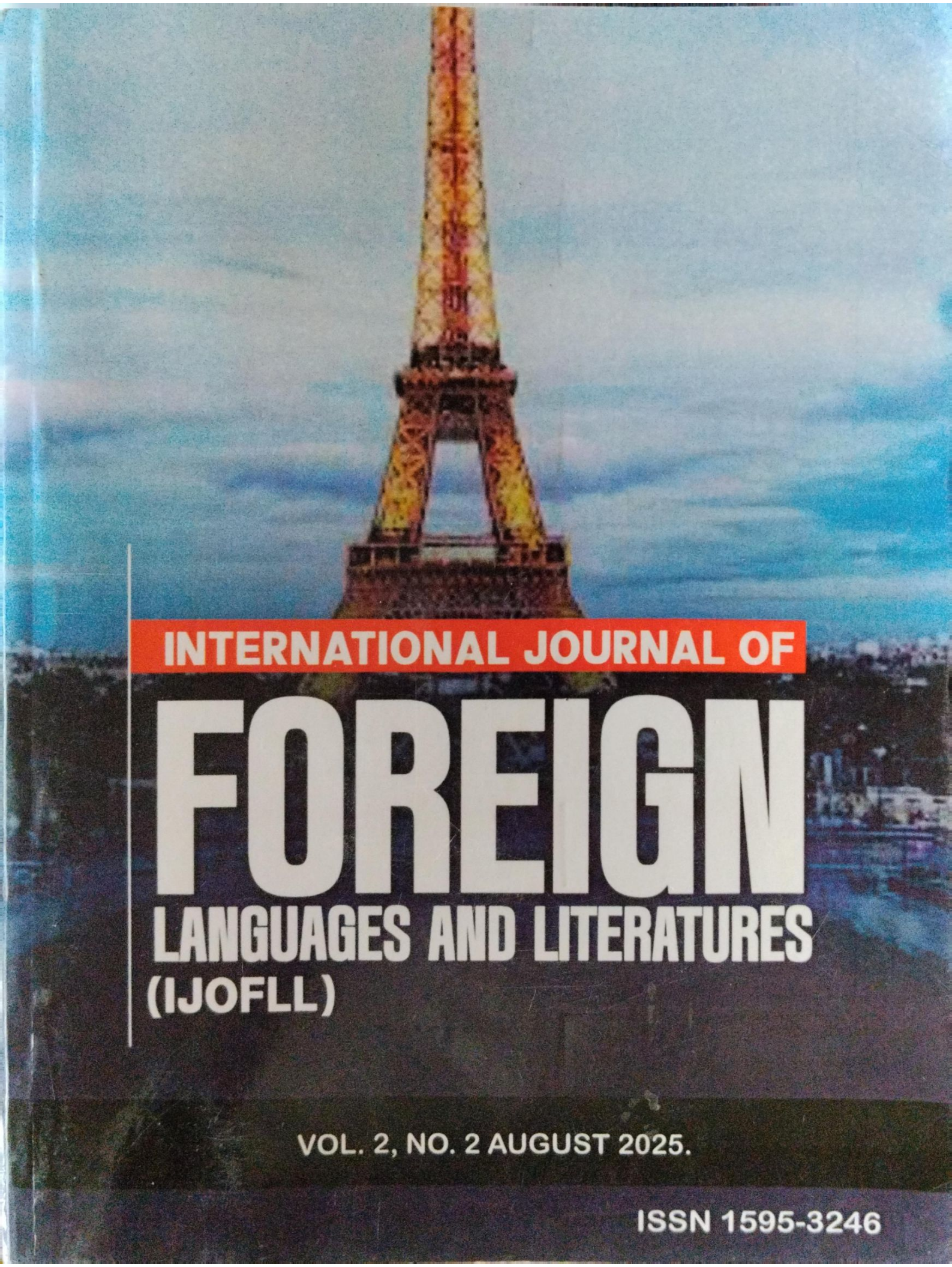


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A Critical Discourse Analysis of Michelle Obama's Send Forth Speech

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Abstract

Language is a pivotal instrument in political speeches. This study critically explores how Michelle Obama used interactional control, including wording, connectives, and argumentation (cohesion—lexical and grammatical—modality, word meaning, and metaphor) to communicate in her "Send Forth" speech. The study adopted Norman Fairclough (2001) Critical Discourse Analysis as its theoretical foundation. Findings showed that elements of critical discourse analysis, such as anecdote, deixis, name-calling, the reader, and honorific terms, were used to reveal the social relationship of the writer/speaker to their thoughts or subject matters and their readers/listeners. The findings also indicated that ideologies influence the structure of language, as every choice a writer/speaker makes is strategic. Finally, the elements of analysis stipulated by Fairclough and adapted in this study revealed that all texts are strikingly similar in their ideological representations. The writer/speaker used modality and metaphor to reveal her opinion about certain issues and the persons with whom she had worked.

