UNIVERSITY OF CAPE COAST

RHETORICAL ANALYSIS OF ANNIVERSARY SPEECHES OF HEADS

OF WESLEY GIRLS' HIGH SCHOOL AND ST. AUGUSTINE'S

COLLEGE IN CAPE COAST

BY

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DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original work and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature: ....   Date: ....

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Supervisors' Declaration

We hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

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ABSTRACT

The study presents a case study on the use of rhetoric in anniversary speeches of heads of Wesley Girls' Senior High School and St. Augustine's College in Cape Coast, using Halliday and Matthiessen (2004) model of transitivity and Bhatia's (1993) genre theory. The results show that anniversary speeches of heads of public Senior High Schools have a six- move structure, with moves two and three used by the schools to persuade audience and promote the schools. It was also found that the schools used the material processes to show the audience that they are working institutions, by indicating what they have achieved, what they are doing and what they will do. This representation of the schools through the transitivity concept and the move analysis promoted the schools. The study has implications for further research on the anniversary speeches of heads of public Senior High Schools in Ghana.

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DEDICATION

To my daughters,

Anna & Amy

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CHAPTER ONE

INTRODUCTION

Background to the Study

Ceremonial speeches/epideictic rhetoric strengthen the bonds between speaker and listeners and among listeners themselves, building a sense of community. To achieve that sense of community, they usually create a sense of presence for particular ideas and values. They bring to the forefront of consciousness some value or belief that a group holds but may not have thought much about, which makes people aware that they share important values and beliefs. Epideictic rhetoric tends to focus on values to draw people closer together (Zarefsky, 2008). It is commonly associated with political speeches. For instance, in a political debate, aside the argumentation, presidential nominees flex their eloquence to promote themselves as worthy of the presidency (Eisenstadt, 2014).

The anniversary speeches of heads of Senior High Schools are ceremonial speeches which seek to praise or blame, condemn or commend, celebrate and give thanks (Osborn & Osborn 1994). The anniversary speeches of heads of public Senior High Schools (SHSs) in Ghana provide information to stakeholders of the schools. They inform the stakeholders about the activities of the school(s) in the previous year(s). The anniversary speeches of public Senior High Schools, aside being a ceremonial speech is also an institutional discourse which has not been given much attention by researchers with regards to their rhetorical nature. It is worth noting that unlike the public universities which the government of Ghana has charged to come out with persuasive strategies that would market the universities and place them on par

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with businesses in the world market (Edu-Buandoh, 2010), the same cannot be said of the public Senior High Schools. The anniversary speech of heads of Senior High Schools, though, a ceremonial speech, has the ability to persuade audience and promote the Senior High Schools they represent.

The present study therefore, aims to determine the move structure and attendant communicative purposes of the anniversary speeches to examine the specific contents and issues of the selected speeches, to investigate the discursive strategies used in the speeches as persuasive social action and the linguistic means which embodied the persuasive functions of the discourse. Therefore, the present study adopts an integrated theoretical perspective which includes some aspects of genre scholarship particularly, the tradition of the English for Specific Purposes (ESP) as spearheaded by Bhatia (1993) and the concept of Transitivity from the Systemic Functional Linguistics (SFL) by Halliday and Matthiessen (2004). Through the application of these theories, the present study seeks to investigate how schools persuade their audience through the specific use of language.

Anniversary Speeches

In this study, the anniversary speech of heads of Senior High School is a ceremonial speech which seeks to praise or blame, condemn or commend, celebrate and give thanks (Osborn & Osborn 1994). It is one of the many genres that Senior High Schools in Ghana produce as they seek to account for the schools' activities for the past year(s).

These speeches explain the schools' achievements, facilities available, successes, and challenges facing the school to the general public. These speeches are informative and very significant as parents and the public are

informed about the schools' achievements, especially performance of students in the West African Senior Secondary School Certificate Examination (WASSCE).

Again, they present the schools' portrayal of their central service to students, namely, education with emphasis on students' performance at the West African Senior Secondary School Certificate Examination. This particular information shapes the decision of present and prospective students and that of other parties interested in education, notably, parents about the academic success of students in the school. The anniversary speeches are vital for the schools' marketing endeavour.

In Ghana, each SHS produces its own anniversary speech during the school's anniversary day celebration which sometimes coincides with the speech and prize-giving day of the school. A school anniversary speech is a speech written by a school to be delivered by the head of the school. It is often written in the form of a report covering all the activities that took place in the school in the past year (s). The speech is written to be delivered as spoken data. But the study is interested in the written data.

This speech is supposed to provide information about the school to the general public. The speeches are important as they outline the schools' achievements, challenges and needs to the public to solicit for support.

The Senior High School (SHS) System in Ghana

The SHS is the next level of education for a student who has successfully passed his/her Basic Education Certificate Examination (BECE). The Computerised School Selection Placement System (CSSPS) in Ghana is responsible for placing successful students into their respective Senior High

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Schools, based on the grades one acquires. The name, Senior Secondary School was changed into Senior High School in 2007.The rationale was to expand the system from three (3) years to four (4) years.   The new 4-year Senior High School (SHS) system was to offer General Education with electives in General Science and Arts, Business, Technical, Vocational and Agriculture with options for entry into a tertiary institution or the job market.

The four (4) - year system was reversed to three (3) years in 2009, with the government citing lack of infrastructure and financial constraint as a challenge. Final year students at the JHS level have the freedom to select any of the 700 SHSs as their choice of school. At the end of High School, all students take the West Africa Secondary School Certificate Examination (WASSCE). A student is required to obtain a minimum aggregate of 36 WASSCE (24 in SSSCE) before gaining admission into any tertiary institution ("The educational system of Ghana", 2014)

Motivation for the Study

The researcher was motivated to investigate this topic while working on a presentation in a course entitled, Genre Studies, during the first year in the M.Phil. programme. The analysis of the rhetorical moves of the anniversary speeches further exposed the researcher to some linguistic items peculiar to discourses in the business world. These findings aroused curiosity to undertake further investigation into the speeches to find out if they are merely informative or not.

Statement of the Problem

Many scholars have examined speeches, particularly from world famous leaders such as presidents of nations. In Ghana, scholars have examined speeches of former presidents with focus on power and ideology. Appiah (2015) for example, examined the transitivity pattern in J. J. Rawlings' June 4th speeches. The focus of Appiah's (2015) study was to investigate how Rawlings' speeches enact power and ideology. Abdulai (2015) also investigated the use of persuasive strategies in some selected speeches of Kwame Nkrumah using Aristotle's Rhetorical and Burke's theory of Dramatism. Many other studies on ceremonial speeches examined speeches of former president Barack Obama. Wang (2010) adopted the theory of Systemic Functional Linguistics (SFL) to analyse two of Barack Obama's presidential speeches; Obama's Victory Speech (2008) and Obama's Inaugural Address (2009), mainly from the points of transitivity and modality. Opoku Mensah (2008) focused on the use of metaphor as a rhetorical device in some selected speeches of Martin Luther King and Kwame Nkrumah.

The ceremonial function of these speeches have been to persuade the audience in order to win/retain political power. Again, these studies focused on political speeches using the concept of transitivity, Aristotle's Rhetorical theory and Burke's theory of Dramatism.

Also, research on the anniversary speech of heads of public Senior High Schools as an academic discourse which is promotional in nature is lacking. Some studies by McDonald et. al., (2012), Osman (2006), Edu-Buandoh, (2010), Askehave, (2007), for instance give evidence of the changing nature of academic discourses that have now become highly

promotional. Though these speeches are traditionally informative in nature, an in depth analysis of the speeches reveals the use of some rhetoric of promotion. The present study therefore, utilizes aspects of the Systemic Functional Linguistics (SFL) theory and Bhatia's (1993) Genre theory to show how anniversary speeches of heads of public SHSs persuade the audience through the choice of language.

Research Objectives and Questions

There are two main objectives of this study. The first objective is to ascertain the rhetorical structure of the anniversary speeches. The other objective is to investigate the specific use of language by the selected senior high schools to persuade the audience through transitivity analysis. The research questions for the study are as follows:

1. What is the rhetorical structure of anniversary speeches given by heads of Wesley Girls' High Schools and St. Augustine's College?

