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A Critical Discourse Analysis of Queen Elizabeth II Coronation Speech

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Dedication

To mom, dad, siblings, nephews, and friends



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Abstract

This study is devoted to apply a critical discourse analysis on the Queen Elizabeth II coronation speech. It highlights the potential powerful behaviour and ideology of the Queen. It focuses on the use of certain lexical and grammatical constructions including modality and the use of pronouns “I” and “We” . In the light of Fairclough’s CDA model which is based on the three stages of analysis including text analysis, process evaluation, and social analysis the results of this critical analysis have shown that the Queen portrayed a powerful behaviour and a strong sense of national patriotism through her use of certain lexical constructions on one hand. On the other hand, the grammatical constructions including the use of pronouns “I” and” We” and modality revealed the Queen’s sense of a shared responsibility between her and the parliament as well as a high degree of self-esteem and determination to serve her empire.

Keywords : critical discourse analysis, political discourse, coronation speech, Queen Elizabeth II, Fairclough CDA model.

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Introduction

I. Background of the Study

Language is the primary tool for expression and communication. The way we use words, and how we submit them is defined by our intention and purpose. These lexis have an influence on the receiver's mind and emotion. This influence extends even to make people follow or unfollow, obey or disobey, love or hate someone depending on the discourse and how the sender delivered it. This discourse is defined as a stretch of both verbal and non-verbal language used between speaker and listener, or writer and reader. It is the main social manifestation of communication. It refers to all forms of language used by communicators in a society (Fairclough, 1993; Fairclough and Wodak, 1997; Van Dijk, 1997).

Discourse analysis investigates language in relation to context. It focuses on the purpose and effect of language. Yule (1997, p. 139) states that DA investigates how language users interpret and understand social and contextual messages communicated in linguistic texts. Rodney H. Jones (2012, p. 11) defines discourse analysis as a study in which the way of combining both sentences and utterances is analyzed in order to make stretches of language and how the use of these stretches appears in our social and daily life. One of the approaches of discourse analysis is the critical discourse analysis. CDA is defined by Fairclough (1995) as a type of discourse analysis which highlights how discourse can be understood through categorizing people, places, events, and actions in relation to the social and cultural structures. Besides, Wodak (1995) assumes that CDA is a type of analysis that analyses other ambiguous and unambiguous structural relationships of power, discrimination, control, and dominance, which can be found in language.

Among the domains that attract the attention of critical discourse analysts is the royal speeches since they serve as an effective tool of using language to influence people's minds and hearts. In the British context, royal speeches are delivered by the British royal family to address their nation for several reasons based on the contextual situation: times of grief, pride, or challenges. These speeches are mostly

presented by Queen Elizabeth II the longest running female monarch in the world history who managed to hold control of her public for 70 years mainly by using public speeches as a source of communication with her nation.

On June 2nd 1953, and following her coronation, Elizabeth II has given her very first speech as a queen of the country at the age of 25 which carries within its layers overt and covert meanings, and utilizes different linguistic features. This speech attracted the attention of discourse analysts since it marks the first time that Elizabeth II has publicly addressed her nation as a queen. This study examines the various linguistic forms used by the queen in her speech. It also explores the implicit meanings of power by analyzing her word choice and grammatical aspects, including modal structures, and pronouns.

II.Statement of the problem:

In this research, Fairclough's CDA model (1989) will be applied in order to examine the linguistic aspects and public dimensions intended by Elizabeth II in her speech of becoming a queen. This study is among the very first conducted to analyse linguistic structures that reveal aspects of power and national supremacy of the queen 's Elizabeth first speech. The linguistic tools under examination are word choice and grammatical aspects, including modal structures, and pronouns.

Despite the extensive research on Queen Elizabeth II's speeches, there remains a limited critical discourse analysis that explores the underlying ideologies, and power dynamics, employed in shaping her coronation speech meanings and implications within the broader political context.

III.Objectives of the Study

This study aims at achieving the following objectives:

1. Examining the power reflected in Queen Elizabeth II word choice in her coronation speech.

2. Investigating the grammatical construction chosen by Queen Elizabeth II in her coronation speech including:

- a) Modality
- b) Pronominalization

IV. Research Questions

1. How power is reflected in Queen Elizabeth II word choice in her coronation speech ?
2. What are the possible interpretations of Queen Elizabeth II usage of certain grammatical constructions? including:
 - a) Modality
 - b) Pronominalization

V. Research Design and Methodology

A qualitative and quantitative research design was used in this research. In this research the CDA model (1989) of analysis is used to examine the different linguistic forms used in the speech of the queen Elizabeth II. Fairclough's three dimensions model of description, interpretation, and explanation was applied to offer a deep understanding of the word choice and grammatical structures, on the one hand, and to explain their hidden meaning, on the other hand.

VI. Significance of the Study:

This study aims at contributing to the body of existing knowledge. More specifically, the study examines the context-based subtext of Queen's speech by shedding light on (the word choice and grammatical patterns involving modal structures, and pronouns. This research provides language specialists with a view on how to analyze public speeches using the CDA model.

VII. Definitions of Key Terms

1- Critical Discourse Analysis (CDA): CDA is a unique approach in discourse analysis, which focuses on discursive components, conditions, and consequences of power abuse by

dominant (elite) groups and institutions (Van Dijk, 1998, p. 65).

2- Speech: a speech refers to a specific instance of oral communication delivered by an individual or a group of individuals. It involves the use of language to convey information, express thoughts, influence opinions, and interact with an audience.

3-Modality: is concerned with the speaker's assessment or assumptions of possibilities and, in most cases, it indicates the speaker's confidence in the truth of the proposition expressed. Coates (1983, p. 18).

Part One: Literature Review

I. Chapter One :

Introduction

I.1. Queen Elizabeth II

I.2. Queen Elizabeth as a Monarch

I.3. Queen Elizabeth II Coronation Day

I.4. The Queen's Speeches

Conclusion

Introduction

Leaders around the world are mostly concerned with how many people are following them and obeying their rules; therefore, they tend to use language as a way to influence their audience. Being a powerful leader, Queen Elizabeth II relied on the use of public speeches in which she explicitly showed her love and appreciation towards her people, but at the same time, she implicitly portrayed her power and ideology. She managed to approach people's hearts and minds in times of grief, joy, and crisis. Therefore, it is crucial to present related literature that sheds the light on the first time Elizabeth delivered a public speech as a queen which will be analyzed in this research, and also on some other public speeches she presented. This chapter discusses three main points about Queen Elizabeth: a brief biography, her coronation day, and her speeches throughout history.

I.1 Queen Elizabeth II

Elizabeth Alexandra Mary was born on April 21st, 1926 in Mayfair, London. However, she celebrates the occasion on one of the first three Saturdays of June (Lacey, 2003). The longest female British monarch had taken over the nation for 70 years. She had received education at home and enrolled in the auxiliary territorial service during world war II. In February 1952, after the death of her father, princess Elizabeth II became the queen of seven independent Commonwealth countries by the age of twenty-five ("Encyclopedia Britannica," 2023).