Keywords: Political speech, Critical Discourse Analysis, Send forth Speech

Introduction

Political speeches generally refer to the collective efforts of politicians to present themselves favorably to the public for acceptance and support. According to Aduradola and Ojukwu (2013, p. 105), "the ultimate goal of almost every political campaign is to win election." Major forms of political

campaigns include rallies, debates, interviews, and advertisements (Opeibi, 2009). Political speeches are important tools politicians use to express views and feelings to the public with the sole intention of reshaping and redirecting the electorate's opinions to align with their own. The programs of successive administrations can position a speaker as the best candidate to improve the fortunes of the people. Politics is a struggle for power to implement certain political, economic, and social ideas. The primary goal of politicians, using various campaign forms, is to offer promises to the people in exchange for votes. However, since politics involves a raw contestation for power, political campaigns often highlight the intense struggles for power among the political class. Serious issues related to strengths and weaknesses in governance, personality qualities, and deficits are foregrounded, largely for positive self-representation and negative other-representation. Given the social and political nature of the issues in discourse, language becomes an active agent in the political process, deployed forcefully and strategically for the execution of vital social and political functions (Ademilokun, 2010). Politics, therefore, becomes warfare, where winners take all and competitors are regarded as enemies to be eliminated. Leaders who emerge from controversial elections often devote much of their time to securing legitimacy and may even resort to force to suppress opposition to their power base, thereby endangering political stability.

As Ake (1976, as cited in Okoli and Lortyer, 2014, p. 3) observed, "we are intoxicated with politics." The premium on political power is so high that we are prone to take the most extreme measures to win and maintain it. Our energy tends to be channeled into the struggle for power to the detriment of economically productive efforts (Diamond, 1984). Ake (1976, p. 4) put it succinctly:

> The character of the state rules out a politics of moderation and mandates a politics of lawlessness and extremism for the simple reason that the nature of the state makes the capture of state power irresistibly attractive. The winners in the competition for power win everything; the losers lose everything. Nothing can be worse than losing, and nothing is better than winning. Thus, everyone seeks power by every means, legal or otherwise, and those who already control state power try to keep it by every means.

This has prompted politicians to resort to various vices, including the blackmail of the opposition and publicizing their misdeeds. This, in turn, aims to win the electorate's support for the blackmailer, as no one wants to be associated with the blackmailed, especially if there is evidence, no matter how half-hearted, to corroborate the claims. This act is primarily known as propaganda.

Critical Discourse Analysis (CDA) is an aspect of language use where issues of politics and propaganda remain conspicuous. CDA specifically examines the role of discourse in the production and challenge of power and dominance, how language is used and abused by the elite class, and their discursive strategies for maintaining inequality. It also explores how language can be an instrument of persuasion, impression, justification, propaganda, oppression, suppression, manipulation, and misrepresentation. One key factor determining political figures' success in achieving their goals and gaining public support in this continuous power struggle is their ability to persuade and impress their audience (Bossan, 2018).

This study, therefore, addresses the significant features of the language used in political campaign speeches, considering the ideological and power patterns embedded within the texts. Consequently, this work examines the role of language in establishing, creating, and sustaining power relations, inequalities, and ideological structures of society within political campaign speeches, all within the framework of Critical Discourse Analysis.

Review of Literature

Critical Discourse Analysis (CDA) is an approach rooted in an ideological perspective. CDA can be viewed as a reaction against the dominant formal (often social or uncritical) paradigms of the 1960s and 1970s. Political discourse analysis is an example of CDA. In CDA, it is believed that language is used by those in power to legitimize and legalize their opinions among the masses. CDA encompasses various approaches, including the study of time and space, social structure, objects and instruments, people's beliefs, and societal knowledge and values. CDA does not limit its analysis to specific text or talk structures but systematically relates them to the structures of the sociopolitical context. CDA has been employed to examine speech acts, highlighting the rhetoric behind them and any forms of speech that may be used to manipulate audience perception. CDA is a functional approach to language analysis that explores the

inherent meanings in texts in correspondence with cultural and situational contexts. Fairclough (1992, p. 64) views discourse as "a practice not just of representing the world but of signifying the world, constituting and constructing the world in meaning." The purview of CDA is to explore the role of language in the distortion of truth with a view to exhuming (for accessibility and comprehension) the socio-political undertone that informed language choices (i.e., word, expression, style, etc.) in certain discourse genres. This paper aims to analyze Michelle Obama's "Send Forth" speech by applying various linguistic approaches.