2. How do the types of processes and participants associated with the schools and students in anniversary speeches persuade audience and promote the schools?

Delimitations of the Study

The present study requires that the researcher narrows the field of study in order to guarantee an in-depth analysis of the data. There are various speeches available in Senior High Schools: Open Day Speeches, Founders' Day Speeches and speeches delivered by Senior Prefects. This study focuses on the anniversary speeches of headmasters and headmistresses only. The anniversary speeches considered are the written data.

First, the present study is limited to anniversary speeches of two Senior High Schools in Cape Coast - Wesley Girls' High School and St. Augustine's College. The two schools were selected because they are among the grade 'A' schools in Ghana.

In this study, the two selected SHSs were Wesley Girls' High School (which is an all- girls' missionary school) and St. Augustine's College (which is an all- boys' missionary school). Both schools are mission schools and single-sex schools. Wesley Girls' High School was founded by the Methodist Church whilst St. Augustine's College is a Catholic school. The selection of these two schools is based on the fact that grade 'A' schools are assumed to be well equipped in terms of infrastructure and are thought to possess good academic records. For instance, in the 2013 ranking of Senior High Schools in the Central Region by WAEC in terms of WASSCE results, Wesley Girls' High School took the first position (www.waec.com).

The choice of the anniversary speeches of the heads of these two schools from 2007 to 2013 is for the purpose of presenting the current issues pertaining to the two schools

Significance of the Study

The study identifies specific examples of clauses used by schools to persuade the audience. Again, through the analysis of the rhetorical structure of the speeches, language students and researchers will be informed about the conventionalized aspect of this genre's construction.

Also, it seeks to uncover a discursive construction of public school education rooted in the principles of marketing.

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Finally, the study will stimulate further studies in anniversary speeches of SHSs, using other aspects of the SFL theory.

Organization of the Thesis

The study is divided into five chapters. Chapter one created a general context for the study. It identified and focused the problem of the study and significance of the study. It also introduced the research questions.

Chapter Two reviews the literature related to the study. It begins with a discussion on the Systemic Functional Linguistic Theory and Bhatia's (1993) Genre. The chapter concludes with a review of related studies and their relevance to the present study.

Chapter Three describes the research design, data set, sampling and sampling procedure employed in the study. It further discusses the data collection procedure and describes the procedure employed in analysing the text. The difficulties encountered and issues of validity and reliability are discussed in this chapter.

Chapter Four analyses and discusses the rhetorical structure and linguistic choices of anniversary speeches.

Chapter Five concludes the work by first summarising the aim and methods employed in the study and research findings. Finally, the chapter highlights implications of the study and makes recommendations for further research.

Summary of Chapter

In sum, this chapter has presented the background to the study, the problem statement, research questions, as well as the delimitations and

significance of the study. The next chapter presents the theoretical underpinnings of the study; literature review of some studies pertaining to the present research in order to give more insights into what this study seeks to achieve.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter reviews the related literature on the topic of the study. It first defines key terms relevant to the present study. It then presents the theoretical framework of the study. Furthermore, studies on some ceremonial speeches are reviewed in order to place the present study in a proper conceptual perspective and to bring out the relationship between the previous studies and the present study. The summary of the chapter is then presented.

Theoretical Frameworks

Systemic Functional Linguistic (SFL) Theory

The Systemic-Functional approach to language, developed by Halliday since the 1960s, is a descriptive and interpretative theory of language that analyses language as a strategic (or purposeful) and making-meaning resource. SFL as a linguistic theory was developed by Halliday (e.g. Halliday & Hassan, 1976; Halliday & Matthiessen, 2004), who borrowed his fundamental ideas from the Prague School of linguists. There are two theoretical conceptions of SFL - the notion of 'system network' and the three metafunctions of language.

The first of these to be discussed in this section is the system network. Within this standpoint, SFL claims that meanings are located in a stratified systemic pattern of choices available for users when communicating their messages. As language is realized through the choices users make within a system which includes the lexico-grammatical level of text organisation, when communication takes place, this resource is 'instantiated' in the form of a text.

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In addition to system, function is an essential notion to the understanding of the systemic functional approach. It derives from the two-fold premise that language use is 'purposeful behaviour' and that it is structured according to the purposes of its users. This implies that the form of texts (texture) and their content should not be dissociated when one is analysing a text regarded as a form of social action (discourse).

Halliday and Matthiessen (2004) also claim that context underlies the whole stratified system of language, for the layers of content (lexicogrammar and semantics) and the layers of expression (phonetics and phonology) have to interface with the extra-linguistic context ('what goes on outside language') to organize the 'construal of experience' and the 'enactment of social processes into meaning (the stratum of semantics) and wording (the stratum of lexicogrammar).

This study concentrates on the experiential metafunction realized by transitivity to portray the reality of marketing in Ghanaian public Senior High Schools from the perspective of the anniversary speeches of heads of these schools. Therefore, by applying the grammar of transitivity at the clause rank of the anniversary speeches, this study is particularly interested in analysing the prevailing lexico-grammatical features (i.e., which processes and participants) dominate and help construe the marketisation of the schools in the speeches.

The second point is that SFL is concerned with how the speakers generate utterances and texts to convey their intended meanings through the generalised metafunctions that relate language to the outside world where interactants and their social roles matter. According to SFL, language has

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three metafunctions: ideational, interpersonal and textual (e.g. Halliday & Hassan, 1976; Halliday & Matthiessen, 2004). Metafunctions refer to the intrinsic functions that language is meant to perform in society. SFL theorists claim that it is these intrinsic functions of language that have, over the years, influenced its structure and organisation.

The ideational function refers to the use of language to represent or encode experience and meaning (Halliday & Matthiessen, 2004). The ideational metafunction is sub-classified into two components, namely, the experiential function and the logical function.

The experiential component, as the name implies, emphasises the idea that language is a representation of experience. Thus, through this function, a speaker or writer is able to encode in language his/her experience of the phenomena of the real world as well as ―his/her experience of the internal world of his/her own consciousness: reactions, cognitions and perceptions, and also his linguistic acts of speaking and understanding (Halliday, 1971).

The second component of ideational metafunction, which is the logical sub-function, refers to the logical relations that exist among the structural units of language such as coordination, subordination, modification and apposition (Halliday, 1971).

Language serves an interpersonal function in that it is a tool for establishing social relations, for creating and enacting identities and for creating social worlds. When people get involved in a communicative event, they do not only transmit and share meaning, but they also negotiate, establish and maintain relationships. They thus, define their social roles and assert their personality by managing the discourse in a peculiar way suitable to the

context. All these are done through language, and the ability of language to do this is inherently a characteristic of its organisation. Interpersonal function, therefore, deals with the social and power relations among language users.

The textual function of language relates to its internal organisation of information in a text. As a semiotic system, language dedicates some of its lexico-grammatical resources to establishing links among the tokens of meaning it expresses. These resources include intra-sentence and inter-sentence cohesive devices as well as inter-paragraph connectors. Generally, these resources maintain unity and continuity among the various ideational units in a text. It relates participants' situational roles to the discourse produced (Halliday, 1971).

In view of the complexity of the linguistic phenomena which SFL seeks to analyse, only the ideational meanings realized in the lexico-grammatical stratum via the system of transitivity was considered. As a result, the study focused on representations of the schools and the students based on the choice of participants and processes to tease out the issue of marketisation.

The Concept of Transitivity

In Traditional Grammar, transitivity was developed as the concept of transitive or intransitive verb (Halliday, 1976) whether the verb takes an object or not. But in SFL, it functions to link grammar to the metafunctions. In Halliday's terms, transitivity as a major component in experiential function of the clause deals with the "transmission of ideas" representing 'processes' or 'experiences': actions, events, processes of consciousness and relations" (Halliday, 1985: 53).

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There are different versions of the transitivity framework of the English language, some of which are as a result of modifications to the concept over time and others are as a result of the different preferences of individual scholars. This study draws on Halliday and Matthiessen's (2004) version of the concept of transitivity, especially in terms of the participant roles associated with the various process types.

