## A Textual Analysis of Modality in the 2015 Matriculation Speech of Prof. W. O. Ellis

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*Speech presentation varies from political, religious, economic, and academic to social issues. Over the years, in academia, some research works have been carried out in various fields of speech presentation. However, studies on the modality in the speeches of educational leaders in Ghana are not pronounced. Consequently, this paper is a textual analysis of the mood choices deployed in the 2015 matriculation ceremony speech of Prof W. O. Ellis, who is one of the past vice-chancellors of Kwame Nkrumah University of Science and Technology (KNUST), Ghana. The matriculation ceremony was for the 2015/2016 graduate students in the Institute of Distance Learning (IDL), KNUST. With prior permission, the data (Vice Chancellor's speech) was purposively selected from the University's portal. The research design used for this study was qualitative. Accordingly, the speech (data) was analysed using the content analysis method.  With this method, we identified the various mood structures, the conditions that necessitate a particular mood, and how the mood choices were interpreted manually. The findings showed that the mood choices used in the selected speech were declarative and imperative. Of these two mood choices, declarative was predominant (86%). However, the study revealed that interrogative mood was absent from the speech. The study recommends that, in the future, such speeches should include interrogative moods. The basis is that the interrogative moods (especially rhetorical questions) have the propensity of maintaining the interpersonal relationship between the speaker and the listener.*

## 1. INTRODUCTION
### 1.1. Background

Every language has four skills - writing, speaking, listening, and reading. Though writing in a second or foreign language context is a complex activity (Owusu et al., 2014), speaking turns out to be more challenging because it requires critical thinking, fluency, and accuracy. The purpose of communication is to make meaningful interactions between those in the interaction process to establish meaningful relationships (Halliday, 1985, Halliday & Mattlinessen, 2004; Eggins, 2004). In every academic discourse, language is used as the mode of communication for the participants, where the speaker interacts with the other speech participants. By this, there is a shared exchange between the speaker and his addressees, though the speaker controls the discourse.

Mostly, the generic purpose of every discourse is to inform, remind, educate, entertain, motivate, and direct some participants to tow a particular line to bring about progress in their endeavours. In academia, such discourse is usually essential. Therefore, the choice of language used by the speaker should acknowledge the listener or audience for which the message is meant to affect. This type of discourse is usually monologic (Musyoka & Karanja, 2014, Adedun & Mekiliuwa, 2010). How then do speakers use language to ensure effective communication?

Irrespective of the numerous studies that have been done, little has been done concerning the textual analysis of matriculation texts of vice-chancellors of the various tertiary institutions in Ghana. Specifically, subject matters such as mood choices and how these speakers construe meaning interpersonally in respect of their grammatical choices have not been pronounced.

### 1.2. Objectives of the Research

This study sought to explore the language of a speech delivered by a vice-chancellor from the perspective of grammar. The study investigated how the grammatical choices contributed to ensuring interpersonal communication between a vice-chancellor and some matriculants.
1. To identify the mood choices selected by tertiary education leaders.
2. To determine the mood choice(s) predominant in the selected speech.

### 1.3.    Research Questions

The research questions for the study are:
1. What mood choices are selected in the matriculation speech chosen?
2. Which mood choices are predominant in the speech?

## 2. LITERATURE REVIEW

### 2.1. Introduction

The literature review section is broadly segmented into three parts – theoretical framework, empirical, and theoretical reviews. The theoretical framework section highlights the model that supports the study. The empirical review section discusses selected textual analysis studies related to the current study. The last section, the theoretical review, discusses mood types (declarative, imperative, and interrogative), modality, and vocatives.

### 2.2. Theoretical Framework

The theoretical framework that underpins this work is Systemic Function Grammar (SFG).

This framework considers language outside its official grammatical constructions (Halliday, 1985, 1994; Halliday & Matthiessen, 2004). It perceives the entire classification of grammar as connotation and denotation. This model, thus, institutes the inherency of the functionality of language to weaken the explanation of grammar that is centred on rules. In this sense, Systemic Functional Linguistics is a powerful theory for explaining and exhibiting language as a source for creating meaning. So, we see it as a feasible substitute for studying a script. This is our foundation for choosing SFG.