Theoretical Framework

Critical Discourse Analysis

Critical Discourse Analysis (CDA) posits a theoretical idea in which texts, embedded in recurring "discursive practices" for their production, circulation, and reception, are in turn embedded in social practices, depicting how ideology is circulated and reproduced (Johnstone, 2008). Twentieth-century Discourse Analysis was essentially non-critical (Bloor & Bloor, 2007). This assertion implies that discourse analysis does not focus on the critique of social practices, which involves identifying and describing how people use language to communicate, developing methods for analysis that reveal discourse categories and features, and constructing theories about the process of communication. In other words, CDA rejects naive approaches to discourse analysis, instead embracing an exclusively factual inquiry into the discursive elements of language, discourse, power, and ideology. CDA highlights that language is a powerful tool for promoting certain ideologies, institutions, and distorting realities, thereby empowering less privileged groups to debunk hidden messages through linguistic means. Pragmatics is viewed by some linguists as an independent level of language analysis, based on utterances in the same way that phonology is based on sounds, syntax on sentences, and semantics on both words and sentences. This study will consider the discourse and pragmatic elements relevant to this research. The literature review will ultimately reveal a gap that the researcher intends to fill.

A network of scholars in Critical Discourse Analysis emerged in the early 1990s, following a small symposium in Amsterdam in January 1991. With the support of the University of Amsterdam, Teun van Dijk, Norman Fairclough,

Gunther Kress, Theo van Leeuwen, and Ruth Wodak spent two days together, discussing the theories and methods of Discourse Analysis, specifically Critical Discourse Analysis. This meeting allowed them to confront distinct and different approaches that have evolved since 1991 but remain relevant. In Discourse Analysis, Critical Discourse Analysis implies approaches aimed not just at discursive practices but also at showing how discourse is shaped by power relations and ideologies, and the constructive significance discourse has on social identities, social relations, and systems of knowledge and belief (Fairclough, 1992, p. 12). According to Hammersley (2002, p. 243), the addition of 'critical' to the phrase 'discourse analysis' implies, at its simplest, a jettisoning of any restraint on the evaluation of the texts and contexts under study.

Critical discourse analysis refers to the use of an ensemble of techniques for the study of textual practice and language use as social and cultural practices (Fairclough, 1992). Fairclough (1995) defines Critical Discourse Analysis as follows;

> By critical discourse analysis, I mean discourse analysis which aims to systematically explore often opaque relationships of causality and determination between (a) discursive practices, events, and texts; (b) wider social and cultural structures, relations, and processes; to investigate how such practices, events, and texts arise out of and are ideologically shaped by relations of power and struggles over power; and to explore how the opacity of these relationships between discourse and society is itself a factor securing power and hegemony (Fairclough, 1995, pp. 132-133).

Critical Discourse Analysis analyzes discourse to uncover hidden meanings and to determine the role of language in power and ideological relations among users, considering the social, historical, and political conditions surrounding the context of usage or communication. Fairclough and Wodak (1997) summarize the main aims of Critical Discourse Analysis as follows: CDA addresses social problems; power relations are discursive; discourse constitutes society and culture; discourse performs ideological work; discourse is historical; the link between text and society is mediated; discourse analysis is interpretative and explanatory; and discourse is a form of social action. Hammersley (2002)

itemizes the general reference of 'criticalness' in Critical Discourse Analysis as forms of research that assume the following assumptions:

First, a society can only be understood as a totality, meaning any particular phenomenon must be analyzed against the background of its wider social context. **Second,** in producing knowledge of society, critical research reveals what is obscured by ideology, which is seen as persuasive and essential in preserving the status quo. **Third,** a critical approach not only produces knowledge that enables understanding of how society is but also how it can and ought to be. **Fourth,** by acting on the basis of critical theory, the world can be changed for the better. **Fifth**, the change produced will be fundamental in character, aiming to eradicate oppression and emancipate all human beings.