When she was 10 years old, queen Elizabeth grew side-to-side with her sister princess Margret in the West end of London before they moved to the Royal Lodge in Windsor Great Park. Her favorite activities with her sister were riding horses, and taking long walks in Hyde Park where they used to encounter so many people waving at them. Since a very young age queen Elizabeth was known for her determination as people around her described her as "unselfish and charming"(Shawcross,2002, p. 21)

Shawcross(2002) states that at the age of five, queen Elizabeth was taught how to read by her mother. Later on, she was tutored in the basics of English, math, music, drawing, and other skills as well as she had learned French and took dancing classes. Growing up, the queen's grandmother assured that the princesses are aware of the history and legacy of the kingdom and their responsibilities in public as members of the royal family. Therefore, they adopted a very highly sophisticated royal attitude as Queen Marry believed that smiling in public should not be an often act for a royal member. On the other hand, her grandfather King George was known for his playful attitude as he enjoyed the company of his first female grandchild as he used to call her 'Lilibet' which is still her family name.

1.2. Queen Elizabeth II as a Monarch

The queen was a constitutional monarch. She succeeded to overcome major political challenges such as the Troubles in Northern Ireland, devolution in the United Kingdom, decolonization, and the United Kingdom's accession to the European Communities and withdrawal from the European Union. By the time territories gained independence, some realms became republics and some others became under the control of the queen. During her reign, Queen Elizabeth was served by 170 prime ministers spread among different realms. Her many historic visits and meetings included state visits to China in 1986, to Russia in 1994, and to the Republic of Ireland in 2011, and meetings with five popes. (Britannica, T. Editors of Encyclopedia (2023, February 3). Elizabeth II. Encyclopedia Britannica).

According to Wheeler (2015) Years after the WWII, Queen Elizabeth had lived the joy of becoming a wife to prince Philip and a mother to Charles and Anne, and grief due to the death of her grandmother and father. The Queen managed to take over the responsibility of the kingdom so in the years followed she traveled the world as a way to create a period of transition for Britain's international status.

I.3. Queen Elizabeth's Coronation Day

At the age of 11 years old, queen Elizabeth had seen her father King George VI being crowned. Sixteen years later, on 2 June 1953, the queen's coronation day had taken place in Westminster Abbey. According to the Press Secretary who released an article to the Queen on her 50th anniversary in 2003, this day is considered to be unforgettable not only for the memory of 27 million British people but for the history of millions of people around the world who had watched the ceremony, making it the first coronation ceremony ever to be televised (Press Secretary, 2003).

About the Queen coronation day Wheeler (2015) states:

By 1953 Britain was beginning to emerge from the grip of post war austerity, and the coronation of a new Queen offered a bridge between past and future. The ancient and solemn traditions of the coronation ceremony promised to combine with the excitement and glamour offered by the youthful monarch, a glorious alchemy to usher in the start of a new Elizabethan age. (p.141)

In order for Queen Elizabeth II to set the first impression on her first day as a novice leader of one of the most powerful nations, she managed to portray her power through her royal gown, crown, and ceremony. However, the one element that stands out the most on her coronation day was her public speech and her use of language as means to approach people's hearts.



Figure 01: Portrait of Queen Elizabeth on her coronation day

1.4. The Queen's Speeches

Prior to her coronation as Queen of the nation, Elizabeth II had already used her voice to convey several messages as princess through the Royal Charismas Broadcast. On 13 October 1940, princess Elizabeth had released her very first public speech addressing the children of the Commonwealth who were away from their home countries due to war. In 1947, on her 21st birthday, the princess had given another speech expressing her gratitude and love towards everyone in her nation who had wished her good life regardless to their culture, language, or ethnicity.

As a Queen, Elizabeth made sure to write her own speeches sometimes with the assistance of Prince Philip. She reserved most of her speeches for times of national crisis and grief, results in her giving five public speeches plus her annual charismas broadcast throughout her 70 years of reign. for instance, one of the very famous speeches was delivered by the Queen for the sake of expressing her devastation following the death of Princess Diana, which was an interesting point of focus for discourse analysts since it was a public matter at that time, and it portrayed the linguistic skills of the queen. This intergnered the interest of discourse analysts to examine the linguistic aspects of this speech. In this connection, Rotaru, M. C has conducted a study applying the critical discourse analysis (CDA) model on the queen's speech in which she comes to the conclusion that the British monarch is a skilled master of public discussion. The public and royal influence of the queen exceeded the borders of the British empire as she became one of the most powerful and significant leaders of the world. Mainly using her public speeches which have always been a main focus of different discourse analysts due to the remarkable use of language in them.

Conclusion

In conclusion, The coronation speech of the Queen Elizabeth II represents a significant cultural and symbolic event in British history. It embodies the ceremonial traditions, pageantry, and symbolism associated with the monarchy. Analyzing the speech helps us understand the role of the British monarchy in shaping national identity, traditions, and continuity over time. Therefore, studying Queen Elizabeth II's coronation speech provides valuable insights into history, culture, leadership, communication, and the role of the monarchy. It allows us to understand the significance of this momentous event and its broader implications for society.

Chapter Two: Critical Discourse Analysis

Introduction

II.1. Discourse

II.2. Political Discourse

II.3. Ideology in Discourse

II.4. Discourse Analysis

II.5. Critical Discourse Analysis

II.6. Fairclough CDA Model

II.6.1. Stages of Analysis

II.6.2. Linguistic Forms and Structures

II.6.2.1. Modality in Discourse

II.6.2.2. The Use of Pronouns

II.7. Empirical Studies

Conclusion

Introduction

Many linguists and social scientists have extensively studied Critical Discourse Analysis. Discourse is defined by Fairclough and Wodak (1993), among others, as any language that a society employs to communicate information at a contextual level. Technically speaking, it refers to utterances or linguistic phrases made between the writer and speaker and the listener and reader. As a result, deciphering the speaker's ideological background and how he employs linguistic devices to influence and manipulate listeners' thoughts can be accomplished through phrase and word analysis. Discourse analysis allows us to see language from a discursive view that exposes all the contextual meanings that a communicative form can hold. Linguists dove into the depth of discourse analysis and developed different approaches that enabled them to study discourses. Critical discourse analysis is one of the most known ways of analysis which is used in this research to study the famous coronation speech of queen Elizabeth II. In order to achieve the objectives of this research a thorough review of literature is presented in this chapter, starting with definitions of discourse and discourse analysis from a variety of scholars, moving on to an explanation of political discourse, and then it sheds light on critical discourse analysis as an approach and as a model, concluding with previous studies done by different researchers using the CDA model.

II.1.Discourse

Discourse has several senses depending on different theory books. These senses vary according to the theory used by each researcher. The term “discourse” is derived from the Latin root “discursus” which means speech or conversation in general (*Oxford dictionary*) This means that discourse can be in the form of social conversation, written or spoken. For Van Dijk (1997) discourse is explained as “the form that people make of language to convey ideas, thoughts, or beliefs within a social context”(p.2)

Discourse as a linguistic notion can be defined differently according to different scholars and linguists and their own standpoints in which we distinguish the formal and the functional perspectives . From a formal perspective, Hikel and Fotos define

discourse as a piece of language that varies in length, it might be one word like STOP, or hundreds of thousands of words as in the case of a novel (Hinkel and Fotos, 2001). On a functional level, Henry and Tator, (2002) introduce the term discourse as a method in which language is manipulated to convey meanings regarding to the conditions and the users of the language.