Transitivity construes a domain of experience through Process Type, Participant and Circumstance (Halliday & Matthiessen, 2004). It is a syntactico-semantic concept which refers to the way a writer or speaker represents, at the clausal level of language, his or her experience of the real world or his or her own world of consciousness (Halliday, 1971). In other words, transitivity models the grammatical description of the clause on content or the ideational metafunction of language.

The transitivity system identifies three components of the grammar of the clause. The first is the Process, which is the nucleus of the experiential mode of the clause and is typically realised by the verbal group. The second is the Participant(s) directly involved in the process and is typically realised by nominal group. The third element is the Circumstances, which are attendant to the process, and thus not directly involved in it. The circumstances occupy the adjunct element in the clause structure and are typically realised by prepositional phrases and adverbial group (Halliday & Matthiessen, 2004).

Three major process-types are associated with the transitivity system of the clause. These are material, mental and relational processes. These major process types have been noted by Halliday and Matthiessen (2004) to be the most frequent in every text. On the borders of the major processes are other

three minor process types, each of which shares the features of two of the major processes but in a way that gives it a different character of its own. These minor processes are behavioural, verbal and existential processes.

The first major process type, according to Halliday and Matthiessen (2004) is the material process, which is defined as a process of 'doing' and 'happening' (p.179). Material processes express physical experiences. Associated with material processes are two key participant roles, namely, the Actor and the Goal. The Actor is the entity that is responsible for the action in the clause while the Goal is that which is directly affected by the action in the clause.

Other participant roles associated with material processes are Initiator, Scope, Recipient, Client and Attribute. The Initiator participant normally co-occurs with an Actor in a situation where the agency of the process in the clause is triggered by an external participant (the Initiator) who is not directly involved in the process as the Actor is. Scope is a Goal-like participant which is actually not affected by the action in the clause. The role of Recipient is occupied by participants who receive an entity, which can either be concrete or abstract, from another participant (the Actor) while the Client participant is the one to whom a service denoted by the process is done. The Attribute element is a quality assigned to one of the other participants identified above.

Mental processes, the second major process type of the transitivity system, is concerned with our experiences of the world of our consciousness. Mental process, which is also a process of sensing may be construed either as flowing from a person's consciousness or as impinging on it; but it is not construed as a material act (Halliday & Matthiessen, 2004). Mental process is

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divided into three sub-process types, namely, processes of cognition, perception and emotion. The two participant roles associated with mental processes are Senser, the conscious being that is doing the sensing, and the Phenomenon, which refers to the entity which is felt, thought of or perceived.

Relational processes are the third key process type in the transitivity system which serves to characterise and to identify entities. Relational processes thus, establish relationships between two entities (Halliday & Matthiessen, 2004). There are two levels of further distinctions among relational processes, thereby making the relational process type a complex interwoven concept.

The first level of distinction is the one among three main sub-types, comprising intensive, possessive and circumstantial processes. An intensive relational process establishes a relationship of equivalence, an 'x is y' connection between two entities (e.g. Sarah is wise.), while a possessive relational process posits an 'x has y' type of connection between two entities (e.g. Peter has a piano.) (Halliday & Matthiessen, 2004:216; Simpson, 2004). Circumstantial relational process occurs in a clause structure in which the circumstantial element becomes an obligatory participant. This sub-process type normally results in 'x is at/is in/is on/is with/ y' clause structure (e.g. The fair is on a Tuesday.) (Halliday & Matthiessen, 2004:216; Simpson, 2004).

More accurately, some SFL scholars (e.g. Downing & Locke, 2006) use the terms 'Possessor' and 'Possessed' respectively to refer to the Carrier and Attribute participants in possessive relational processes.

The second level of distinction among the sub-process types of the relational process is between attributive and identifying processes. In

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attributive processes, there is a key participant, the Carrier, who is being assigned an Attribute. The Attribute participant, therefore, indicates what the Carrier is, what the Carrier is like, where the Carrier is, or what the Carrier owns (Simpson, 2004). In identifying processes, there is a participant, the Identified, who is defined with reference to another, the Identifier, such that the two halves of the clause become co-referential. In both the attributive and identifying processes, there may sometimes be a third participant who, as the case may be, associates the Attribute with the Carrier (i.e. Attributor) or assigns the Identifier to the Identified participant (i.e. Assigner).

Behavioural process is a minor process type and ideationally lies between material and mental processes. Thus, it represents in language those human experiences that integrate consciousness and physical experience of the external world. Behavioural processes encompass physiological actions such as 'breathe' or 'cough', and sometimes portray these processes as states of consciousness as in 'sigh', 'cry' or 'laugh' (Simpson, 2004). In addition, behavioural processes represent processes of consciousness as forms of behaviour, as in the words: 'stare', 'listen', 'dream' or 'worry' (ibid). The key participant involved in behavioural processes is the Behaver, the conscious entity who is behaving. Very often behavioural processes involve a second participant, the Behaviour, which is semantically very similar to the Phenomenon participant in mental processes.

Another minor process type is verbal process. Verbal process is a process of saying and there are three primary roles associated with it, namely, Sayer, Receiver and Verbiage. The Sayer is the one who gives the message, the Receiver is the one who receives the message and the Verbiage is either

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the content of the message or the name of what is said. When verbs such as 'curse', 'praise', 'blame', 'congratulate' and 'describe' realise the process, a fourth participant, Target, is normally involved in the process. The Target participant refers to the one who is cursed, praised, blamed, congratulated or described.

The last process-type to be considered is the existential process. As the name suggests, existential processes assert that something exists. These processes typically include the word 'there' as a dummy subject, and there is only one participant, the Existent, associated with this process-type. This participant obviously refers to that which exists.

In sum, this section has defined the concept of transitivity and how it will be applied to the present study. The next section discusses the genre theory.

Genre Theory

This section discusses the three schools of the genre theory. It is then followed by a discussion on genre theory as espoused by Bhatia (1993) and how his theory is applied to a text.

There are three schools of thought concerning the theory of genre. The first school of thought is the New Rhetoric (NR), which is also known as the North American School; the second is the Sydney School also in Australia; and finally the English for Specific Purpose (ESP), which steers between the two schools.

The New Rhetoric considers a genre as "a socially standard strategy, embodied in a typical form of discourse that has evolved for responding to a recurring type of rhetorical situation" (Coe & Freedman, 1998: 137). Miller

(1984), Berkenkotter and Huckin (1995) and Freedman and Medway (1994) are key scholars in this school of thought. The New Rhetoric focuses on the context of a genre and studies the relationship between text type and rhetorical situation. Moreover, through ethnography, they reveal attitudes, values and beliefs of the community that make use of the genre. Freedman and Medway (1994) believe that knowing the social context that surrounds a text helps in choosing the rhetoric which is suitable for a specific writing situation.

The focus of the Sydney School is the social purpose of a genre and describes the schematic structures that have developed to serve such purposes. This school of thought sees a genre as "a staged, goal-oriented social process" (Martin, 1992). According to Hyland (2002), The Sydney School stresses on the purposeful, interactive and sequential character of different genres and the ways that language is systematically linked to the context of the genre. Scholars in this school include Martin (1992, 1997), Cope and Kalantzis (1993) and Christie and Martin (1993). They give attention to the moves, patterns of lexical, grammatical and cohesive choices which create the function of the stages and also focus on language and literacy education, especially for schools and adult migrant programmes.

The final school of thought, the English for Specific Purposes, is aimed at learners in specialized fields (Richards, 1988) i.e. graduate students, students in technical or business training classes, etc. The ESP rather steers between the first two schools. It draws on the systemic functional aspect of text structure by the Sydney School and employs the notion of intertextuality and dialogism by the New Rhetoric, emphasizing communicative purpose and the formal properties of texts. This school of thought considers a genre as a class of

structured communicative events employed by specific discourse communities whose members share broad communicative purposes (Swales, 1990). Some scholars of the ESP are Swales (1990, 1993), Bhatia (1993) and Johns (1997). The interest of scholars in the ESP has been to focus on translating research findings into materials for both L1 and L2 tertiary students as well as professionals.