SFG is a grammatical depiction of linguistic materials as a social semiotic tool. It is part of a comprehensive school of thought about the social semiotic method of a language known as systemic linguistics which started in the 1960s (Taiwo, 2006). It developed from the studies of John Ruppert Firth whose key attention was on the traditional context of language users and literary stylistics (Taiwo, 2006). Unlike Noam Chomsky, Halliday never accepted a fixed method of guidelines for language studies. Rather, he opted for an explanatory method of scrutinizing linguistic structures as being suitable or unbefitting to the rigid method of categorizing them as true or false (Eggins, 2004). The structural approaches centre on syntax; conversely, Systemic Linguistics originates from an analysis of language as it is controlled and influenced by social context. Unlike traditional and structural grammars which show descriptions, parts of speech, and structural patterning of sentences, functional grammar studies language from a functional viewpoint and situates language within the socio-cultural context in which it is used (But et al, 2003). The functional approach to language in language analysis is a departure from, and an enhancement of the rule and structural-based grammar. SFG attempts to explicate the arrangement of the 'meaning-making resources' of language construction (Halliday & Matthiessen, 2004). The objective of this grammar is to compare form and function (Downing & Locke, 2006, p. 3).

Therefore, the basis of SFG has to do with the way language is arranged to express meaning. Meanings are derived from the association of a text with the context of culture (genre) and the context of the situation (register) (Eggins, 2004), and the study of the clause should, therefore, not be done alone and separated from its societal, traditional, and situational contexts. In SFG, the clause is perceived as the fundamental grammatical component of meaning (Butt, Fahey, Feez, Spinks & Yallop, 2003; Halliday & Matthiessen, 2004; Eggins, 2004) which is used by a person to ask queries, produce declarations and issue commands. It is a component where meanings of dissimilar types are combined as a single system. The grammar of Systemic Linguistics is perceived to comprise the 'semantic stratum, the lexicogrammatical stratum, and the phonological stratum' (Halliday & Hassan, 1976, p. 5; Morley, 2000). The semantic stratum, according to Morley (2000), provides the organisation and modeling of the diverse units of the linguistic meaning of a text. The lexico-grammar takes charge of the syntax, morphology, and lexis for the wording construction and patterning of a text; and the phonology has to do with the text's sound arrangements and modeling. Therefore, a text includes the synthesis of numerous dissimilar layers in which the lexico-grammar and phonology provide a linguistic form to the semantic production. Nevertheless, in the context of SFG, the sections on grammar and situations are seen as resources of linguistic significance (Teich, 1999, p. 13). Because of SFG's multi-dimensional explanation of the way language is prearranged and used, SFG is perceived as an 'extravagant grammar' (Bloor & Bloor, 2004).

Every linguistic decision we take is systematic, and the motive we say something in a

particular mode is the result of a choice. These decisions are composed of a set of structures that give us limitless means of generating meaning (Bloor & Bloor, 2004), while our experiences of the world (in terms of text types and socially- and culturally-bounded situations), enable us to build our schemata of these systems. In respect of this, functional grammar depends on the fundamental viewpoint that: language is semiotic. Again, language is systemic. Language is perceived as a set-up of systems or interconnected sets of preferences for making meaning. A choice of one category in the system spontaneously eliminates the others. A system, then, is a list of options to select from.

Language is also practical. Language tries to explain the communicative implications or functions of a collection from one of the systems. Language has advanced in showing human experiences and interpersonal associations and construing meaning. The system, the strata, the metafunctions, and the idea of realisation all define the linguistic representational perspective for SFG (Teich, 1999, p. 17). Language is understood as accomplishing three diverse metafunctions under SFG: ideational, interpersonal, and textual metafunctions (Halliday 1985; Halliday & Matthiessen, 2004; Eggins 2004; Morley, 2000; Teich, 1999). Each of the metafunctions has its choice systems, with each system resulting in a structure that construes dissimilar styles of the meanings of clauses that are connected to diverse scopes of the world (Downing & Locke, 2006, p. 5). The system of interpreting meaning in the ideational metafunction is relatively dissimilar from that of the system of the interpersonal meaning and the two are also different from the textual meaning. Each of the three structures of interpreting meaning can be applied to any one specific text, either contrarily or concurrently, subject to the meaning one desires to create. Nevertheless, comprehensions of these three metafunctions happen concurrently within a specific text, permitting language to form diverse meanings at the same time within the same text (Eggins, 2004).