Following the functional perspective Fairclough highlights the fact that discourse is a difficult term to be defined since it is used in different disciplines; however, he defines the term from a linguistic point of view as the verbal and non-verbal exchange of language between writer and reader, or speaker and hearer as well as the social context of the exchange (Fairclough,1992). Fairclough whose CDA model is used in this research believes that language is much more than just grammar and vocabulary as he considers it as a form of social practice.

Based on Fairclough's theory in which he highlights the relationship between language and society, especially the role of language in relation to power and ideology that is used and presented by individuals who are in higher positions such as kings, queens, presidents...etc and those who are capable of influencing people and making a social or economic change on their nations, therefore, Fairclough states: " language is centrally involved in power, and struggles for power, and that it is so involved in through its ideological properties" (p.17)

Taking into consideration the classification of discourse proposed by Karasik (2002) which is based on criterion and orientation, two types of discourse can be distinguished; the first one is a personal-oriented discourse in which the speaker acts based on his/her inner world thoughts, and the second is an institutional discourse (status-oriented) where the speaker represents a certain social status. The latter can be divided into different types and one of them is political discourse.

II.2.Political Discourse

In order for leaders to influence their people and direct them toward their own benefit they tend to turn to communication. Language is a strong tool used by politicians and people with authority in different circumstances such as national days, global crises, or even national and international holidays, therefore this type

of language has always attracted the attention of discourse analysts and has become the center of study and has been given the name Political Discourse.

Political discourse is defined as the type of discourse used by politicians to citizens in a political situation (Blitvich, 2010). Another scholar defines the term as the discourse determined by its theme expression and asserting interest of politicians in a political environment (Aleshina, 2016). In another definition by Kitaeva (2019) considers political discourse as:

“The text and talk of professional politicians or political institutions, such as presidents and prime ministers and other members of government, parliament or political parties, both at the local, national and international levels, includes both the speaker and the audience.” (p.56)

Political discourse is distinguished from any other type of discourse due to the common features used by political speakers. According to Alekseeva (2001); Karasik (2004); Konkov (2011); Hlevova (1999) this notion can be classified into semantic-pragmatic categories, however, only those which serve this study paper will be highlighted:

- I. **Addressee ability:** every communicative environment has an address and a speaker, the latter tends to produce a text that meets the level of understanding of the receivers, like in the case of a political speech where the politicians use the most simplified versions of the language because they are aware that they are addressing a group of people with different educational levels.
- II. **Intentionality:** this category of political discourse is based on the communicative intention of the speaker and their purpose of delivering their speech for instance presidents and rulers.
- III. **Estimation:** when the speaker uses certain vocabulary in order to encourage the addressees to take action in a specific social situation for example when Elizabeth II was crowned she practiced estimation in her speech “as sacred to the Crown and Monarchy as to its many Parliaments and Peoples. I ask

you now to cherish them - and practice them too; then we can go forward together in peace, seeking justice and freedom for all men”

As it is necessary to classify political discourse, it is also necessary to mention the features that contribute in setting the previous categories. When a novel is read, it is distinguished that it is a novel due its form and structure, so is the case of political discourse it stands out from any other type of discourse through its characteristics; agonistic ability, aggressiveness, ideological character, and theatricality.

II.3.Ideology in discourse

Political discourse users do not only attempt to impose their power through language, but they also extend their influence to implicitly convince their audience with their ideological beliefs and thoughts. Someone’s discourse is the reflection of their ideas, thoughts, beliefs, and behavior and all of these elements make up someone’s ideology and identity which can be seen through linguistic structures. According to (Hodge and Kress, 1993) Ideology is “a systematic body of ideas, organized from a particular point of view”.

From a sociological perspective, ideology can be defined as a set of cultural principles that govern specific social practices which involve systems of inequality practiced by the dominant social group over the non-dominant one. Simpson (1995) mentioned that ideologies are “particular ways of representing and constructing society which reproduces unequal relations of power, relations of domination and exploitation.”

Politically speaking, Freedman, (2001) argues, ideology is subjective and differs from one political group to another; however, he defines it as the effort to justify, explain, contest, or alter the social and political arrangements and procedures of a political community, a political ideology is a collection of ideas, beliefs, values, and opinions that compete over providing plans of action for public policy making.

From a linguistic standpoint, Fowler (1996) states that ideology can be observed and described in the text's linguistic forms, such as vocabulary and sentence

structure, as well as its underlying meanings. If the beliefs put forth are those of the socially dominant groups, then they are prevailing ideologies. (Luke,2002) claims that language becomes powerful when it is used by people of power. Fairclough (2004) states “Both selections amongst available discourses and selection of particular ways of articulating them together are likely to be ideologically significant choices” he explains the relationship between discourse and ideology, Fairclough (2004) says that ideology is implicitly hidden in certain keywords used by the writer or the speaker since their thoughts, ideas, and opinions appear in their word choice.

Ideology and critical discourse analysis are related in that the text does not make the author's or speaker's ideology clear. Using CDA techniques helps us grasp ideology since they make a text clearer and reveal its hidden meanings.

II.4.Discourse Analysis

Discourse analysis is a multidisciplinary term that evolves with the assistance of other disciplines; sociology, politics, anthropology, and sociolinguistics. The *Oxford English Dictionary* defines discourse analysis as: "a method of analysing the structure of texts or utterances longer than one sentence, taking into account both their linguistic content and their sociolinguistic context; analysis performed using this method."

Snape and Spencer, (2015) consider discourse analysis as a sub-discipline that originates from the sociological area of study and defines it as the mother of analyzing the speaker's linguistic production in terms of style and rhetoric. One of the main figures of discourse analysis is Fairclough who sees it as a way in which the relationship between language and society is examined.

Other scholars Wodak and Krzyżanowski (2008)agree with Fairclough on the social aspect of discourse analysis and define it as a discipline that is used to conduct research on the use of language in context within different social situations, therefore discourse analysis goes far and beyond the literal meanings of words and examines what is meant not what is said.

Since discourse analysis is a wide domain that is classified into types, approaches, and methods based on different features and disciplines, we sought out only the approaches of discourse analysis which will later lead us to the next title in this research. In this research discourse analysis will be classified based on the social constructivism theory which emphasizes the importance of culture and context in understanding what occurs in society and constructing knowledge based on this understanding (Derry, 1999; McMahon, 1997). The latter introduces the three main approaches of discourse analysis; discourse theory, critical discourse analysis, and discursive psychology (W Jørgensen, J Phillips, 2002, p. 1).

II.5.Critical Discourse Analysis

Political discourse tends to be ambiguous most of the time. Although politicians tend to use the most simplified version of the language to address all categories of their population, they still use their speeches as tools to send indirect messages in which they implicitly show power and dominance over their followers. Therefore, critical discourse analysis comes to clarify the confusion.