CDA researchers are interested in how discourse (re)produces social domination—that is, the power abuse of one group over others—and how dominated/oppressed groups may discursively resist such abuse. In fact, according to Fairclough (1992), the critical analyst has the sole objective of eliding power/domination in the theory and analysis of texts. In essence, CDA aims to develop sensitivity and consciousness for text producers and consumers alike, because at times, even the dominant regime may be as unaware as the oppressed of the dominant potential of discourse. People usually view texts as true reflections of reality and facts; hence, critical analysis of texts attempts to create awareness of the implicitly left, invisible sections of texts that tend toward misinformation, manipulation, and misinterpretation. The research efforts of Norman Fairclough, Gunther Kress, Roger Fowler, Teun van Dijk, Ruth Wodak, Sara Mills, Paul Chilton, and Michael Toolan, among others, gave birth to CDA. The aim is to go beyond textual analysis to uncover hidden meanings and messages, as well as possible interpretations—be they social or political—inherent in a linguistic expression, and its consequences on the hearer. CDA is concerned with studying and analyzing words used in discourses to reveal the sources of power, abuse, dominance, inequality, and bias, and how these sources are initiated, maintained, reproduced, and transformed within specific social, economic, political, and historical contexts. One domain of discourse to which CDA has been frequently applied in recent times is politics. The critical use of Discourse Analysis in applied linguistics is leading to the

development of different approaches to understanding political messages, particularly campaign messages.

Teun van Dijk states that "critical discourse analysts want to understand, expose and resist social inequality." He views Critical Discourse Analysis as a type of discourse analysis that primarily studies how social power, abuse, dominance, and inequality are enacted, reproduced, and resisted by text and talk in social and political contexts. With such dissident research, critical discourse analysts take an explicit position, aiming to understand, expose, and ultimately resist social inequality. Shatia (2006) observes that the "main concern of Critical Discourse Analysis is to understand the interior mechanism of discourse and the reason for incorporating certain linguistic structures, rather than others, in validating particular discoursal stances," because "manipulation is usually discursive, and involves power abuse, it should be studied by Critical Discourse Analysis" (van Dijk, 2005).

Fairclough (1995) inferred that Critical Discourse Analysis is basically an exploration of the interrelationships between individuals and all the socio-cultural and sociolinguistic variables that contribute to their social well-being. The constant struggle over power distributions and the ideological directions of thoughts and actions in human societies is well-appreciated and recognized in Critical Discourse Studies. According to Fairclough and Wodak (1997) state that the main aims of Critical Discourse Analysis are as follows: CDA addresses social problems; power relations are discursive; discourse constitutes society and culture; discourse performs ideological work; discourse is historical; the link between text and society is mediated; discourse analysis is interpretative and explanatory; and discourse is a form of social action. The critical approach to CDA is distinctive in its views of:

a. the relationship between language and society, and
b. the relationship between analysis and the practices analyzed.

Osisanwo (2008) further explains that discourse is not merely language use in isolation; rather, it is language use within a specific context, whether social, psychological, physical, or other verifiable verbal and non-verbal aspects of communication. Every text is conditioned by and inscribes itself within a given discourse. Yule (1983) corroborates Stubbs' (1983) ideology, and both converge on the basic goal of Discourse Analysis as the study of language in

use, either in social context or dialogue. Discourse Analysis is not restricted to the description of linguistic forms but involves a wide range of activities such as psycholinguistics, philosophical linguistics, and computational linguistics (Babatunde, 2000). In 1935, Firth stated that no language study is complete without the compilation of verbal utterances, as it is key to understanding language. Adegbija (1998) opines that Discourse Analysis is concerned with a thorough examination of the different aspects of conversation in various social contexts, how they are organized, and how meaning is encoded and decoded in particular social situations through interactive talk. The functional deployment of language in conversational exchange is the purview of discourse analysis. Therefore, Cook (1990) examines how stretches of language, considered in their full textual, social, and psychological context, become meaningful and whole for their users. Beaugrande (1981) provides seven criteria as conditions for determining what kind of language use qualifies as discourse. These criteria are summarized below:

1. **Cohesion:** The grammatical relationship between parts of a sentence essential for its interpretation.
2. **Coherence:** The order of statements relates to one another by sense.
3. **Intentionality:** The message must be conveyed deliberately or consciously.
4. **Acceptability:** The communicative product needs to be satisfactory in that the audience approves.
5. **Informativeness:** Some new information must be included in the discourse.
6. **Situationality:** The circumstance in which the speech is created is important.
7. **Intertextuality:** Reference to the world outside the text or the interpreters' schemes, and so on.

Methodology

This qualitative research utilizes a verbal protocol as its data, analyzing different aspects of meaning with the help of approaches such as Norman Fairclough's theory, discourse analysis, and content analysis. This paper identifies the discourse structures within the data to highlight the strategies employed to achieve the discourse content, focusing on the language function and dominant discourse structure.