The ideational metafunction (clause as representation) gives the expression of experiences of the world. Again, it mirrors the circumstantial significance of "field" – the nature of the social procedure in which the language is implicated. An examination of a text from the viewpoint of the ideational role includes probing into the selections in the grammatical scheme of "transitivity": that is, process types, participant types, and circumstance types are joined with an investigation of the resources through which clauses are combined. The experimental meaning of language embodies the participants who undertake varying semantic roles (agentive, goal, affected) in the clause system in realizing the procedures of mental, relational, and material and under which conditions of human experience (why, where, how, when and with whom or with what). For example, in the sentence: the learners have finished the project; 'the learners' is the Actor; 'have finished' is the Process type which is material, and 'the project' is the Goal. In the textual metafunction (clause as message) the clause is perceived to have the character of communication and it uses the classification of Theme. The clause, according to Halliday (1976), has a certain form of arrangement, which contributes to the flow of communication. It is the textual meaning that arranges the language in a textual corpus in such a manner that provides a text narrative coherence and message cohesion for the text to be organized as a component of data. Thus, how concepts are projected in a rational order and the way the structures are prearranged to guarantee that they are associated with one another. Using the textual metafunction, the presenter or the author can issue a thematic status to the features of the

clause content, by stressing one or other elements in the first position to give it thematic prominence. The Theme is designated by position in the clause. This suggests that any component or element the author places at the onset of the clause is deliberately selected by the author to indicate the item a thematic reverences in the clause. It is the Theme, according to Halliday (1976), that functions as the point of departure of the communication; and that discovers and familiarizes the clause with its setting.  The Theme combines with the remainder of the clause which is called the Rheme so that the two together create a message.

### 2.3. Empirical Review

In using SFG, Ye (2010) studied Barack Obama's victory discourse. Though the data for this work is not educational, the work analysed mood, modality, and pronoun. The work found that affirmative declarative clauses controlled Barack Obama's victory message followed by imperatives and interrogatives. The conclusion of the study is vital and obvious for a political forerunner to give some messages to his or her listeners displaying his or her political outlook and assumption and also requesting services. The study also showed that the "you"-"we"-"you" pattern in Obama's victory speech brought about a dialogic style that reduced the communicative space between Obama and other Americans.

Similarly, Nur (2015) also studied political communication. He did an interpersonal metafunction examination of Nelson Mandela's presidential induction speech and concluded that words can transport diverse stages of interpersonal connotations such as status, purpose meaning, and the relationship between the presenter and the listener. The study revealed that mood and personal pronouns subjugated the use of modals and rhythmic lexical characteristics. The works of Ye (2010) and Nur (2015), nevertheless, centred on discourse and interpersonal meaning, are distinctive from the current study as they investigated political discourse. Both studies are alike since they focused on mood, modality, and pronouns on interpersonal meaning though in dissimilar political discourses - Victory speech and investiture speech. Nevertheless, Nur (2015) added a fourth dimension to his study - rhythmic characteristics of words - which makes his study unique from Ye's (2010). The current study aligns with Nur's (2015) conclusion that choices of words carry diverse stages of relational meaning. Nevertheless, the present study explored the interpersonal relationship that presenters establish with their listeners based on their choice of words in their delivery.

Araghi & Shayegh (2011) conducted research in the interpersonal metafunction of gender talk in ELT teaching space to establish the diverse moods (declarative, imperative, interrogative, and exclamative) employed by speakers of diverse genders. They used transliterated uttered teacher-student communication in the schoolroom as the corpus data.  Their study showed that both genders include a large amount of the declarative mood of the third-person simple present in their conversation than the other mood choices. Imperatives were deployed in low-frequency classroom speech. Speakers used an integrative method to solicit particular data from the listeners in the associated discourse topic to generate inspiration in the hearer and make the communication two-sided and dynamic. Similar to the data of this research, the current study also used transcribed data from oral text. Nevertheless, unlike Araghi & Shayegh's (2011) study which used dialogic data, the current study used typically monologic data. Again, Araghi and Shayegh's (2011) data are from the classroom setting whereas the current study used data from a matriculation programme. Moreover, although Araghi and Shayegh's (2011) study explored the mood system, it only limited itself to the mood choices of declarative, imperative, and interrogative, likewise the current study.