According to Van Dijk (2001), critical discourse analysis is

“A type of discourse analytical research that primarily studies the way social power abuse, dominance, and inequality are enacted, reproduced, and resisted by text and talk in the social and political context. With such dissident research, critical discourse analysts take explicit position, and thus want to understand, expose, and ultimately resist social inequality.”

In other words, CDA is an approach to melting down the linguistic forms and structures made by political discourse users in order to expose their political intentions of practicing power and dominance.

Critical discourse analysis is mainly concerned with the relation between language and society in terms of power and dominance. The CDA scholars agreed upon sharing a number of general principles that shape the CDA method:

- Language shapes the society and vice versa

- Language and social disciplines (economics, politics...etc) are dialectically related
- Discourse is seen as a social practice
- CDA is problem-oriented field it aims at explaining, criticizing, and changing the social conditions
- CDA focuses on answering the question of how language is related to power

As Fairclough (2004) puts it “we can attribute causal effects to linguistic forms, but only through a careful account of meaning and context”(p.13). Based on this quotation, we conclude that CDA does not only deal with the linguistic analysis which is concerned with the superficial structure of the language, but it is concerned with the analysis of language as a tool that gives us a deep explanation of a social phenomenon. Therefore, CDA perceives language as an active element in society by contextualizing the linguistic forms into different levels of contextualization, instead of only studying language in isolation.

CDA is divided by Cook (2001) into two classes, each of which demonstrates a different level of analysis. The first class tackles the element of power in conversation and how it is distributed between both participants. It focuses on turn-taking, interactions, and control over topics. Through this analysis, we can determine how power identifies the speaker especially when a topic is discussed and for how long it is discussed and changed by the dominant participant in the conversation. The second class is concerned with the content rather than structure. It portrays how ideologies are presented in a certain discourse. This class attempts to expose the underlying ideologies and ideological systems. This analysis reveals the hidden ideological views of a social group.

The concept of critical discourse analysis has gone through different developmental stages in which it was modified and shaped by different scholars starting with Flower in the early 1980s who mainly focused on interdisciplinary studies of literary criticism and linguistics. Later on, in the last years of 1980, the CDA witnessed a rapid development since the term attracted the attention of different scholars, so they published a variety of books and articles about it :

Prejudice in Discourse (van Dijk, 1984), *Language, Power and Ideology* (Wodak, 1989), *Language and Power* (Fairclough, 1989). The period between 1990 and the 21st century marked the glorious years of CDA when an academic journal called *discourse and society* was published as a common place for scholars to share their CDA-related works. Among these scholars is the well-known Norman Fairclough (Lui & Guo, 2016).

Critical discourse analysis mainly relies on the role of text and talk in maintaining power, inequality, and injustice in society. Van Dijk (1993) highlighted that the CDA approach is an eclectic one that tends to choose, observe and elaborate theories of discourse analysis and relate them to the political text.

II.6.Fairclough's Model of Critical Discourse Analysis

In 1989, Fairclough published a book titled *Language and Power* in which he set the characteristics of critical discourse analysis that are commonly agreed upon by other discourse analysts, his work is considered as a landmark in the history of CDA. In his book *Language and Power*, Fairclough tackled all what is needed to be known about CDA; definitions, concepts, and principles. He argued that the common concept of language which is *langue* and *parole* focuses only on the linguistic aspect of it, however, it is different from identifying language as discourse.

Fairclough states:

“Then term *langue* has been used in a number of different senses, including the two which linguists have standardly distinguished as *langue* and *parole* (as mentioned in Ch. 1). Neither of these is equivalent to discourse, but a discussion of them may help to clarify some of the various conceptions of language, and how discourse differs from others.” (Fairclough, 1989, p.20)

Based on his theoretical views towards language which he considers it as a social practice and a tool through which we can understand the relationship between society and power and expose the hidden meanings in discourse. Therefore, he presented his three-dimensional model of CDA which clarify the inter related tactics of analysing a discourse.

Figure 2 shows the three-dimensional tactics of CDA:

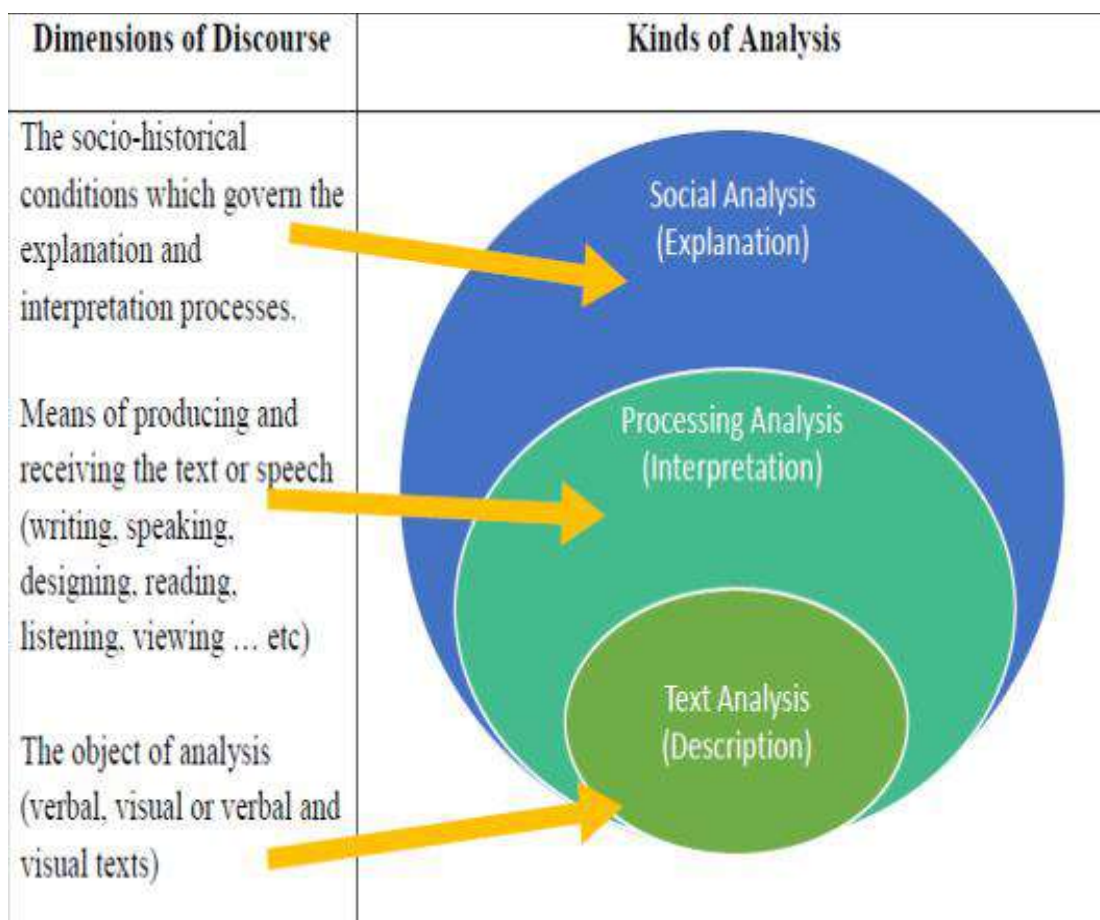


Figure 02: Fairclough's (1995) three-dimensional Model of CDA

II.6.1 Stages Analysis

The Fairclough CDA model views discourse as a type of social activity that is influenced by and changes social interactions and institutions. The approach places a strong emphasis on examining discourse's linguistic and social contexts as well as the ways in which it is utilized to uphold or undermine power structures. Three interconnected dimensions make up the model: text, discourse practice, and social practice. The linguistic components of the conversation, such as grammar, vocabulary, and syntax, are referred to as the text dimension. The function and relationships of participants, as well as the institutional frameworks in which the discourse takes place, are all included in the discourse practice component, which is concerned with how the discourse is produced, disseminated, and consumed. The

broader social, political, and cultural circumstances in which the discourse is located are referred to as the social practice dimension.