Data Presentation and Analysis

This paper examines how Michelle Obama utilized interactional control, including wording, connectives, and argumentation (encompassing cohesion — lexical and grammatical—modality, word meaning, and metaphor) to communicate. This qualitative research will analyze the speech by employing theoretical approaches from the fields of semantics, pragmatics, and rhetorical criticism.

Data Description

This data was analyzed using all the elements of critical discourse analysis.

Wording

Wording corresponds with syntax, which deals with the structure, sense, meaning, and combinatorial properties of words (Jowitt, 1991, p. 107). Wording refers to the various ways a meaning can be expressed through vocabulary. The combinatorial principles of syntax, along syntagmatic and paradigmatic axes, are informed by the speaker/writer's intention, ideology, and desired expression. For instance, in this data, Michelle Obama repeatedly mentioned that it was her last speech as the First Lady of the United States of America. The following extracts from the data illustrate this wording.

Paragraph 1

Hello, everyone. And, may I say for the last time officially, welcome to the White House.

Paragraph 18

And as I end my time in the White House, I can think of no better message to send our young people in my last official remarks as First Lady.

Paragraph 27

So that's my final message to young people as First Lady.

Paragraph 28

And I can think of no better way to end my time as First Lady than celebrating with all of you.

Paragraph 29

Being your First Lady has been the greatest honor of my life, and I hope I've made you proud.

The extracts above point to the common ideology and general aspect of discourse that the Michelle Obama is giving her last speech as the first lady of the United States of America. Words like 'Being', 'Has been', 'End my time', 'My last official remarks', 'So that's my final message', 'May I say for the last time officially' and so on are chosen by the writer/speaker to inform the listeners/readers that it was her last speech as the First lady of the United States of America.

Interactional Control

Interactional control deals with turn-taking, topic change and negotiation. The study of interactional control is used in communication as a means of revealing power relations, ideology, and the social context of discourse activity. Topic changes from a topic to another, the topic of discussion changes as speakers converse in a conversation. As turn-taking, topic negotiation, topic change takes place in discourse, social status is being established and domination is foregrounded sometimes. The data below are extracted for analysis.

Paragraph 1

Hello, everyone. And, may **I** say for the last time officially, welcome to the White House. Yes! (Applause.) Well, **we** are beyond thrilled to have you all here to celebrate the 2017 National School Counselor of the Year, as well as all of **ourState Counselors of the Year**. These are the fine women, and a few god men—(laughter)—one good man—who are on this stage, and they represent schools from across this country.

Paragraph 2

And **I** want to start by thanking **Terri** for that wonderful introduction and **her** right-on-the-spot remarks. I'm going to say a lot more about Terri in a few minutes, but first **I** want to take a moment to acknowledge a few people who are here.

Paragraph 3

First, **our** outstanding **Secretary of Education, John King.** (Applause.) As well as our **former Education Secretary, Arne**

Duncan. (Applause.) **I** want to take this time to thank you both publicly for your dedication and leadership and friendship. **We** couldn't do this without the support of the Department of Education under both of your leadership. So I'm grateful to **you** personally, and very proud of all that you've done for this country.

Paragraph 12

And **we** know that school counselors like all of the folks standing with **me** on this stage have played a critical role in helping **us** get there. In fact, a recent study showed that students who met with a school counselor to talk about financial aid or college were three times more likely to attend college, and **they** were nearly seven times more likely to apply for financial aid.

Paragraph 27

So that's my final message to young people as First Lady. **It** is simple. (Applause.) I want our young people to know that they matter, that **they** belong. So don't be afraid—**you** hear **me**, young people? Don't be afraid. Be focused. Be determined. Be hopeful. Be empowered. Empower yourselves with a good education, then get out there and use that education to build a country worthy of your boundless promise. Lead by example with hope, never fear. And know that **I** will be with you, rooting for you and working to support you for the rest of my life.

Anecdote

A short account of a real incident or person, often humorous or interesting.

Paragraph 9 & 10

So we decided to flip the script and shine a big, bright spotlight on all things educational. For example, we made College Signing Day a national event. We wanted to mimic all the drama and excitement traditionally reserved for those few amazing football and basketball players choosing their college and university teams. We wanted to focus that same level of energy and attention on kids going to college because of their academic achievements. Because as a nation, that's where the spotlight should also be—on kids who work hard in school

and do the right thing when no one is watching, many beating daunting odds.

Next, we launched Better Make Room. It's a social media campaign to give young people the support and inspiration they need to actually complete higher education. And to really drive that message home, you may recall that I debuted my music career -rapping with Jay about getting some knowledge by going to college. (Laughter and applause.)