The underlying factor, therefore, is that genre analysis basically aims at describing and explaining the regularities of purpose, form, and situated social action while the Australian and the ESP schools go a step further to make these genres functional for teachers in the classroom. The present study is, therefore, situated in the English for Specific Purposes (ESP) approach to genre analysis, spearheaded by Bhatia (1993).

According to Bhatia (1993), the concept of genre has been so prevalent in literature, sociology and rhetoric for a long time and has assumed importance in linguistics recently. Genre analysis provides an insightful and thick description of academic and professional texts and has become a powerful and useful tool to arrive at significant form-function correlations, which can be utilized for a number of applied linguistic purposes.

Genre analysis is the study of situated linguistic behaviour in institutionalized academic or professional settings (Hyland 2002). It does not only exhibit genuine interest in how people make use of language to achieve communicative goals but also presents a dynamic explanation of how expert users of a language control generic conventions to achieve a variety of complex goals. Bhatia (1993:13) agrees with Swales' (1990) definition of genre as "a recognisable communicative event characterised by a set of

communicative purpose(s) identified and mutually understood by the members of the professional or academic community in which it regularly occurs."

The genre, according to Bhatia (1993) is most often highly structured and conventionalised with constraints on allowable contributions in terms of their intent, positioning, form and functional value. These constraints, however, are often exploited by the expert members of the discourse community to achieve private intentions within the framework of socially recognised purpose(s).

In doing genre analysis, according to Bhatia (1993), the genre analyst must first identify the communicative purpose of the genre because it is the most privileged criterion for the identification of a genre (Bhatia 1993). The analyst must also understand that the essential unit of genre analysis is the "move" which enables categorization of sections of a text based on their archetypical communicative purpose. A "move" can be explained as "an identifiable unit with a single purpose and analysing a move is a top-down approach to investigate the discourse structure of a genre" (Biber *et al*., 2007). It is the communicative purpose which determines the schematic structure embedded in a genre.

The second step is for the analyst to assign a structural interpretation to the genre to be analysed by identifying the moves. Structural interpretation of the text-genre highlights the cognitive aspects of language organisation and reveals preferred ways of communicating intention in specific areas of inquiry (Bhatia 1993). Bhatia (1993) advises analyst to note that moves do not necessarily coincide with paragraphs as it is possible to have two or three moves in one paragraph.

The next step is for the analyst to determine the frequency of moves and the textual space allocated to that move since the importance of a move is determined by these two features (Afful, 2005). The analyst determines the frequency of the moves by counting the number of occurrence of that move in the entire data. The textual space for each identified move should be identified. This is done by counting the words in each move.

The fourth step is for the analyst to consider the sequence of the moves. Bhatia (1993) notes that it is not always obligatory for the writer of the genre to present the moves in the same order. He observed that there can be a degree of freedom in the sequencing of the moves. The analyst then analyses the lexico-grammatical features in the text. According to Bhatia (1993), the lexico-grammatical features can be analysed quantitatively by studying the specific features of language that are predominantly used in the variety to which the text belongs. This, according to him, can be done by undertaking a large-scale corpus-based statistical analysis of a representative sample of the variety in question. Again, the analyst can analyse frequency of syntactic properties in different genres as this provide necessary empirical evidence to confirm or disprove some of the intuitive and impressionistic statements made about the high or low incidence of certain lexico-grammatical features of various genres.

Finally, the genre analyst double checks his /her finding against reactions from a specialist informant, who, generally, is a practising member of the disciplinary culture in which the genre is routinely used. The specialist informant's reaction confirms the findings of the analyst, brings validity to his/her insights and adds psychological reality to his analysis. Bhatia (1993)

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advises that sometimes the analyst can consult a second informant to validate some or all of the data from the first one. Bhatia's (1993) genre theory is very useful for the present study as it will help in the identification of the moves in my data. Also, Bhatia's (1993) genre theory is a useful theory in analysing promotional genres.

Empirical Studies

Some Studies on Presidential Speeches

The review of these studies is to show first, the kind of speeches that have been discussed and the theories employed in the studies. This literature review also shows that most scholars have emphasised on ceremonial speeches of presidents of nations.

Appiah (2015) examined the transitivity pattern in J.J Rawlings' June 4th speeches and how Rawlings uses it to enact power and ideology. The findings reveal that material processes in the transitivity pattern dominate the June 4th speeches to show that presidential speeches reflect the actions and events of the political actors. As regards the ideology and power of the key participants, the pattern of transitivity demonstrates that the President exercise constitutional and legal powers which the opposition possesses destructive power that is detrimental to the state. The present study focuses on only the transitivity concept.

In another study, Abudulai (2015) investigated the use of persuasive strategies in some selected speeches of Kwame Nkrumah using Content Analysis as an analytical tool. Aristotle's Rhetorical theory and Burke's theory of Dramatism were employed as a combined theoretical framework to guide

the study. The analysis of the speeches reveals that, firs, there is an inseparable combination of logos and ethos are used in the reporting of facts as well as claim-justification arguments. It further shows that the choice of persuasive strategy was determined by the rhetorical situation. It also reveals the name calling and glittering generalities anchored Nkrumah's use of propaganda.

Opoku-Mensah (2008) conducted a comparative study on the use of metaphor as a rhetorical device in some selected political speeches of Martin Luther King and Kwame Nkrumah. Its finding indicates that the different backgrounds of these speakers influence their choice of metaphor.

Naz et al (2012) examined the transitivity choices in the speech, "Democratisation in Pakistan" delivered by Benazir Bhutto, the former president of Pakistan. They discovered that through the material processes, Bhutto demonstrates her strong determination to re-establish democracy in Pakistan but the mental processes also demonstrate her agony and anxiety because of despotism. The study revealed that the relational and behavioural processes are used to win the heart of the people while the use of spatial and temporal circumstance of manner make the arguments she presented in her speech very strong.

Shayegh & Nabifar (2012) used transitivity to examine the speeches of president Barack Obama. They explore how ideological loading and socio-political relations of power manifest themselves in the discourse. The study dwells on the Hallidayan Systemic Functional Grammar from the critical perspective discourse as advanced by Fairclough. The findings reveal that material processes in the interviews signify what Obama's government has

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achieved, what the government would be doing and what they would do. The second finding shows that interviews are used to try to rouse the American people's confidence toward the president and the government. The transitivity approach is adopted in this study.

Wang (2010) adopted the theory of Systematic Functional Linguistics (SFL) to analyse two of Barack Obama's presidential speeches; Obama's Victory Speech (2008) and Obama's Inaugural Address (2009), mainly from the points of transitivity and modality. Wang (2010) found the frequencies and percentage of the processes. The results show that the use of material processes; the most frequent processes used in Obama's speeches indicates his attempts to show the audience what the government has achieved, what they are doing and what they will do. It was also found that relational processes were the second most frequent processes followed by mental processes at the third rank. Wang (2010) concluded that the use of relational processes in Obama's speeches assist the president to achieve his aim of making the reasoning naturally and unconsciously accepted. Moreover, he argued that Barack Obama in his speeches appealed to the audience's inner heart to connect the political beliefs and ambitions with their expectation and hope in a clear and emphasized way through the use of mental processes.

Genres of Academic Discourse

Genre theory helps us to understand how academic discourse is used in higher institutions of learning, like the university. Genres are often dynamic and complex instances of a complex reality of rapidly changing contemporary academic culture and it is not easy or even possible to draw a clear line between them.

Bhatia emphasizes the role of the concept of "genre colony" serving a number of functions in the process of genre identification. "Genre colony" enables us to identify genres at various levels of generalization. They "represent groupings of closely related genres serving broadly similar communicative purposes in cases when they serve more than one" (Bhatia, 2004: 59). Genre colony presents the colony of promotional genres, along with core promotional genres, such as advertisements and sales promotion, a number of genres of academic discourse.

A number of (semi) occluded genres are also included, for example reference letters, fundraising letters, grant proposals, job applications, job advertisements, company brochures and book reviews. The concept of genre colony also covers the process of colonization. Fairclough (1993) uses the term "commodification" which involves invasion of the integrity of one genre by another genre convention, often leading to the creation of a hybrid form, which eventually shares some of its genre characteristics with the one that influenced it in the first place. "Promotional culture can be understood in discursive terms as the generalization of promotion as a communicative function and discourse as a vehicle for "selling" goods, services, organizations, ideas or people across orders of discourse" (Fairclough 1993:138). The most traditional form of promotional activity is advertising. Its main purpose is to inform and promote products, services and ideas in order to sell them. The goods offered are described as good, positive, favourable etc.