The model consists of three inter-related dimensions:

1. Text analysis which is based on the linguistic description of the discourse
2. Processing analysis which explains how the text is produced and how it is interpreted
3. Social analysis which is concerned with the contextual explanation of the text

(Fairclough, 1995)

Fairclough mentioned that we can refer to these dimensions as stages of analysis (description, interpretation, and explanation) and that the nature of analysis differs from one stage to another. He then proceeded to explain the focus of each stage thoroughly (Fairclough, 1995, p.26):

1. **Description:** this stage is also named the text analysis in which the forms and structures of the text are analyzed for example; vocabulary, grammar, punctuation (recall the 'scare quotes' example in the last chapter), turn-taking, types of speech act and the directness or indirectness of their expression, and features to do with the overall structure of interactions (Fairclough, 1989).
2. **Interpretation:** or processing evaluation which stands for viewing the text as a product. This stage analyzes how the discourse is produced and how it is interpreted Fairclough (1989, p.26) says “interpretation is concerned with the relationship between text and interaction with seeing the text as the product of a process of production, and as recourse in the process of interpretation”. The main focus should be directed towards the contextual elements of the text such as speech acts, intertextuality, and presupposition. Simply, this stage emphasizes the contextual aspect of discourse and how important for the speaker who produces the discourse to consider how the listener is going to interpret it.
3. **Explanation:** this stage is concerned with the social analysis of the discourse. Fairclough mentions that the purpose of this stage is to show the social aspect

of discourse and present it as a social practice. It emphasizes the relationship between production, interpretation, and their social explanation (Fairclough, 1989, p. 163). In fact, this stage is the one that exposes the elements of power and ideology in discourse through two contexts; the social context and the institutional context (Fairclough, 1995).

II.6.2 Linguistic Forms and Structures

Through understanding the three stages of the analysis presented by Fairclough, it is possible to use the simple grammatical forms used in the discourse and study their production and interpretation, and then explain the hidden meanings behind using them as well as linking them to the social context in which it is possible to see power and ideology through language. The linguistic forms that are usually used in this method are lexicalization, patterns of transitivity, active and passive voice, the use of nominalization, the choices of mood, the alternatives of modality or polarity, the use of pronouns, the thematic structure of the text, the information focus and cohesion devices (Fairclough, 1995). In this research, only modality and the use of pronouns are going to be highlighted in the following sections and used to critically analyze Queen Elizabeth II's coronation speech.

II.6.2.1 Modality in Discourse

Modality is defined as "the grammatical category which expresses the speaker's attitude to a proposition, indicating the degree of possibility, probability, necessity, obligation, permission, ability, volition, or commitment with which it is presented" (Huddleston and Pullum, 2002, p. 189). In the field of discourse analysis, modality is viewed as a tool of showing power and ideology, as it portrays one's future views and previous experiences as well as the speaker's point of views toward his/her listeners. It also demonstrates the degree of how valid and true is the discourse (Halliday and Matthiessen, 2014). According to Coates (1983) the speaker's low or high self esteem can be showed through the use of modality

Each and every modal expresses a certain hidden meaning that is related to one's power and ideology for example, "will" shows future goals and the degree of wiliness to achieve them (Huddleston and Pullum 2002). According to (Azzar 2002) The modal "can" is used to make polite requests, ability, and possibility, but in the case of a negative sentence "can" expresses impossibility. However, the modal "could" is used to produce polite request, degree of certainty, suggestions, past ability and impossibility in negative form. She argued that certainty and strong necessity can be expressed by using the modal "must" and in negative form "mustn't" expresses a prohibition. The modal "must" also can be used to give advice, exhortations, making requests, and articulating power (Collins, 2009). The modal "have to" can be used to express impersonal obligation and act as external power (Westney, 1995). The certainty for future predications and advisability can be expressed by the modal "should" (Azar, 2002). Its weaker than "must" and expresses the speaker's desire and advisability to perform an action. In this research, modality is one of the linguistic structures used to analyse the queen Elizabeth II coronation speech.

II.6.2.2.The Use of Pronouns

Pronouns are crucial to discourse analysis. Pronouns are words that stand in for nouns or noun phrases and can be used to refer to individuals, things, or concepts. Pronouns are frequently examined in discourse analysis in order to better understand how speakers use language to convey social and interpersonal relationships and generate meaning.

Pronouns are crucial and expressive in political discourse since they have a variety of different representations. Bramley (2001) states that the pronoun "I" is used to refer to the speaker; it does not serve as a replacement for his name. "I" can be used by the speaker in political speeches to convey his or her opinion, it makes the speech more subjective, it demonstrates the speaker's authority, and it can be a way to show empathy for the audience.

On a different level, “I” can be used for another purpose which is to create a relationship with the audience since the pronoun is used to express ideas, opinions, and experiences on a personal level and that creates a bond between the speaker and the listeners (Bramley 2001). (Beard 2000:45) states that It can also be seen as an attempt of the individual speaker to place himself above or outside the shared responsibility of his colleagues.

In political speeches, the pronoun "we" is crucial because it conveys "institutional identity," or when a single person speaks as a spokesperson of or on behalf of an institution. “Us” is also used to set us apart from them, for as when describing political parties or other similar groups of people. The speaker can project a favorable image of the group he belongs to and a negative image of the opposing group by creating a “us” and “them” distinction. Separation into "us" and "them" is used to make one group appear superior to the other group and its activities, as well as to include or exclude listeners from group membership (Bramley,2001).

Politicians tend to use “we” as a way to show the collaborative image of the political party and their teamwork spirit in a shared responsibility. On the other hand, “we” can be used by the speaker to escape talking about themselves, especially in negative situations where “we” is used to show that everyone is involved and responsible for any potential issues (Bramley, 2000).

II.7. Empirical studies

The depth and precision of the CDA model have attracted the attention of discourse analysts who attempted to analyze different political speeches presented by politicians from all over the world and managed to expose their power and ideology. The following are some studies conducted by discourse analysts, and linguists in the field of CDA.

By analyzing the use of modal verbs in the speeches of the Indonesian president, Ekwati (2010) sought to illuminate the connection between language and power. She made use of CDA's three-dimensional Fairclough model. Her research revealed that the president created an image of himself as a successful president by using

modal verbs. Additionally, he made some assumptions in his speech about the interpersonal relationships between his leadership and the audience.