Paragraph 12

And we know that school counselors like all of the folks standing with me on this stage have played a critical role in helping us get there. In fact, a recent study showed that students who met with a school counselor to talk about financial aid or college were three times more likely to attend college, and they were nearly seven times more likely to apply for financial aid.

In the extracts above, interactional control is maintained among discourse variables, including deixis, name-calling, the reader, honorific terms, and conversational anecdotes. Deictic items such as "I," "we," "our," "her," "you," "me," and "it" are used to indicate role relations among the various actors in the unfolding discourse. These elements reveal the social relationship of the writer/speaker to their thoughts or subject matters and their readers/listeners.

Connectives and Arguementation

Connectives and argumentation are closely related to cohesion; that is, text types vary according to how their clauses relate to one another and according to their cohesive patterns, as described by Halliday. It examines the relationship between the various units that make up a text or discourse, ranging from a single word to a lengthy passage of text (Halliday, 1985, p. 288). According to Halliday (1994), there are two main categories of cohesive devices: lexical devices (repetition and collocation) and grammatical devices (reference, ellipsis, conjunction, and substitution).

REFERENCE

Reference involves the retrieval of information for referential meaning. It creates textual effects through the use of personal pronouns (e.g., he, she, they,

it) and demonstratives (e.g., this, that, these, those) to refer to something earlier or later in a text. Anaphora retrieves information from the preceding text (backward reference), Cataphora retrieves information from the following text (forward reference), and Exophora retrieves information outside the text.

- **Personal Reference**

This cohesive device is indispensably obvious in the speech. The extracts below clearly illustrate this cohesive device.

Paragraph 2

And I want to start by thanking Terri for that wonderful introduction and **her** right-on-the-spot remarks

Paragraph 3

First, our outstanding Secretary of Education, John King. As well as our former Education Secretary, Arne Duncan. (Applause.) I want to take this time to thank **you** both publicly for your dedication and leadership and friendship. We couldn't do this without the support of the First, our outstanding Secretary of Education, John King. (Applause.) As well as our former Department of Education under both of your leadership. So I'm grateful to **you** personally, and very proud of all that you've done for this country.

Paragraph 6

I want to take time to personally acknowledge a couple of people. Executive Director Eric Waldo. (Applause.) Where is Eric? **He's** in the—you've got to step out. (Applause.) Eric is acting like **he's** a ham, but **he** likes the spotlight. (Laughter.) He's acting a little shy.

Paragraph 13

And here's what Terri's principal said about **her** in his letter of recommendation. **He** said, "Once **she** identifies a systemic need, **she** works tirelessly to address it."

Paragraph 15

And all of this is just one small part of what Terri does for **her** students each day. I can go on and on about all the time **she** spends one-on-one with students, helping them figure out their life path. Terri told us—as

you heard, **she** told us about one of those students, so we reached out to Kyra. And here's what Kyra had to say in **her** own words. Kyra wrote that "Mrs. Tchorzynski has helped me grow to love myself. **She** helped me with my doubts and insecurities." **She** said, my life has changed "for the better in all aspects." Kyra said, "**She** held my hand through my hardest times." **She** said, "Mrs. Tchorzynski is my lifesaver." That's what Kyra said.

These illustrations demonstrate how textual cohesion is achieved through the use of bolded words. Personal pronouns such as "she," "he," "her," and "him" maintain an anaphoric relationship with the preceding text, allowing readers to trace their referents without losing track of the subject.

- **Demonstrative Reference**

This cohesive element links thoughts and opinions with actual events in the physical context, facilitating communication between the writer/speaker and the readers/audience. The extracts below illustrate this point.

Paragraph 5

And all **these** folks are here because they're using their star power to inspire our young people.

...I feel like I've pestered you over **these** years, asking time and time again...

... It really means the world to **this** initiative to have such powerful, respected and admired individuals speaking on behalf of **this** issue...

Paragraph 1

...**These** are the fine women, and a few good men—(laughter)—one good man—who are on this stage, and they represent schools from across this country.

Paragraph 8

... if **those** are the only achievements we celebrate, then why would we ever think kids would see college as a priority?...

Paragraph 20

...So I want our young people to continue to learn and practice **those** values with pride...

Paragraph 8

… And **that** starts right now, when you're young.

…that is not a threat to who we are…

The bold demonstrative pronouns in the extracts above indicate real events in the physical environment. Reference sustains the effective expression of thoughts, beliefs, and power relations through words.