Globally, marketization of higher education has compelled universities to try hard and think of the ways to attract more (local and international) students, how to be successful in fundraising, in getting research grants and

attracting potential sponsors. A shift in the nature and objectives of public information about universities could be observed in the early 1990s. The shift started by the changing character of discourse of university management, i.e. at the top level of organizational discourse (Staškova, 2005). The changes of communicative purposes of originally primarily informative genres of organizational discourse have been the subject of detailed examination of many linguists who attempted to find out the new institutional strategies and promotional elements in academic discourse in the area of organization of academic life ((Staškova, 2006). This review is done to show that the anniversary speeches of heads of SHSs are among the genres of academic institutions that support teaching and learning and have the ability to persuade audience and promote the schools.

Fairclough (1993) pointed to this historical shift after he compared extracts from university prospectuses from two different periods when he concluded that "advertising and promotional discourse have colonized many new domains of life in contemporary societies." His study further revealed that undergraduate prospectus is "an interdiscursively hybrid quasi-advertising genre" because the 1966–1967 entry gives information about what is provided on a take-it-or-leave-it basis. In the 1993 prospectus, however, the promotional function is primary; it is designed to 'sell' the university and its courses to potential applicants in the context of a competitive market where the capacity of a university to attract good applicant is seen as one indicator of its success (Fairclough, 1993). According to Fairclough (1993), "there has also been pressure to regard students as 'customers' and to adopt a more learner-centred approach towards teaching" (Fairclough, 1993:14).

His transitivity analysis further showed that though the institution is a participant, it is presented in an implicit style in the 1967-1968 entry while in the 1993 entry, the institution as a participant is explicit in the text. By examining Lancaster University's undergraduate prospectus, among other discourses of higher education like advertisement of academic positions, Fairclough (1993) was able to highlight the destabilisation and more entrepreneurial and promotional basis, to illustrate the wider discursive shifts in authority relations and identities prevalent among British universities (Fairclough, 1993). Fairclough's (1993) analytical framework enabled him to analyse the form and meaning of his text. His analysis of text included the generic forms, the grammar of the clause (including questions of transitivity), etc. Fairclough's (1993) combined approach to the study of discourse is very useful in this study. This is because the genre analysis will elucidate the way each move uses language to convey its function and the transitivity analysis will reveal the choices that make the discourse informational and promotional.

Inspired by Fairclough's (1993) study on the marketisation of public discourse in the university, Askehave (2007) studied and analysed the international student prospectus as an instance of a highly promotional genre. Using SFL to study the Transitivity and a text-driven procedure for genre analysis, the study revealed that the international students' prospectus constructs the image of the two main participants in the text: the university and its potential students which corresponds so well with the new trend in higher education- namely that of offering innovative products to 'demanding clients' on the look-out for the best possible university experience. The present study adopts the genre and transitivity analytical approach to the study of the

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anniversary speeches, as an academic genre. However, in the methodology, Askehave (2007) did not explicitly mention how the data was collected and the type of sampling method that was adopted. This can tempt one to say that the data was contrived.

The university brochure is another academic genre which has received attention by scholars like Osman (2006). Osman (2006) examined the textual and structural organisation of university brochures using the genre theory. The structural analysis was aimed at identifying the rhetorical structure and the communicative purpose whilst the textual analysis examined the socio-cognitive strategies used to construct these brochures as more promotional than informative. His study revealed that university brochures are much affected by the consumer culture in the sense that the brochures appear to promote the university more than to inform about the university. The present study adopts the genre analytical approach to study the structure of the anniversary speeches without a focus on the socio-cognitive aspect of the text. It is important to note that Osman's (2006) use of the headlines and sub-headlines first of all as the basis for identifying the possible moves could be misleading. This is because "each move serves a typical communicative intention which is always subservient to the overall communicative purpose of the genre" (Bhatia, 1993:30). A headline or sub-head should not always be used as the basis for identifying a move since a move is primarily characterised by the communicative purpose that it is intended to fulfil (Bhatia, 1993). Again, Swales (2004) advised that a move is a functional unit, not a formal unit, though it can be realised by a clause or by several sentences.

Teo (2007) explored marketisation practices in two universities in Singapore- Nanyang Technology University and Singapore Management University. This comparative study focused on the discursive practice of these two universities as they endeavour to 'market' their respective prospectuses targeted at potential students. The theoretical framework and analytical approach adopted for the study is Critical Discourse Analysis (CDA). The analysis of the two university prospectuses focuses on the visual and verbal meanings. The findings on the visual meaning show the heavy reliance on visual appeal which is redolent of slick, commercial brochures that seek to advertise and sell a product /service rather than a university prospectus that provides objective information for students' reference (p.100). The analysis on the verbal meaning focused on the construction of identity and relations. While the prospectus of NTU constructs the institution as the subject in the clause, SMU highlights a wider diversity of subjects, including students, the university and the programme. Thus, NTU creates a university- centered image for itself compared to SMU which constructs its identity as student- friendly and student-empowering through its choice of more passive structures. This study shows how the two universities have succumbed to the pressures of globalization and marketisation which, according to Fairclough (1993), force universities to operate as if they were ordinary businesses competing to sell their products to consumers. The study noted that the discursive change in university prospectuses may transform the prospectuses to be more promotional and less informative as the emphasis shifts from telling to selling. Also, as the traditional role of university prospectuses change from being informative to being promotional, the lines between telling

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and selling become blurred. The present study however, does not discuss the visual meaning of the anniversary speeches as the speeches were basically printed on A-4 papers without any images.

Still on the prospectus, Hui (2009), in his study, applied Bhatia's (1993) model of applied genre analysis to identify and analyse the moves and Halliday's (1994) functional grammar approach to examine how the introductory pages of the university prospectuses represent experimental and interpersonal metafunctions of language. He further analysed the grammar of the clauses (with a focus on transitivity) and allocation of social roles (with a focus on personal pronouns). The findings indicated that the 14 selected introductory pages had a five- move generic structure which evidenced interdiscursivity with elements of advertising and other promotional genres. A close examination of clauses and personal pronouns shows how language is constructed and manipulated to achieve various communicative goals and to fulfil private intentions. Like Hui's (2009) study, the present study also provides both the generic structure and the transitivity analysis of the anniversary speeches.

Another academic genre worth discussing is the university course guide. Rajandra (2012) examined the university course guide using systemic Functional Linguistic theory with a focus on Process Types and Participants for Transitivity (Ideational Metafunction) and Topical Theme for Theme (Textual Metafunction). His study revealed that the course guide construes its discourse through both producer (university) and consumers of tertiary education (students and the public). The present study though adopts the Transitivity concept of the SFL theory, it does not consider the Topical Theme

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from Textual Metafunction of the SFL theory since the study also adopts the genre analytical approach to elucidate the promotional elements in the language of the anniversary speeches. Again, Rajandra (2012) was interested in studying the choices in language that make the prospectus informational and promotional. In the present study however, keen interest is given to the promotional aspect of the genre in addition to studying the choice of language use in the anniversary speeches.

From the Ghanaian perspective, Edu-Buandoh (2010), discussed the Corporate Strategic Plan (CSP) as a discourse that has changed from being informational to promotional. Applying Fairclough's (1993) model for CDA, she analysed the "Corporate Strategic Plan" (CSP) of four public universities in Ghana. Her analysis revealed that there is a shift from the traditional academic discourse to a marketisation discourse. These changes, she observed, were evident in the linguistic features as well as the orders of discourse that shape the universities as corporate bodies in a business marketplace. The choice of vocabulary such as 'stakeholders', 'business', 'entrepreneurship', 'resources' etc. And the choice of grammatical phrases like 'strategic plan', 'consumer-driven market', 'value adding initiative' etc. were evidence of the changes in the language of the CSP. This study is useful to the present study as it proves that the CSP, as a genre is very promotional in nature. Again, like Edu-Buandoh (2010), the present study discusses an academic genre from the Ghanaian perspective.