Similar to this, Unvar and Rahimi (2013) carried out a CDA study to look at the ways in which particular ideologies are applied and attitudes are formed through discourse. He examined how the linguistic devices of euphemism and derision expressed the discursive frameworks of Obama's victory speech. The results showed that Obama deliberately chose specific terms to convey his preferred ideology and point of view. Some phrases underlined the value of uniting and supporting one's country. Others emphasized the "US and Them" notion and demonstrated how superior WE are to THEM.

Hillary Clinton's 2016 presidential campaign discourse was studied by Houda (2016) in order to identify its discursive structures. Fairclough's framework of critical discourse analysis was adopted. The study attempted to uncover the components of intertextuality, rhetoric, frames, and gender references. The research showed that Clinton's discourse included components that point to gendered language, persuasive strategies, and framing that can all be seen as supporting her ideology.

Faiz, Chojimah, and Khasanah (2020) looked into how Trump's views on Jerusalem influenced his speech. They mainly examined Trump's illocutionary behavior and ideology. Fairclough's three models were applied. Textual analysis, discursive practice, and social practice are examples of CDA models. According to a study, there are five different ways to communicate illocutionary activities, with Trump using them the most frequently. The ideology of Trump's speech regarding Jerusalem made it clear that he wants to use his influence to bring about peace in the city.

A critical discourse analysis of Trump's remarks recognizing Jerusalem as the capital of the occupation was done in 2019 by Hamood. The study sought to determine how the official discourse of the American president affected Jerusalem's identity. The chosen talks in this study were analysed using Van Dijk theme theory. The results demonstrated that Trump made his decision without consulting anyone else. over the Palestinians, Trump contradicted himself, and his local

political considerations over a reasonable and practical approach to foreign policy were exposed.

Conclusion

In conclusion, this theoretical chapter has explored various aspects of discourse, including its definition, political discourse, ideology in discourse, discourse analysis, and Critical Discourse Analysis (CDA) with a focus on Fairclough's CDA model. Therefore discourse is a complex and powerful tool that shapes our understanding of the world and influences social and political processes. By employing discourse analysis and the critical lens of CDA, researchers can uncover the underlying ideologies and power dynamics within discourse, contributing to a more nuanced and informed understanding of societal structures and working towards a more inclusive and equitable society.

Chapter III: Methodology and Discussion of the Findings 38

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III.7.1. Ideology Reflected in the Queen's Word Choice

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Introduction

This chapter mainly describes the research design and methodology, along with the methods of data collection and analysis adopted in this study. It explores the investigated speech delivered by Queen Elizabeth II during her coronation day and the justifications for its selection. It further discusses the instruments used in analyzing the data and the procedures followed in the analysis. Finally, the chapter presents the study results and their discussion.

III.1.Design and Methodology

This descriptive research is aimed at analyzing Queen Elizabeth II's coronation speech using Fairclough's CDA model. Gay (1992: 217) claims that descriptive research entails gathering information in order to test theories or respond to inquiries about the existing condition of the study's subject. A descriptive research establishes and documents the state of the world. Therefore, this study describes the linguistic features used by the Queen in her first speech as a ruler of the country, and it explains the images of power and ideology portrayed through these linguistic forms.

The approach adopted in this study is the mixed-methods approach which is defined by Tashakkori and Creswell (2007) as the study of inquiry in which the researcher gathers and analyses data, combines the results, and develops conclusions utilizing both qualitative and quantitative approaches or methods. The quantitative approach enables the researcher to quantify the frequency of the chosen linguistic features, while the qualitative approach is used to explain the Queen's powerful behavior and ideology.

III.2.Methods

Since the study is a corpus-based study that aims at analysing the queen's coronation speech. Corpus analysis is defined by McEnery & Hardie (2012) as a research approach that involves analysing a large and structured collection of

texts, known as a corpus, to gain insights into a particular language phenomenon or linguistic feature. A corpus can be composed of various types of texts, such as spoken and written language, different genres and registers, and can be collected from various sources such as books, newspapers, academic papers, social media, etc.

III.3. Instrument of the study

The collected data are examined in terms of the Fairclough CDA model (1995) that help the researcher to study the linguistic features in the queen's coronation speech. This model consists of three interrelated stages of analysis, each of which reflects a different dimension of the model.

These dimensions include:

1. the object of evaluation (including verbal and visual texts)
2. the processes by which the object is produced and acquired (writing/ speaking/designing and reading/listening/viewing) by human subjects.
3. the socio-historical conditions which govern these processes.

Every dimension reflects a certain stage of analysis. First, there is the textual analysis (description) in which the text is examined on a linguistic level. Second, the process evaluation (interpretation) highlights the process in which the text was produced and received. Last, the social analysis (explanation) explains the cultural and social background of the text.

This model is commonly used among discourse analysts, and that proves how helpful it is. It enables the researcher to draw a whole social explanation about someone's speech through simple linguistic forms and their frequency, sequencing, and how they make up the text. In this study, only some tools are used to fulfill the research objectives.

III.4. Corpus of the study

On 2 June 1953, Queen Elizabeth II delivered her very first speech, which was historically marked in the memory of Great Britain and the whole world. This speech was the first to be televised, and seen by over twenty million people around the world. This study attempts to analyze Queen Elizabeth II coronation speech which is rich with linguistic signifiers that portray the power and ideology of the queen. This speech is chosen for two reasons. First, it was delivered by one of the most influential leaders in the world. Second, it marks the beginning of a royal era that lasted more than 70 years.

In a time when the British nation from inside and outside the country was doubting the leadership skills of the twenty-five years old novice monarch, the coronation speech was solid proof used by the Queen to set her royal terms and portray her power through her words.

III.5. Data analysis procedures

Fairclough's (1995) CDA model's theoretical stages were used in the study. In order to analyze the structures, the researcher selected the following linguistic features:

- Word choice
- Pronouns “I” and “We”
- Modal verbs

Such techniques were chosen by the researcher because they were appropriate for research objectives.

The description, interpretation, and explanation components of Fairclough's three-dimensional paradigm are the foundation for this study. The researcher concentrated on text analysis highlighting the linguistic features stated above in the description.

In order to achieve the study objectives, the researcher followed up these steps:

1. Collecting the corpus of the study (Queen Elizabeth II coronation speech)
2. Applying the first stage of the CDA model which is describing the linguistic aspects of the text, and extracting and enumerating the chosen linguistic forms out of the text
 - a) Word choice
 - b) Pronouns “I” and “We”
 - c) Modality
3. Applying the second stage of analysis which is evaluating the process of how the text is produced and received
4. Applying the third stage of analysis which is explaining the social and historical aspects of the text

III.6.Results

III.6.1.Ideology reflected in the Queen’s word choice

In order to understand the power and ideology portrayed in Queen Elizabeth II coronation speech, her word choice is examined by the researcher. Therefore, a set of words is selected and related to identity and belonging. According to the most frequently repeated words in the corpus, the set contains the following words: *commonwealth*, *peoples*, and *empire*. The table below shows the frequency of these words.