### 2.4. Theoretical Review

### 2.4.1. Declarative Mood

In English language, the declarative is the fundamental clause category with Subject-Finite arrangement (Downing & Locke, 2006, p. 181). It is the Mood for offering data or constructing proclamations. The function of this speech is to provide statements. The subject that comes before the Finite in the clause takes the form of the declarative mood. Affirmative declarative clauses generally show claim and are used to display accurate meanings while declarative clauses in the destructive form are used to refute a proposal and are also typically linked with non-factual meanings (Quirk & Greenbaum, 1976, p. 24; Downing & Locke, 2006, p. 24).

### 2.4.2. Interrogative Mood

The interrogative is naturally linked with interpersonal meaning. It is the mood for requesting information (Downing & Locke, 2006, p. 182). This is because the use of interrogatives in communication regularly guarantees turn-taking, where the presenter at a point of the conversation converts to the hearer and vice versa. In a speech, a presenter may use either polar interrogative to converse with the other interlocutor(s) involved in the interaction depending on the type of answer the presenter presumes.

A polar questioning item is used to request a 'Yes' or 'No' answer whereas a WH- interrogative is for content questions where the recipient is anticipated to give his or her view (Downing & Locke, 2006, p. 183). The presenter's choice of an interrogative clause has numerous roles. For example, a presenter may deploy interrogations to draw the thoughtfulness of the viewers or to include the listeners in the performance. When questions are deployed in the course of a presentation by a speaker, he/she draws a type of division between himself/herself and the hearers.

### 2.4.3. Imperative Mood

The imperative mood has a diverse system of a person from the indicative. It is the mood for substituting products and services (Eggins, 2004, p. 176; Halliday & Matthiessen, 2004, p. 138). It has the linguistic purpose of issuing a command and it typically emanates from somebody in authority expecting submission from the recipient (Palmer, 2001, p. 8). The Mood element is vague in the unmarked positive form of the imperative which suggests that the Finite element is missing. Imperatives are used by a presenter to make a demand from the hearer to start an action (e.g. heed the call). Nonetheless, imperatives with a subject may be used by speakers to propose to hearers to commence a combined action. The subject of the imperative is presumed as "you" or "me" or "you and me."

### 2.4.4. Modality

Modality is the midway degree that exists between the constructive and destructive extremes in the clause (Halliday & Matthiessen, 2004, p. 147). It is either articulated by a modal vocal operative entity (will, can, must, etc) or by a modal adjunct (always, probably, usually, and sometimes). Fairclough (1992, p.159) argues that hedges (bit of and sort of) and intonation patterns (hesitancy in language) are all slightly also models of realising modality in speech. A speaker uses modality to show attitudes or conclusions of a proposition (Givon, 2001; Palmer, 2001; Lyons, 1977). In other words, the use of modality is the manner a presenter gets into the text to give their biased or unbiased view (Fairclough, 1992, p. 159). Bloor and Bloor (2004) argue that modals are frequently used to cover challenging proposals or soften propositions.

### 2.4.5. Vocatives

Vocatives are a straightforward speech to somebody or societies, particularly in the verbal language (Butt et al, 2003; p. 93). Vocatives, similar to exclamations, do not fall within the Mood component system of the clause but have interpersonal meaning since they are used in communications to enact the involvement of the addressees in the exchange. Halliday and Matthiessen (2004) recognize three dissimilar symbols of a narrator's use of vocative in communications. A presenter uses vocatives to:

(i)  find the specific person being spoken about,

(ii) call for an audience,

(iii)establish interpersonal associations,

(iv)claim a bigger position or supremacy and

(v)   provide text signal. Vocatives comprise first names, endearments, pronoun "you" and titles.

## 3.   METHODOLOGY

### 3.1.Research Design

The design of the study was qualitative. Specifically, qualitative content analysis was deployed for this study. With content analysis, already documented texts, symbols, images, media, or figures are usually sampled and analysed (Krippendorff, 2004). Thus, this approach is not used to solicit raw data from human subjects. Specifically, thematic analysis (conceptual analysis), which is one of the types of content analysis was used. Usually, the goal of thematic analysis is to examine the occurrence of selected terminologies from sampled data (Owusu, et al., 2019).