CONJUNCTION

Conjunction is a cohesive device that entails the use of conjuncts such as "and," "although," "but," and so on. According to Halliday and Matthiessen (2004, p. 534), "conjunction provides the resources for marking logico-semantic relationships that obtain between text spans of varying extent, ranging from clauses within a clause complex to long spans of a paragraph or more." The following extracts illustrate this this point.

Paragraph 5 & 6

…**but** he likes the spotlight. (Laughter.) He's acting a little shy…

…but our Senior Advisor, Greg Darnieder…

Paragraph 27 – 29

...**And** he's really not going to like this because he tries to pretend like he doesn't exist at all, but our Senior Advisor, Greg Darnieder.

…**And** it's just been just a joy to work with you all.

… **And** I am so proud **and** so, so grateful to you all for everything that you've done. So let's give them a round of applause.

In the extracts above, the bold conjunctions establish the logic subject of the writer or speaker. The conjuncts 'and' and 'but' perform the additive and adversative function respectively. The connections of the varying clauses through conjunction enhance the textual interpretation of a text. In the speech, some of the conjunctions used show cause-effect relations, logicality of the subject or argument.

ELLIPSIS AND SUBSTITUTION

Ellipsis refers to deletion, a syntactic element often used to facilitate grammatical cohesion in discourse. Substitution involves replacing an element (a word, group, or clause) with another word in the subsequent clause or sentence. Ellipsis is represented by the symbol (...). The following extract illustrates these cohesive devices;

Paragraph 6

Where is **Eric?** He's in the— ...you've got to step out. (Applause.) Eric is acting like **he's** a ham, but **he** likes the spotlight. **He's** acting a little shy.

Paragraph 7

I want to recognize our Deputy Director, **Stephanie Sprow.** Stephanie. (Applause.) And **he's** really not going to like this because **he** tries to pretend like **he** doesn't exist at all, but our Senior Advisor, **Greg Darnieder.** There you go. Greg has been a leader in education **his** entire life.

Paragraph 13

And here's what **Terri's principal** said about her in his letter of recommendation. **He** said, "Once she identifies a **systemic need**, she works tirelessly to address **it.**"

Paragraph 14

...Under Terri's leadership, more students than ever before attended workshops on resume writing, **FAFSA** completion—yes, I can now say **FAFSA**—(laughter)—and interview preparation. I can barely say **it**

In the extracts above, ellipsis and substitution have been used to achieve textual cohesion. The writer/speaker used words to present a whole clause as a means of achieving textual cohesion. The use of these connectives and argumentative devices in the writing is facilitated through cohesion. Therefore, the connectivity between clauses and arguments allows for an interpersonal relationship between the writer/speaker and the reader/listener.

LEXICAL COHESION

Lexical cohesion devices involve the use of word features and their group relationships. Content words such as nouns, verbs, adverbs, and adjectives are used because they carry meaning capable of revealing the text's underlying meaning. Lexical cohesion is divided into two parts: reiteration and collocation.

- **Reiteration**

Reiteration involves repeating or rephrasing something multiple times. This can be achieved through repetition, hyponymy, synonymy, and antonymy. These refer to the use of words in the same pattern, the use of words included within another word, the use of different words with the same meaning, and words that contradict each other, respectively.

- **Collocation**

Collocation refers to the tendency of words to co-occur, such that the mention of one element brings another to mind. Words that tend to co-occur with utmost sensitivity to the subject, intention, or thoughts of the language user are referred to as collocations. The following extracts from our data illustrate this point:

Paragraph 1

These are the fine **women**, and a few good **men**—(laughter)—one good **man**—who are on this…(collocation)

Well, we are beyond thrilled to have you all here to celebrate the 2017 National School **Counselor** of the Year, as well as all of our State **Counselors** of the Year. (reiteration)

Paragraph 12 & 13

And we know that **school counselors** like all of the folks…

…with a **school counselor** to talk about financial aid or college were three times more likely to…

So our **school counselors** are truly among the heroes of the Reach Higher story…

…And our 2017 **School Counselor** of the Year, Terri Tchorzynski, is a perfect example…(reiteration)

Paragraph 27

Empower yourselves with a good **education**, then get out there and use that **education** to build a country worthy of your boundless promise…

…technical **education** school in Michigan.