Table 01: the frequency of words that reflect the Queen's ideology

WORD	FREQUENCY	PERCENTAGE
PEOPLES	3	37%
COMMONWEALTH	3	37%
EMPIRE	2	26%

III.6.2.Pronouns:

This section is concerned with the findings of the second questions that are related to the personal pronouns “I” and “We” mentioned in the coronation speech of the Queen Elizabeth II. The subjective first-person singular and plural pronouns "I" and "we," as well as their possessive forms "my" and "our," are the pronouns that are investigated in this study. The frequency of use of these words is shown in the table below:

Table 02: The frequency of pronouns

PRONOUN	FREQUENCY	PERCENTAGE
I	21	50%
MY	14	35%
WE	2	4%
OUR	5	11%

III.6.3.Modal verbs:

In order to investigate the Queen's intentions, degree of certainty, and her decision-making skills, the researcher relied on the analysis of modal verbs. Precisely, *will*, *can*, *should*, *would*, and *may* are used in this analysis. The table below shows the frequency of the modal verbs.

Table 03: Frequency of Modal Verbs

MODAL VERB	FREQUENCY	PERCENTAGE
MAY	1	14%
SHOULD	1	14%
WILL	2	36%
CAN	2	36%

We can see from the following diagram that Queen Elizabeth II uses the modal verb "will" which was referred to twice. the word "can" was used twice by the Queen which is supposed to highlight her potential hopes for success. In her coronation speech, Elizabeth II also used "should" once, and the modal verb "may" only one time as well.

III.7.Discussion:

III.7.1.Ideology reflected in the Queen's word choice

After a thorough analysis of the Queen's coronation speech, the following numbers were noticed. Firstly, the word "Commonwealth" was repeated three times throughout the speech which refers to all the British territories showing the

extended power of the Queen. Second, The word “peoples” is also used three times as the previous one, and lastly, the word “Empire” is used only twice in the speech.

In order to detect the queen’s powerful behavior, the focus is put on the most frequent words including the following words: *empire*, *commonwealth*, and *peoples* .

The most frequent word out of the above-mentioned ones is “commonwealth”. The Commonwealth was established in 1931, with the signing of the Statute of Westminster, which granted greater political autonomy to member states and recognized them as equal partners within the British Empire. Today, the Commonwealth promotes cooperation, democracy, and human rights among its member states, and provides a platform for dialogue and engagement on issues of mutual concern.

Politically speaking the term might indicate two different meanings; it can be used in political discourse to underline the value of collaboration and cooperation among nations as well as to convey a feeling of common history and identity among member states. An example of this use from the Queen’s speech:

Extract 01: “During recent centuries, this message has been sustained and invigorated by the immense contribution, in language, literature, and action, of the nations of our **Commonwealth** overseas.”

The word "Commonwealth" is occasionally used to denounce the effects of imperialism and colonialism and to demand greater autonomy and representation for former colonies. This could be seen in extract 02:

Extract 02: “I have behind me not only the splendid traditions and the annals of more than a thousand years but the living strength and majesty of the **Commonwealth** and Empire; of societies old and new; of lands and races different in history...”

Along with the word “commonwealth”, the word “empire” was repeated twice. The Queen’s use of the latter seems to evoke feelings of patriotism and national pride and suggest a powerful and dominant position in the world:

Extract 03: “I have behind me not only the splendid traditions and the annals of more than a thousand years but the living strength and majesty of the Commonwealth and **Empire**; of societies old and new; of lands and races different in history and origins but all, by God's Will, united in spirit and in aim.”

Extract 04: “Many thousands of you came to London from all parts of the Commonwealth and **Empire** to join in the ceremony,”

The use of the word “peoples” was remarked twice in the speech along with the possessive pronoun “my”, and together they portray an image of power and dominance of the queen:

Extract 05: “I have been aware all the time that my **peoples**, spread far and wide throughout every continent and ocean in the world,”

III.7.2.Pronouns

In her coronation speech, Queen Elizabeth II used the personal pronoun "I" 21 times, which is thought to be egotistical. The use of "we" in pronoun constructions is not remarkably noticed. In this speech, it was referred to only twice. We can see that throughout her speech, the pronoun "we" is used less frequently than the pronoun "I." The possessive form of the personal pronoun "I" is "my." During the speech, the Queen used the word "my" 14 times. Additionally, she referred to "our" 5 times. It is notable that the possessive pronoun "my" is used more often than the possessive pronoun "our".

It is noted that Queen Elizabeth II overused the pronoun "I" during her speech—a total of 21 times—which suggests egocentric behavior and highlights her attempts to project a self-centered identity.

However, if one takes every sentence in isolation in which the pronoun occurs, variant interpretations are found. For example, in her opening sentence, the queen used the pronoun “I” to narrate a past experience which according to Bramley

(2001) could possibly mean to raise compassion and create a relationship with the audience:

Extract 06: “When I spoke to you last, at Christmas, I asked you all, whatever your religion, to pray for me on the day of my Coronation”

Being a novice leader who is attempting to prove her leadership skills and portray her power, Queen Elizabeth maintained to show a high sense of responsibility and commitment, as well as personal involvement, mainly by giving words and promises in different parts of her speech which can be seen through the use of the pronoun “I”:

Extract 07: “to pray that God would give me wisdom and strength to carry out the promises that I should then be making.”

Extract 08: “were united to support me in the task to which I have now been dedicated with such solemnity.”

Extract 09: “but I have been conscious too of the millions of others who have shared in it by means of wireless or television in their homes”

Extract 10: “I shall strive to be worthy of your trust.”

Another use of the pronoun “I” which appeared in the Queen’s speech that aims at placing herself above the audience by showing authority and power (Beard, 2000) in order to gain the people’s respect and loyalty:

Extract 11: “I have in sincerity pledged myself to your service, as so many of you are pledged to mine.”

Extract 12: “I know that my abiding memory of it will be, not only the solemnity and beauty of the ceremony, but the inspiration of your loyalty and affection “

Unlike the remarkable appearance of the pronoun “I” throughout the speech the pronoun “We” appeared only twice. Each occurrence of the pronoun has a different interpretation. For example, in this area of the speech, the Queen utilized

the pronoun “We” which according to Bramley(2000) is used in order to portray a shared responsibility between the British parliament and herself as a monarch:

Extract 13: “Parliamentary institutions, with their free speech and respect for the rights of minorities, and the inspiration of a broad tolerance in thought and expression - all this we conceive to be a precious part of our way of life and outlook.”

The pronoun “We” was used also by the queen at the end of the speech for a different purpose it is stated by Bramley (2000) that it is used in making the audience feel included, involved, and responsible for the success of their country:

Extract 14: “I ask you now to cherish them - and practise them too; then we can go forward together in peace, seeking justice and freedom for all men.”

III.7.3.Modal verbs

Modal verbs are considered to be an effective tool in political speeches because they portray one’s future vision and the degree of self-esteem (Coates, 1983) that is needed to achieve that vision. As a new monarch who is trying to win the trust of her people, Elizabeth II effectively used the frequently following modal verbs *will*, *should*, and *can*. Each of them has a certain interpretation:

“*Will*” is seen to be used by the Queen twice, and in areas of the speech where she is trying to demonstrate future objectives and the degree of willingness to reach them (Huddleston and Pullum, 2002). For example when she is assuring that she will protect and keep the legacy of the British nation:

Extract 15: “It gives expression, as I pray it always **will**, to living principles, as sacred to the Crown and Monarchy as to its many Parliaments and Peoples.”