### 3.2.Data, Sampling Technique, and Analysis

The secondary source of data (the text) for this study is the 2015/2016 academic year matriculation speech delivered by Prof W. O. Ellis (a past Vice-Chancellor of Kwame Nkrumah University of Science and Technology [KNUST], Kumasi, Ghana). The matriculation programme was for the 2015/2016 graduate students of KNUST, and students from the Institute of Distance Learning (IDL). The speech was delivered on Saturday, 10th October 2015, at 9:00 a.m. at the Great Hall of KNUST. With prior permission, this data was purposively selected from the University's portal. As mentioned earlier, the Systemic Functional Grammar Approach to language is the framework that underpins this study. The tenets of SFG coupled with those of thematic analysis were instrumental in analysing the language in the selected text. To do this, the study employed the interpersonal metafunction of SFG, with particular emphasis on the clause as exchange. Thus, the study explored the mood types selected by the speaker and their significance in terms of communicating interpersonal meaning. Consequently, the text was analysed by identifying the main themes (moods) used in the speech – declarative, imperative, and interrogative. Again, the study looked at how grammatical choices made by the speaker established and maintained the interpersonal relationship between him and his audience- matriculants.

## 4.   ANALYSIS OF RESULTS

### 4.1.Introduction

This section analyses the data and showcases the results. The two subsections for this section are coding of the text and analysis of data.

### 4.2.Coding of the Text

The speech (main data) was coded into six (6) thematic areas:

1. The caption of the speech,
2. Introduction and Welcome,
3. The KNUST today,
4. Admission statistics,
5. Advice to matriculants, and
6. Conclusion.

For each of the main sections, we analysed the sentences (structures) manually to determine whether they were declarative, imperative, or interrogative moods. Each of the sentences in each of the thematic areas was numbered (beginning from 1 to 43).

### 4.3. Analysis of Data

The analysis of the speech indicates that a total of 43 sentences or structures were used or deployed in the speech. The *introduction and welcome* sections have 8 sentences. As the *KNUST Today* section has 7 structures, the *Admission Statistics* section has 6 sentences. The *Advice to Matriculants* section has the majority sentences of 19, while the *Conclusion* section has the minority structures of only 3. Accordingly, the mode choices in the speech have been analysed as follows:

**Caption of the Speech**

SPEECH DELIVERED BY PROF. W. O. ELLIS, VICE-CHANCELLOR OF KNUST AT THE 2015 MATRICULATION CEREMONY OF THE UNIVERSITY FOR THE INSTITUTE OF DISTANCE LEARNING (IDL) AND SCHOOL OF GRADUATE STUDIES ON SATURDAY, 10TH OCTOBER, 2015 AT 9.00 AM IN THE GREAT HALL – KNUST, KUMASI

**Introduction and Welcome**

1. I have the pleasure of warmly welcoming all our new students to this short ceremony of admitting you as freshmen and women formally into the University by administering the Matriculation Oath. *Declarative*.

2. On behalf of the Chancellor, Chairman, and members of the University Council, Management, staff, and the rest of the student body, I congratulate you for being admitted into the prestigious Kwame Nkrumah University of Science and Technology (KNUST). *Declarative*.

3. As you may know, it is at this special ceremony that fresh students are given the rare opportunity to pledge to observe the regulations of this University, obey those to whom your obedience is required, study diligently, seek the truth and promote the good of the University at all times. *Declarative*.

4. Thus, this morning's ceremony marks your formal acceptance as students of the Kwame Nkrumah University of Science and Technology (KNUST) and as junior members in Statu Pupillari with all the concomitant responsibilities and privileges. *Declarative*.

5. After this ceremony, you would, henceforth, be duly recognised as bonafide students of this great University. *Declarative*.

6. As you know, it is an oath you have sworn this morning; an oath you willingly swear to observe. *Declarative*.

7. You are, thus, required to observe the contents of the oath in both spirit and letter. ***Declarative.***

8. Any infractions of this oath you have sworn today will surely attract the concomitant penalty. ***Imperative.***

**The KNUST Today**

9. Distinguished ladies and gentlemen, the world of today is undergoing a series of transformations. ***Declarative.***

10. Thus, as a science and technology university, we have also in tandem with these changes been reforming our internal systems and procedures intending to provide a conducive environment for teaching and learning and high-level research following our strategic mandate. ***Declarative.***