In another study, McDonald et al (2012) examined school prospectus in elite private secondary schools in Australia. By applying organisational rhetorical, the study revealed six strategies consistently used by schools to

leverage competitive advantage and persuade internal and external audiences. These strategies included identification, juxtapositioning, bolstering or self-promotion, partial reporting, self-expansion and reframing or reversal. The study claimed that the schools used academic and extra-curricular excellence to promote themselves. The present study agrees with this claim as it investigates the promotional endeavour of the anniversary speeches of SHSs.

In summary, the review of empirical studies shows that a lot of attention has been given to promotional academic genres from the universities. The empirical studies also adopted more than one approach to arrive at their conclusion and to prove that the specific academic genre studied is more promotional than informational. The difference between McDonald et al (2012) and Fairclough (1993), Askehave (2007), Osman (2006), Hui (2009), Edu-Buandoh (2010) and Rajandra (2012) is in the choice of institution- the secondary school.

Unlike the present study which focuses on anniversary speeches from public Senior High Schools in Ghana, McDonald et al (2012) studied an academic genre, the prospectuses from private Secondary Schools in Australia. Again, this study complements Edu-Buandoh's (2010) research on the promotional nature of the Corporate Strategic Plan of public universities in Ghana. This is because the present study also discusses anniversary speeches form public Senior High Schools in Ghana. Finally, the present study adds to research on academic genres that have become more promotional than informational.

The Relationship between Previous Studies and the Present Study

In summary, most studies on ceremonial speeches have focused on presidential speeches with a ceremonial function of how to win votes/ retain power. In addition, the Transitivity concept, Aristotle's Rhetorical theory, Burke's theory of Dramatism among others have been applied to these studies. As an academic genre, the literature reviewed show that many researchers have employed the transitivity concept (e.g. Hui 2009), CDA (e.g. Fairclough, 1993) and the genre theory (e.g. Askehave, 2007) in examining promotional discourses in academic institutions. These studies have demonstrated that the concept of transitivity and the genre theory are viable tools in exploring promotional genres. The present study is a contribution to previous studies on discourses in academic institutions which have become promotional.

The difference between this study and the previous studies is the choice of academic genre- the anniversary speeches of heads of Senior High Schools in Ghana. This is because the studies reviewed focused on the presidential speeches (e.g., Appiah, 2015; Opoku-Mensah, 2008), university prospectus (e.g., Fairclough, 1993; Askehave, 2007, Hui 2009) and The Corporate Strategic Plan of universities (Edu-Buandoh, 2010). The present study, though an academic genre, is also a ceremonial speech.

To the best of my knowledge, the numerous studies conducted into the promotional academic genres have not considered the anniversary speeches of heads of Senior High Schools in Ghana. The present study, therefore, seeks to fill this gap.

Summary of Chapter

This chapter has reviewed relevant literature related to the present study. This review comprised the theoretical and conceptual frameworks employed in the study as well as previous studies on the research topic. The concept of transitivity, anniversary speeches and the Senior High School system in Ghana have also been defined.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter presents the methods and procedures adopted in this study by describing the research design, the data set and the sampling method and by explaining the data collection procedure as well as the analytical framework.

Research Method

The present study adopts the qualitative research method. The choice of the qualitative research method is based on the exploratory nature of the present study as demonstrated by the research questions. Cresswell (1994) noted that qualitative research, with its flexible procedure, is the appropriate method for exploring and describing phenomena that are inconspicuous to the research. The specific type of qualitative method employed in the study is the case study. Case study as a research method involves the study of an issue explored through one or more cases within a bounded system (that is, a setting, a context) (Cresswell 2006:73). According to Cresswell (2006), in a case study, the investigator explores a bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information (e.g.: observation, interviews, audio-visual material, documentations, reports etc.) and reports a case description and a case themes.

The choice of the case study method was based on the focus of the present study, to answer a "how" question. This reason is supported by Yin (2003) who agrees that a case study method should be considered when the focus of the study is to answer "how" and "why" questions. Again, I used the

case study method since the findings of the present study will be limited to the study and the findings can then be used for further research. Zucker (2009) confirms that generalisation of case study findings is limited to the case itself or types of cases.

Data Set, Sample and Sampling Procedure

The data for the present study was the anniversary speeches of Wesley Girls' Senior High School and St. Augustine's College, both in Cape Coast. I chose the anniversary speeches because they are authorised source about the selected schools, showing the selected schools' portrayal of themselves. Again, the anniversary speeches construe the schools' achievements and activities as what present and prospective students' desire. Finally, I chose the anniversary speeches because there are no known ethical and legal obstacles to study the anniversary speeches.

Purposive sampling was used to sample ten (10) speeches out of twelve (12) speeches collected from the selected schools. The reason was that two of the anniversary speeches were written in 2005 and 2006. Those two could not be sampled because the selection of the speeches was done based on the education reforms that took place within the periods- from 2007 to 2009 and from 2010 to 2013. From 2007 to 2009, the number of years for the Senior High school was changed from three (3) years to four (4) years. The four (4) year system was later changed to three (3) years. These two periods are likely to present two different issues though the study does not specifically discuss issues in the speeches based on the two periods. Five (5) speeches were selected from Wesley Girls' High School and five (5) from St. Augustine's College.

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The speeches from St. Augustine's College, had between four (4) to eleven (11) pages whilst that of Wesley Girls' High School ranged from four (4) to sixteen (16) pages. It is important to note that the speeches were selected based on their periods of production and their text lengths. The text lengths will help indicate details of information presented in the speeches. The period of production is also important as it is likely to present current issues on the school to the public. The information in the speeches from St. Augustine's College was presented in the form of an outline whilst that of Wesley Girls' High School was presented in a prose form.

Table 1: *Schools and the text length of their anniversary speeches*

Year	School and text length	
	WGH	**SAC**
2007	-	1525
2008	2100	1692
2009	3097	2560
2010	-	2346
2011	2100	3255
2012	1708	-
2013	2016	-
Total	**11,021**	**11,378**

Table 1 is a representation of the ten speeches from 2007 to 2013 from the two selected schools, WGHS and SAC respectively. From the Table above, the 2011 speech from SAC has the highest text length, with a total of three thousand, two hundred and fifty-five (3255) words. The 2007 speech has

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the least text length, with a total of one thousand, five hundred and twenty-five (1525) words. The 2009 speech from WGH has a total of three thousand, ninety-seven (3097) words as the highest text length and the 2012 speech has the least text length with a total of one thousand, seven hundred and eight (1708) words. The blanks (represented by the (-)) indicate the absence of speeches from the schools in the specific year(s).

Data Collection Procedure

An introductory letter from the Head of the Department of English was sent to six (6) Senior High Schools (Adisadel College, Mfantsipim School, Wesley Girls' High School, St. Augustine's College, Edinaman SHS and Academy of Christ the King SHS) in the Central Region to gain access to the speeches. Most of the schools visited were unwilling to give out the speeches citing security reasons. Other schools did not keep records of the speeches. Finally, Wesley Girls' High School and St. Augustine's College released their anniversary speeches to the researcher. The photocopied forms of the speeches were obtained from the school authorities. These two selected schools are in the grade 'A' category though the initial plan was to cover all the three categories of schools.

History of the Selected Schools

St. Augustine's College is an all- male second cycle institution in Cape Coast. The school started at Amissano, a village near Elmina, in 1930.As a Roman Catholic institution, it was established to serve as a training college and seminary. The school was named after St. Augustine of Hippo (AD 354-430 AD). The motto of the college is Omnia Vincit Labor, meaning

"perseverance conquers all". On 6th August 1933, the Roman Catholic Church and the Bishop of Cape Coast Vicariate Monsignor W.T. Porter felt the need to have a separate Roman Catholic school and Cape Coast was found to be the most suitable location. A commemorative foundation stone was laid in late 1935 at the present site. Fr. Maurice B. Kelly, the Dean of the Training College at Amissano, became the first Head Dean.

