in our own lives, will have to accept responsibility -- for instilling an ethic of achievement in our children, for adapting to a more competitive economy, for strengthening our communities, and sharing some measure of sacrifice.

So let us begin. Let us begin this hard work together. Let us transform this nation. Let us be the generation that reshapes our economy to compete in the digital age. Let's set high standards for our schools and give them the resources they need to succeed. Let's recruit a new army of teachers, and give them better pay and more support in exchange for more accountability. Let's make college more affordable, and let's invest in scientific research, and let's lay down broadband lines through the heart of inner cities and rural towns all across America. We can do that.

And as our economy changes, let's be the generation that ensures our nation's workers are sharing in our prosperity. Let's protect the hard-earned benefits their companies have promised. Let's make it possible for hardworking Americans to save for retirement. Let's

allow our unions and their organizers to lift up this country's middle-class again. We can do that.

Let's be the generation that ends poverty in America. Every single person willing to work should be able to get job training that leads to a job, and earn a living wage that can pay the bills, and afford child care so their kids can have a safe place to go when they work. We can do this. And let's be the generation that finally, after all these years, tackles our health care crisis. We can control costs by focusing on prevention, by providing better treatment to the chronically ill, and using technology to cut the bureaucracy. Let's be the generation that says right here, right now: We will have universal health care in America by the end of the next President's first term. We can do that.

Let's be the generation that finally frees America from the tyranny of oil. We can harness home grown, alternative fuels like ethanol and spur the production of more fuel-efficient cars. We can set up a system for capping greenhouse gases. We can turn this crisis of global warming into a moment of opportunity for innovation, and job creation, and an incentive for businesses that will serve as a model for the world. Let's be the generation that makes future generations proud of what we did here.

Most of all, let's be the generation that never forgets what happened on that September day and confront the terrorists with everything we've got. Politics doesn't have to divide us on this anymore; we can work together to keep our country safe. I've worked with the Republican Senator Dick Lugar to pass a law that will secure and destroy some of the world's deadliest weapons. We can work together to track down terrorists with a stronger military. We can tighten the net around their finances. We can improve our intelligence capabilities and finally get homeland security right. But let's also understand that ultimate victory against our enemies will only come by rebuilding our alliances and exporting those ideals that bring hope and opportunity to millions of people around the globe.

We can do those things.

But all of this cannot come to pass until we bring an end to this war in Iraq. Most of you know that I opposed this war from the start. I thought it was a tragic mistake.

Today we grieve for the families who have lost loved ones, the hearts that have been broken, and the young lives that could have been. America, it is time to start bringing our troops home. It's time to admit that no amount of American lives can resolve the political disagreement that lies at the heart of someone else's civil war. That's why I have a plan that will bring our combat troops home by March of 2008. Letting the Iraqis know that we will not be there forever is our last, best hope to pressure the Sunni and Shia to come to the table and find peace.

And there's one other thing that it's not too late to get right about this war, and that is the homecoming of the men and women, our veterans, who have sacrificed the most. Let us honor their courage by providing the care they need and rebuilding the military they love. Let us be the generation that begins that work.

I know there are those who don't believe we can do all these things. I understand the skepticism. After all, every four years, candidates from both Parties make similar promises, and I expect this year will be no different. All of us running for President will travel around the country offering ten-point plans and making grand speeches; all of us will trumpet those qualities we believe make us uniquely qualified to lead this country. But too many times, after the election is over, and the confetti is swept away, all those promises fade from memory, and the lobbyists and special interests move in, and people turn away, disappointed as before, left to struggle on their own.

That's why this campaign can't only be about me. It must be about us. It must be about what we can do together. This campaign must be the occasion, the vehicle, of your hopes, and your dreams. It will take your time, your energy, and your advice to push us forward when we're doing right, and let us know when we're not. This campaign has to be about reclaiming the meaning of citizenship, restoring our sense of common purpose, and realizing that few obstacles can withstand the power of millions of voices calling for change.

By ourselves, this change will not happen. Divided, we are bound to fail. But the life of a tall, gangly, self-made Springfield lawyer tells us that a different future is possible.

He tells us that there is power in words.

He tells us that there's power in conviction.

That beneath all the differences of race and region, faith and station, we are one people. He tells us that there's power in hope.

As Lincoln organized the forces arrayed against slavery, he was heard to say this: "Of strange, discordant, and even hostile elements, we gathered from the four winds, and formed and fought to battle through."[1]

That is our purpose here today. That is why I am in this race -- not just to hold an office, but to gather with you to transform a nation. I want to win that next battle -- for justice and opportunity.