11. In this respect, you may now know that when you are admitted to KNUST, you are offered a special SIM card with credit for SMS and voice data to facilitate your research and communication activities. ***Declarative.***

12. Other initiatives include the modernisation and re-tooling of our various libraries, studios, workshops, laboratories, and the provision of campus-wide Wi-Fi internet connectivity hotspots. ***Declarative.***

13. Other structures to help you as students include the Office of the Dean of Students which acts as your parents on this campus, a designated Students' Clinic to cater to all your health needs as students, Shuttle Services to facilitate your movement on campus, a Counselling Unit to provide academic, career, emotional/psychological counselling, chaplaincies to cater for your spiritual growth and needs and academic tutors who will act as your mentors. ***Declarative.***

14. We on our part will continue to do our best in our attempt to provide the best for your holistic development. ***Declarative.***

15. We hope that you will also reciprocate these huge investments being made in your education to make the best out of the opportunities offered to you. ***Declarative.***

*4. Admission Statistics*

16. During this year's admission exercise, there were a total of 29,891 applicants who applied to be admitted into the University to read undergraduate and postgraduate programmes of the University. ***Declarative.***

17. Out of this number, 21,138 applicants were qualified but we were able to offer admission to 16,757 applicants. ***Declarative.***

18. Out of this number, 9,397 applicants made up of 6,889 undergraduate and 2,508 postgraduate students have accepted the admission offer and have, thus, registered as students of this University. ***Declarative.***

19. There are 6,208 (66%) males and 3,189 (34%) females. ***Declarative.***

20. This number also includes 226 international students from 29 countries across the globe. ***Declarative.***

21. The College by College breakdown is as follows: ***Declarative.***

Agriculture and Natural Resources   –  961

Art and Built Environment    –  678

Humanities and Social Sciences      –  2,683

| | | |
|---|---|---|
| Engineering | – | 1,142 |
| Health Sciences | – | 1,038 |
| Science | – | 1,612 |
| IDL | – | 1,283 |
| School of Graduate Studies | – | 2,508 |
| Total | – | 6,889 |

**Advice to Matriculants**

22. My dear students, your admission to this University is a rare privilege to add value to yourselves in your attempt to become more useful citizens to mother Ghana and Africa at large. *Declarative.*

23. I, therefore, congratulate you for making one of the best and most strategic decisions of your life. *Declarative.*

24. I am very hopeful that you will make maximum use of this opportunity offered to you to attain tertiary education so that following the completion of your studies, you will go and positively impact the lives of ordinary citizens in Ghana and Africa. *Declarative.*

25. It may also be true that a lot of you may not have been admitted into your first choice programmes to propel you into your dream career paths. *Declarative.*

26. You know that admission to KNUST has and will continue to be competitive. *Imperative.*

27. Nonetheless, be assured that every programme being offered by this University has a direct bearing on our development aspirations as a nation and for our international students in your nations. *Declarative.*

28. Yours is to find your niche and remember that life is how you make it. *Imperative.*

29. As I have intimated earlier, even though we consider the fact that there is still more for us to do to make your studies here more stress-free, there is also enough evidence to the fact that your days are more conducive for academic work as compared to some years back. *Declarative.*

30. Yours is to take maximum advantage of the prevailing order. *Imperative.*

31. In addition, the University is a very free and liberal environment and there is a reason for this order. *Declarative.*

32. It is to promote free, entrepreneurial thinking to engender innovation and development. *Declarative.*

33. This does not mean that anything is permitted here. *Declarative.*

34. There are rules within and outside the University that should guide your actions and inactions. *Declarative.*

35. Make sure that your association and inclinations are informed by a desire to better the fortunes of others. *Imperative.*

36. As students of this great institution, there are several other important issues such as protocols and procedures that govern your status as students that you need to know. *Declarative.*

37. All these provisions have been stipulated in the Student's Guide. *Declarative.*

38. Therefore, please be familiar with these provisions and be guided by the tenets of these provisions. *Declarative.*

39. I will also urge you to get to know the University; its philosophy, ideology, vision, and

mission and be its good ambassadors everywhere you go from now on. ***Declarative.***

40. Remember that you have come to the University and, therefore, use this opportunity to attain universal education. ***Declarative.***