The Anniversary/ Ceremonial Day of the school takes place on the Saturday nearest St. Patrick's Day, which falls around the second or third week in March every year. St. Augustine's College is popularly known as 'AUGUSCO' and its old students are called 'Apsunians'. (apsu14.getafricaonline.com)

Wesley Girls' High School was founded by the wife of the second Methodist Missionary to the Gold Coast, Mrs. Harriet Wrigley in 1836 with 25 girls. Her aim was to give the girls basic training in housekeeping and catechism. Subjects taught included writing, reading, sewing and religious education. Classes were held at the Manse, in the Stanfast Hall near the Victoria Park in Cape Coast. However, five months after arrival, Mrs. Wrigley died. It was not until 1837 that Mrs. Elizabeth Waldron took over the running of the school. She administered the school for 43 years and laid a solid foundation for what was to become Wesley Girls' School and Training Home. Values such as fortitude, integrity and truthfulness soon became the hallmarks of the products of the school. Their high academic ability encouraged the Methodist church to agree to the provision of higher education for girls. Consequently, in 1884, Rev. W. M. Cannel, who was then the Headmaster of Mfantsipim School, started the secondary section with 20 girls. In 1951, the

Secondary School section was separated definitely from the primary when Miss Olive Compton moved the Secondary division of the school to its present site at Kakumdo. The firm establishment of the High School is attributed to Miss Compton who conceptualized the school as H.M.S. (A Ship) and had the school designed architecturally as such.

The first African headmistress, in the person of Mrs. Rosina Acheampong, took office in 1981. In 2003, she retired and Mrs. Betty Djokoto, an old girl of the 1975-year group, who had been Assistant Headmistress for 7 years in the school, became the Headmistress. The school has chalked up some successes by producing the Best General Art Student, in the 2005 Secondary School Certificate Examination (SSCE) and the first and second Overall Best Candidates, as well as the best Business Student in the West African Secondary School Certificate Examination (WASSCE) 2006, it is obvious that she is determined to continue the tradition of excellence for which the school has been known for decades (The 2012 brochure of Wesley Girls' High School).

Analytical Framework

Qualitative content analysis was adopted as the framework. Qualitative content analysis is one of the numerous research methods used to analyse text data apart from other methods like ethnography, grounded theory, phenomenology and historical research (Hsiel & Shannon, 2005:1278). According to Cavanagh (1997), researchers regard content analysis as a flexible analytical method for analysing text data. Content analysis describes a family of analytical approaches ranging from impressionistic, intuitive, interpretive analysis to systematic, strict textual analysis (Rosengreen, 1981).

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Qualitative content analysis most appropriately addresses the concerns of this study. According to Hsiel and Shannon (2005), qualitative content analysis is defined as a research method for the subjective interpretation of the content of a text data through the systematic classification process of coding and identifying themes or patterns.

Hsiel and Shannon (2005) identified three approaches to content analysis: Conventional, directed and summative. Conventional content analysis is used with a study design whose aim is to describe a phenomenon. This type of design is usually appropriate when existing theory or research literature on a phenomenon is limited. Preconceived categories are avoided (Kondracki & Wellman, 2002). Instead, the categories and names for categories are allowed to flow from data. Researchers immerse themselves in the data to allow new insights to emerge. The conventional content analysis is also described as inductive category development (Mayring, 2000). The advantage of the conventional approach to content analysis is gaining direct information from study participants without imposing preconceived categories or theoretical perspectives. A disadvantage of this type of analysis is failing to develop a complete understanding of the context, thus failing to identify key categories. This can result in findings that do not accurately represent the data (Hsiel & Shannon, 2005).

Directed content analysis is used when existing theory or prior research exists about a phenomenon that is incomplete or would benefit from further description. This type of content analysis is categorized as a deductive use of theory based on their distinctions on the role of theory (Potter & Levine-Donnerstein, 1999). The aim of a directed approach to content analysis is to

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validate or extend conceptually a theoretical framework or theory. Existing theory or research can help focus the research question. It can provide predictions about the variables of interest or about the relationships among variables, thus helping to determine the initial coding scheme or relationships between codes (Hsiel & Shannon, 2005). This approach is guided by a more structured process than in a conventional approach (Hickey & Kipping, 1996). The advantage of a directed approach to content analysis is that existing theory can be supported and extended. The directed approach has some disadvantages. First, using theory has some inherent limitations in that, researchers approach the data with an informed but, nonetheless, strong bias. Hence, researchers might be more likely to find evidence that is supportive rather than non-supportive of a theory. Second, in answering the probe questions, some participants might get cues to answer in a certain way or agree with the questions to please researchers. Third, an overemphasis on the theory can blind researchers to contextual aspects of the phenomenon (Hsiel & Shannon, 2005).

According to Hsiel and Shannon (2005), summative approach to qualitative content analysis starts with identifying and quantifying certain words or content in text with the purpose of understanding the contextual use of the words or content. This quantification is an attempt not to infer meaning but, rather, to explore usage. Analyzing for the appearance of a particular word or content in textual material is referred to as manifest content analysis (Potter & Levine-Donnerstein, 1999). If the analysis stopped at this point, the analysis would be quantitative, focusing on counting the frequency of specific words or content (Kondracki &Wellman, 2002). A summative approach to

qualitative content analysis goes beyond mere word counts to include latent content analysis. Latent content analysis refers to the process of interpretation. The summative approach to content analysis is fundamentally different from the prior two approaches. Rather than analyzing the data as a whole, the text is often approached as single words or in relation to particular content. An analysis of the patterns leads to an interpretation of the contextual meaning of specific terms or content (Holsti, 1969). In this analysis, the focus is on discovering underlying meanings of the words or the content (Babbie, 1992; Catanzaro, 1988; Morse & Field, 1995).

Sarantakos (2004) and Fraenkel and Wallen (2000) observed that a person's or group's conscious or unconscious beliefs, attitudes, values and ideas often are revealed in their communications through a rigorous content analysis. By employing content analysis, the study aims to reveal the ideological orientation of the speeches and also to examine how the schools market themselves. The qualitative content analysis enabled the researcher to interpret the content of the speeches through the systematic classification process of coding and identification of themes or patterns (Hsieh & Shannon, 2005).

Again, the application of qualitative content analysis to the study helped the researcher to focus on the characteristics of language (that is the language used in the speeches) as communication with attention to the content or contextual meaning of the text (Lindkvist, 1981; Tesch, 1990).

The use of descriptive statistics to supplement the qualitative analysis assisted in determining the core and optional moves in the rhetorical structure of the anniversary speeches as well as identifying the dominant lexico-

grammatical features used in the realization of those moves. Therefore, finding the number of words in a move, the frequency of a move and the sequence of moves in the analysis determined not the compulsory use of mixed method. This study was rather more qualitative than quantitative. The summative approach was adopted in this study.

Coding, which refers to the process of putting tags, lines, names or labels against the pieces of data is central to doing content analysis. The point of assigning such codes is to attach meaning to the pieces of data. To this effect, the two schools were assigned the codes-**WGH** for Wesley Girls' Senior High School and **SAC** for St. Augustine's College respectively. The Parent Teacher Association was assigned was assigned the code, **PTA** and the Old Student Association, **OSA**. The data is then summarized, putting together peculiar features and patterns through the use of open coding. Specifically, open coding was employed to summarise the data, by putting together identifiable patterns, in order to find conceptual categories in the data. The main function of open coding, according to Punch (1998), is "to expose theoretical possibilities in the data" (p. 210).

Descriptive statistics was used to supplement the qualitative analysis in determining the core and optional moves in the rhetorical structure of the anniversary speeches as well as identifying the dominant lexico-grammatical features used in the realization of those moves. The number of words in a move, the frequency of a move and the sequence of moves in the analysis was done.

In identifying the moves, recurring themes were identified with the help of a colleague Master of Philosophy student. Each theme was considered

as a move and to determine the textual space, the number of words in each move was counted, divided by the total number of words in the anniversary speeches. Finally, the use of qualitative content analysis also made it possible for the identification of the core moves, the textual space as well as the sequence of the moves in the anniversary speeches.