… apply for higher **education**… (reiteration)

Paragraph 7,18,27,28 & 29

…my last official remarks as **First Lady…**

…how we roll in the **First Lady's** Office…

So that's my final message to young people as **First Lady…**

And I can think of no better way to end my time as **First Lady…**

… Being your **First Lady** has been the greatest… (reiteration)

Paragraph 11

…higher **education** more …and **college**…We expanded income-based loan repayment options for tens of millions of **students**… We created a **College** Scorecard to help **students** make good decisions about higher education. And we provided new funding and support for **school counselors**…And today, the high **school graduation** rate is at a record high, and more young people than ever before are going to **college…** that **school counselors** like all of the folks standing with me on this stage have… (hyponym)

Paragraph 13

…and technical **educationschool** in Michigan. And here's what Terri's **principal** said about her in his letter… (collocation)

The expressions cited above are examples of collocations, repetition, and hyponymy that illustrate how textuality is achieved.

Modality

Modality is a property that refers to the strength with which a particular proposition or statement is endorsed (Locke, 2004, p. 47). Modality shows the different ways a speaker's or writer's opinion can be interpreted in relation to the situation. The presence or absence of modals (e.g., can/could, shall/should, will/would, may/might) or modal adjuncts (e.g., probably, certainly, possibly)

has a great impact on the utterance as a whole. Modal auxiliary verbs are used to show the degree to which a statement is approved. In our data, modal auxiliary verbs are extracted and illustrated below:

Paragraph 3, 14 & 15

…I **can** go on and on about all…

…I **can** think of no better message to send our young…

We **couldn't** do this without the…

Paragraph 9 & 23

…the spotlight **should** also be…

…because I guarantee you, you **will…**

Paragraph 16 & 24

You believe in them even when they **can't** believe in themselves…

…regardless of the limitations that others **may** place on us…

In our data, modal auxiliary verbs such as "can," "should," "will," "may," and "could" are used in the speech to verify the potency of the writer/speaker's thoughts about the subject. The use of these modal auxiliary verbs, such as "will," conveys certainty; "may" signifies high hope; and "can/could" and "should" express the writer/speaker's attitude toward the public's condition or state.

Modal adjuncts convey the writer/speaker's attitude toward the unfolding events, providing additional information to the reader/listeners.

Officially paragraph 1

Publicly paragraph 2

Personally paragraph 2 & 6

Really paragraph 5, 7 &10

Especially paragraph 6

Hardly paragraph 7

Finally paragraph 8 &13

Actually paragraph 10

Likely paragraph 12

Barely paragraph 14

Nearly paragraph 12 & 13

Truly paragraph 13,16& 24

Tirelessly paragraph 13 & 16

In fact paragraph 13 & 19

Freely paragraph 19

Exactly paragraph 20

Critically paragraph 22

Clearly paragraph 22

Nearly paragraph 12 & 23

Simply paragraph 29

These modal adjuncts extracted above convey different meanings. For instance, actually, clearly, exactly, in fact, simply and so on were used by the speaker/writer to present real and objective situations. However, nearly, critically, tirelessly, officially, personally and so on according to Thompson (2004, p. 157), writers' judgement of the relevance or truth value of their opinions.

Finding and Conclusion

The paper revealed that elements in critical discourse analysis, such as anecdote, deixis, name-calling, the reader, and honorific terms, were used to reveal the social relationship of the writer/speaker to their thoughts or subject matters and their readers/listeners. The role of language reveals the moral principles that guide the effective operation of an institution against counter-principles. Therefore, power has been expressed and maintained through the use of language in interaction. Critical Discourse Analysis, through wording and word-meaning, reveals the arbitrary selection of words. These elements indicate that texts are not meant to be a random collection of words; rather, they should be carefully selected, meaningful, possess a rich vocabulary, and be structured toward a specific subject matter. For instance, Section 3.2.3 shows how the writer/speaker structured words toward the goal of the speech: the last address

as the First Lady of the United States of America. Therefore, the findings indicate that our ideologies influence the structure of our language, as every choice a writer/speaker makes is strategic. Finally, the elements of analysis stipulated by Fairclough and adapted in this study revealed that all texts are strikingly similar in their ideological representations. The writer/speaker used modality and metaphor to reveal her opinion about certain issues and the persons with whom she had worked. These modal words verify the potency of the writer/speaker's thoughts about the subject. The CDA tools used in the analysis of the selected data helped identify cohesion, coherence, and grammatical devices in the speech. Critical Discourse Analysis is a functional approach to textual analysis that explores the interrelationships between language and society on one hand, and analysis and social practices on the other. The study has shown that language use is embellished with the user's worldview, attitude toward their environment, beliefs, values, and so on. All these are regarded as their ideology. Critical Discourse Analysis is a linguistic discipline that investigates the establishment of discoursal domination in discourse practices—that is, how this is included in the choice of linguistic structures—and the critical analyst's ability to read the text with utmost consideration of the text's discursive practices, intertextual relations, and socio-cultural motivations and factors for the text's production.

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