I want to win that next battle -- for better schools, and better jobs, and better health care for all. I want us to take up the unfinished business of perfecting our union, and building a better America.

And if you will join with me in this improbable quest, if you feel destiny calling, and see as I see, the future of endless possibility stretching out before us; if you sense, as I sense, that the time is now to shake off our slumber, and slough off our fears, and make good on the debt we owe past and future generations, then I am ready to take up the cause, and march with you, and work with you -- today.

Together we can finish the work that needs to be done, and usher in a new birth of freedom on this Earth.

Thank you very much everybody -- let's get to work! I love you. Thank you.

DECLARATION SPEECH BY GENERAL MUHAMMADU BUHARI FOR PRESIDENTIAL PRIMARIES, ABUJA, OCTOBER 15TH, 2014

Protocols

First I would like, Mr. Chairman, if I may, pay tribute to Nigerians as a whole who are enduring all sorts of hardships and deprivations on a daily basis.

Many millions are grappling with extreme poverty and barely eking out a living.

Nearly all are in fear of their lives or safety for themselves and their families due to insurgency by the godless movement called Boko Haram; By marauding murderers in towns and villages; By armed robbers on the highways; By kidnappers who have put whole communities to fright and sometimes to flight.

Ladies and gentlemen, it is everyone's duty to resolve and help the national effort to overcome these immense challenges.

I would like us to place on record our appreciation for the efforts of our Armed Forces under new leadership and police in confronting these challenges.

I would like, secondly, to thank our supporters up and down the country for their perseverance and resolve in face of an oppressive PDP government.

Mr. Chairman, this is an occasion to celebrate our efforts and to resolve to continue until victory is won.

I humbly wish to present myself before you, before all of Nigeria and before God seeking to be elected as APC's Presidential candidate.

 Having appreciated that the only way to relieve Nigerians of the PDP, the main opposition parties decided to pool their strengths into one party.

We have worked very hard in the last 18 months to put up structures from the polling units to wards, local governments, states and the centre.

We have tried to ensure all processes in our party formation to be transparent and credible.

These structures will lead to free and fair polpls.

There is no point in holding elections if they are not free and fair.

Interference in the form of rigging which PDP Government has practiced since 2003 is the worst form of injustice – denying people their right to express their opinions.

Whether they like it or not, injustice cannot endure.

Since1999 PDP has presided over our country's decline.

Nigeria in my experience has never been so divided, so polarized by an unthinking government hell bent on ruling and stealing forever whatever befalls the country.

Mr. Chairman, we in APC are resolved to stop them in their tracks and rescue Nigeria from the stranglehold of PDP. The last 16 years of PDP Government has witnessed decline in all critical sectors of life in Nigeria.

There is now general insecurity in the land quite apart from Boko Haram, there is prevalence of Armed Robbery, Kidnappings and Killings, Cattle rustling, Market and farmland arson. These outrages have taken a new and a frightening dimension, disrupting economic and social life across whole communities.

The economy continues to deteriorate while the Government continues to announce fantastic growth figures but Manufacturing is down, Agriculture is down, Commerce is down.

Simply because you sell oil and steal part of the money does not entitle you to cook figures and announce phantom economic growth when all the major indices namely, Employment, Manufacturing, Farming, Trading are demonstrably on the decline.

When PDP came to power in 1999 Nigeria was generating about

4,000 M/W of electricity. After 15 years and $20 billion spent we are

generating between 3,000 – 4,000 M/W. No failure is more glaring than this. We in APC are resolved to bring change to Nigeria.

We plan to do things differently. We plan to put priority on protection of lives and property.

Pursuing economic policies for shared prosperity and immediate attention on youth employment.

•Quality education for development, modernity and social mobility.
• Agricultural productivity for taking millions out of poverty and ensuring food security.

• Reviving Industry to generate employment and make things" not just to remain hawkers of other peoples' goods.

• Developing solid minerals exploitation which will substantially attract employment and revenue for government.

• Restoring honour and integrity to public service by keeping the best and attracting the best.

•Tackling corruption which has become blatant and widespread. The rest of the world looks at Nigeria as the home of corruption.

Nigeria is a country where stealing is not corruption.

•Last, (but not the least or final) respecting the constitutional separation of powers between the executive, legislatures and judiciary and respecting the rights of citizens.

Mr. Chairman, there, in outline are some policy proposals about the direction APC should take when, by the grace of God, we are given the responsibility of serving Nigeria in Government.

General Muhammadu Buhari, GCFR