**Conclusion**

41. Finally, it is my prayer that as you go through your studies here, even though you will be hard-pressed, you will never be crushed, be perplexed but never in despair, persecuted but never forsaken by your Maker, struck down but never be destroyed. ***Declarative.***

42. May He who brought you here crown your efforts with abundant blessings. ***Declarative.***

43. God be with you and thank you. ***Imperative.***

## 5. DISCUSSION

### 5.1. Introduction

The discussion of the results was based on the research questions:

**1. What mood choices are selected in the matriculation speech chosen?**

TABLE 1
SECTIONS OF THE SPEECH AND MOOD TYPES USED

| Mood Types ⟹ Sections of the Speech ⟱ | Declarative | Imperative | Interrogative | Total |
|---|---|---|---|---|
| *Introduction and Welcome* | 7 | 1 | - | 08 |
| *The KNUST Today* | 7 | - | - | 07 |
| *Admission Statistics* | 6 | - | - | 06 |
| *Advice to Matriculants* | 15 | 4 | - | 19 |
| *Conclusion* | 2 | 1 | - | 03 |
| **TOTAL** | **37 (86%)** | **06 (14%)** | **-** | **43** |

From Table 1, it is obvious that the total number of mood types used in the selected speech was 43. Out of this figure, 37 (representing 86%) were declarative moods, and the remaining 06 (14%) were imperative moods. It is also obvious that the speech did not contain any interrogative mood at all. While 7 declarative moods were recorded in the *introduction and welcome* section of the speech, 1 imperative mood was recorded. The *KNUST today* section of the speech had 7 declarative moods, zero (0) imperative, and zero (0) interrogative moods. The *admission statistics* section had 6 imperative, zero (0) imperative, and zero (0) interrogative structures. While the *advice to matriculants* section had 15 declarative and 4 imperative moods; the *conclusion* section had 2 declarative, and 1 imperative mood.

## 2. Which mood choices are predominant in the speech?

From Table 1, it is palpable that the mood choice predominant in the speech is declarative mood. Thus, out of a total majority of 43 sentences (mode choices), 37 (representing 86%) were declarative. Table 1, again, shows that almost half of the declarative modes (15) were recorded in the *advice to matriculants* section of the speech. Thus, the declarative mood is essential in issuing strong assertions to subordinates. So, the supremacy of declarative mood in the speech generally indicates the speaker's (the Vice-Chancellor) notion of affirmation which he expected the matriculants to abide by. Ahern & Leonetti (2004) argue that the process encoded by the declarative mood is that the proposition spoken should be preserved as asserted. The concept of assertion projected by Ahern & Leonetti (2004) is portrayed in the following quotation:

…the use of the [declarative] corresponds to the assertion in the sense that it can either be related to the foregrounding of the information expressed in a proposition, that is, with the intention of the speaker to inform the hearer of the propositional content…(Ahern & Leonetti 2004).

Probably the dominance of declarative mood in the speech under consideration is based on the claim that the declarative, in terms of assertion versus non-assertion for the subjunctive, instigated by Terrell & Hooper (1974), was premeditated to account for the fact that only declarative embedded clauses can accomplish main-point status: subjunctives cannot.

## RECOMMENDATIONS

Based on the analysis of the results and the discussion, we have provided the following recommendations:
1. We recommend that, in the future, writers of matriculation speeches should include interrogative moods. This mood can provoke the thought of the listener. Again, interrogative mood, such as the rhetorical question, can establish interpersonal relationships between speakers and listeners.
2. In the concluding section of the speech, only one imperative mood was recorded. We recommend that the concluding section of future matriculation speeches of educational leaders should contain more imperative moods. This can enhance the self-esteem and determination spirit of students.
3. Lastly, we recommend that the use of vocatives and modals could be amplified in matriculation speeches like the one we analysed.

## 6. CONCLUSION

The textual analysis involves understanding language, symbols, and/or pictures present in texts to get information about how people make sense of and communicate life and life experiences (Allen, 2017). So, our goal for analyzing this speech was to identify the mood choices selected by tertiary education leaders and to determine the mood choice(s) predominant in the selected speech. As language teachers, we felt that such research was imperative in exhuming real-life instances of the mood choices that we teach in our various language lessons. This has the propensity of guiding second language learners about the practical way of using some of the structures teachers teach in the classroom situation. The findings of this current study, therefore, were instrumental to all second language stakeholders.

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