As the previous modal verb, “*can*” is also used twice during the speech. Through the use of this modal verb, one can express polite request, ability, possibility, and degree of certainty(Azzar, 2002). In this case, the Queen used in two different areas, first, when she is expressing her own ability to rely on her royal family’s legacy which will later help her in ruling the country:

Extract 16: “I have in my parents and grandparents an example which I **can** follow with certainty and with confidence.”

Second is when she used the modal verb “can” along with the pronoun “we” referring to the British people, the parliament, and herself as a team that is collectively able to achieve peace, justice, and freedom of the country:

Extract 17: “then we **can** go forward together in peace, seeking justice and freedom for all men.”

Queen Elizabeth also used the modal verb “*should*” which indicates certainty for future predications and advisability (Azzar, 2002). The modal verb is seen at the beginning of the speech when the queen is trying to assure her people that she as a novice monarch will meet their expectations and fulfill her promises:

Extract 18: “to pray that God would give me wisdom and strength to carry out the promises that I **should** then be making.”

III.8. Recapitulation

From the previous analysis and discussion of the Queen Elizabeth II coronation speech, the researcher arrived to the following concluding points:

- National pride and patriotism are prevalent in the Queen’s speech indicated by the frequency of certain words
- Through the observed use of the pronoun “I”, it is concluded that the queen is attempting to portray her sense of responsibility, also to place herself above her people as a way to implement her power.
- During her speech, the Queen is calling her people to share the responsibility of their country through the use of the pronoun “We”
- The use of different modal verbs exposed the Queen’s self-confidence and determination in serving the British nation

Conclusion

The methodology, results, and the discussion were outlined in this chapter. It revealed that the National pride, political influence, and patriotism are major components that contribute to Queen Elizabeth II's political identity, according to an examination of the most common vocabulary formulations. Besides that Queen Elizabeth II gave this speech as a novice leader, the use of pronouns, which is thought to be a very useful tool to detect hidden intentions in political speeches, has demonstrated that she was able to implement her powerful behavior while also demonstrating her cunning and strong sense of responsibility to serve the country. Last but not least, the way she used modality helped to convey her sense of assurance and her commitment to defending her country.

General Conclusion

The goal of this analytical study is to reveal the hidden meanings and interpretations behind the use of certain grammatical and lexical construction by the Queen Elizabeth II in her coronation speech. Applying the CDA model assisted the researcher in achieving the study objectives as it broke down the process of analysis into three stages; description, Interpretation and explanation.

In order to achieve the study objectives, two questions were raised: 1) How is the power of Queen Elizabeth II reflected in her word choice ? 2) What are the possible interpretations of using modality and pronouns in the Queen's coronation speech ? to answer these questions a corpus based study was applied along with the use of Fairclough CDA model.

First, the analysis of the most frequent lexical constructions has shown that national pride, power, and patriotism are significant elements that contribute in the political identity of Queen Elizabeth II. Second, the use of pronouns which is considered to be very helpful tool to detect hidden intentions in political speeches have shown that despite the fact that Queen Elizabeth II delivered this speech as a novice leader, she succeeded to implement her powerful behavior at the same time prove her wiliness and great sense of responsibility to serve the country. Lastly, her use of modality played a great role in portraying her self-confidence and her determination to protect her nation.

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Appendices

Queen Elizabeth II Coronation Speech

Following her Coronation on 2 June 1953, The Queen made a broadcast in the evening, reflecting on the events of the day, thanking the public for their support and promising to serve the nation:

When I spoke to you last, at Christmas, I asked you all, whatever your religion, to pray for me on the day of my Coronation - to pray that God would give me wisdom and strength to carry out the promises that I should then be making.

Throughout this memorable day I have been uplifted and sustained by the knowledge that your thoughts and prayers were with me. I have been aware all the time that my peoples, spread far and wide throughout every continent and ocean in the world, were united to support me in the task to which I have now been dedicated with such solemnity.

Many thousands of you came to London from all parts of the Commonwealth and Empire to join in the ceremony, but I have been conscious too of the millions of others who have shared in it by means of wireless or television in their homes. All of you, near or far, have been united in one purpose. It is hard for me to find words in which to tell you of the strength which this knowledge has given me.

The ceremonies you have seen today are ancient, and some of their origins are veiled in the mists of the past. But their spirit and their meaning shine through the ages never, perhaps, more brightly than now. I have in sincerity pledged myself to your service, as so many of you are pledged to mine. Throughout all my life and with all my heart I shall strive to be worthy of your trust.

In this resolve I have my husband to support me. He shares all my ideals and all my affection for you. Then, although my experience is so short and my task so new, I have in my parents and grandparents an example which I can follow with certainty and with confidence.

There is also this. I have behind me not only the splendid traditions and the annals of more than a thousand years but the living strength and majesty of the Commonwealth and Empire; of societies old and new; of lands and races different in history and origins but all, by God's Will, united in spirit and in aim.

Therefore I am sure that this, my Coronation, is not the symbol of a power and a splendour that are gone but a declaration of our hopes for the future, and for the years I may, by God's Grace and Mercy, be given to reign and serve you as your Queen.

I have been speaking of the vast regions and varied peoples to whom I owe my duty but there has also sprung from our island home a theme of social and political thought which constitutes our message to the world and through the changing generations has found acceptance both within and far beyond my Realms.

Parliamentary institutions, with their free speech and respect for the rights of minorities, and the inspiration of a broad tolerance in thought and expression - all this we conceive to be a precious part of our way of life and outlook.

During recent centuries, this message has been sustained and invigorated by the immense contribution, in language, literature, and action, of the nations of our Commonwealth overseas. It gives expression, as I pray it always will, to living principles, as sacred to the Crown and Monarchy as to its many Parliaments and Peoples. I ask you now to cherish them - and practise them too; then we can go forward together in peace, seeking justice and freedom for all men.

As this day draws to its close, I know that my abiding memory of it will be, not only the solemnity and beauty of the ceremony, but the inspiration of your loyalty and affection. I thank you all from a full heart. God bless you all.

الملخص

هذه الدراسة تهدف لتطبيق تحليل الخطاب النقدي على خطاب تتويج الملكة إليزابيث الثانية. فهو يسلط الضوء على السلوك القوي وأيديولوجية الملكة. يركز على استخدام بعض التراكيب المعجمية و النحوية. في ضوء نموذج CDA الخاص بـ فاركلوف والذي يقوم على المراحل الثلاث للتحليل بما في ذلك تحليل النص وتقييم العملية والتحليل الاجتماعي ، أظهرت نتائج هذا التحليل النقدي أن الملكة صورت سلوكًا قويًا وشعورًا قويًا بالوطنية من خلال استخدامها بعض التراكيب المعجمية من جهة. من ناحية أخرى ، كشفت التراكيب النحوية بما في ذلك استخدام الضمائر "أنا" و "نحن" شعور الملكة بالمسؤولية المشتركة بينها وبين البرلمان بالإضافة إلى درجة عالية من احترام الذات والتصميم على خدمة إمبراطورتها.