The text was also analysed with reference to SFL categories for transitivity analysis to help reveal the transitivity pattern used in the speeches. The transitivity analysis of the anniversary speeches was done by first identifying and isolating sentences and clauses in which the issue of marketing or promotion is espoused. First, the text was divided into clauses, which represent the basic unit of analysis in systemic functional grammar. Then, I manually tagged each of the three types of processes identified by Halliday and Matthiessen (2004) and their specific participants (Actor, Senser, Goal, Token, etc.). When tagging these processes and participants, the clauses are numbered as excerpts. This information was used to prepare tables, useful for statistical analysis based on the number of processes, individual frequency of process types and grammatical participants. Any time findings are considered relevant, they are interpreted and discussed in relation to the research questions raised in chapter one of the study. The statistical analysis enabled the researcher to answer question two of the research questions, (How do the types of processes and participants associated with the schools and students persuade audience and promote the schools?).

These sentences and clauses were then parsed into various syntactic-semantic forms to discuss the three main process types, namely, material, mental and relational processes. Clauses and sentences which have

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representation of the schools and students were identified and underlined. These selected sentences and clauses were then typed into Microsoft excel for a systematic transitivity analysis.

By doing this, the process types, participant roles and circumstances of the clauses in which the schools and their students were represented were identified. This was read over repeatedly to identify how this representation reflects marketization of the schools. The present study presents data most relevant to answer the research questions since concern for space disables a complete presentation of the entire data.

Difficulties encountered in field work

Some challenges were encountered during the data collection period. Initially, the plan was to collect speeches from grades 'A', 'B' and 'C' schools. Unfortunately, many of the schools visited did not keep records of the anniversary speeches of the heads. The other challenge was the unwillingness of some heads of schools to release their speeches for no apparent reason. The frustrating part was when some heads indulged in the 'go and come' game with the excuse that they were gathering the speeches. In the end, the speeches were never found.

However, through some colleagues who teach in Wesley Girls' High School and St. Augustine's College, I was able to have access to their speeches for the study. This resulted in the choice of the two grade "A" schools.

Validity and reliability

According to Dawson (2002), qualitative content analysis is "a very personal process because two researchers analysing a transcript will probably come up with different results" (p.128). There was therefore the need to ensure reliability and validity. According to Fraenkel and Wallen (2000), reliability relates to the consistency of the data collected whereas validity involves the appropriateness, meaningfulness, and usefulness of inferences made by the researcher on the basis of the data collected. Bhatia (1993) advises that the genre analyst needs to double check his finding against reactions from a specialist informant who is a practicing member of the disciplinary culture in which the genre is routinely used. Therefore, in order to achieve a degree of validity and reliability, the patterns identified in the data by the researcher were subsequently analysed by two former postgraduate students of English (Kwesi Amoah and Dorcas Adobea), who have received some training in move analysis and transitivity analysis. This collaborative effort resulted in a change or modification of some of the interpretations.

Applying Bhatia's (1993) genre theory, the rhetorical structure of the anniversary speeches was analysed. The concept of transitivity, was also applied to analyse the types of processes and participants present in the speeches. Also, the presentation of these participants and processes in the speeches by the two schools is discussed to show how each school employs the concept of transitivity to promote itself.

Summary of Chapter

This chapter has discussed how the present study was conducted. It highlighted and discussed the nature of the research, the processes that were

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used in collecting the data as well as the analytical procedure have that was adopted. The fourth chapter presents an in-depth rhetorical and transitivity analysis of the anniversary speeches. The major findings drawn from the entire analysis, suggestions and recommendations are also given in the fifth chapter.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The chapter is presented in two sections, each answering a research question. The first section captures the analysis of the rhetorical structure of the anniversary speeches. The second section examines respectively material, mental and relational processes and the participants associated with these processes.

Rhetorical Structure of Anniversary Speeches

This section discusses the findings related to the rhetorical structures of the anniversary speeches. The analysis of the rhetorical structure in this section is in two parts: the first, is the quantitative and qualitative analysis of the anniversary speeches and the second discusses some lexico-grammatical items that help in the realization of these moves. In identifying the moves, the sequence, the frequency and the textual space of the moves were analysed. The communicative purpose was considered in the determination of the rhetorical structure of the anniversary speeches. In this study, the moves do not necessarily coincide with paragraphs as two or more moves may be present in one paragraph (Bhatia, 1993).

Overall Move Structure

The table below is a representation of the six move generic structure of the ten speeches observed in the data.

Table 2: *Moves in Anniversary Speeches of Wesley Girls' High School*

Rhetorical Unit		Steps in Anniversary Speeches	100%
Move 1	Welcoming	Vocative (5)	100
		Acknowledgement of Guests (4)	80
		Reference to the Celebration (3)	60
Move 2	Presenting contribution from old students' association, PTA and other stakeholders (4)		80
Move 3	Establishing Credentials	Name of School (2)	40
		Ranking (2)	40
		Performance at WASSCE (5)	100
		Location/Description Related to the School (2)	40
		Teaching Staff (1)	20
		Other Unique Selling Points (1)	20
Move 4	Offering "extra" services	Providing Essential Details (academic resources, campus facilities, student services etc.) (1)	20
Move 5	Outlining challenges (1)		20
Move 6	Concluding	Promising better performance (2)	40
		Appeal for Action (1)	20
		Indicating Appreciation (4)	80

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Table 3: *Moves in Anniversary Speeches of St. Augustine's College*

Rhetorical Unit		Steps in Anniversary Speeches	100%
Move 1	Welcoming	Vocative (5)	100
		Acknowledgement of Guests (4)	80
		Reference to the Celebration (3)	60
Move 2	Presenting contributions from old students' association, PTA and other stakeholders (5)		100
Move 3	Establishing Credentials	Name of School (1)	20
		Ranking (5)	100
		Performance at WASSCE (4)	80
		Location/Description Related to the School (3)	60
		Teaching Staff (2)	40
		Other Unique Selling Points (2)	40
Move 4	Offering "extra" services	1. Providing Essential Details (academic resources, campus facilities, student services etc.) (2)	40
Move 5	Outlining challenges (5)		100
Move 6	Concluding	Promising Better Performance (5)	100
		Appeal for Action (5)	100
		Indicating Appreciation (4)	80

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Move 1: Welcoming

Move 1 is generally assigned the opening position and serves as the first point of contact between the school and the audience. Both schools use this move explicitly to welcome the audience and introduce them to the celebration. In analysing this move, three sub-moves were identified: Vocative, Acknowledging Guests and Reference to the Celebration.

All the speeches begin by first addressing the audience through the use of the vocatives. In addressing the audience, the identity of the personalities being spoken to is presented. This move is important as it seeks to acknowledge the presence of the dignitaries present and to attract their attention. This move was present in all the speeches.

Examples of this vocative sub-move included:

Excerpt 1

- Lady President, Ministers of State, Nananom, Ministers of the Methodist Church of Ghana… (WGH, 2012:1)

Excerpt 2

- Dr. Chairman, Distinguished Guest of Honour, Distinguished Guest Speaker, His Grace Archbishop… (SAC, 2011:1)

The examples above reveal some similarities and differences in the use of the vocatives between the two schools. First, both schools address their respective church authorities and these authorities represent the fourth vocative. This shows the respect the two schools accord the church leaders. However, whereas WGH addresses the 'Ministers of the Methodist Church of Ghana', SAC mentions only 'His Grace Archbishop'. The reason could be that in the

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case of WGH, the Methodist Bishop for Cape Coast was not present at the anniversary celebration.

The sub-move, ''Acknowledging Guests'', is in the form of statements made to welcome some specific personalities. Examples included:

Excerpt 3

- I welcome especially, all the past students of Wesley Girls' High School… (WGH, 2013:1)

Excerpt 4

- I salute every member of St. Augustine's family and stakeholders… (SAC, 2010:1)

This sub-move was common in all the anniversary speeches from the two schools as seen in the examples above. The words, 'welcome' and 'salute' were explicitly used to acknowledge the guests and to welcome them to the celebration. Specifically, WGH welcomed all the past students whereas SAC chose the expressions "St. Augustine's family" and "stakeholders". The significance of the choice of the expressions, "St. Augustine's family" by SAC is that the school considers all those associated with St. Augustine's College as one of their kind, be it past students, present students, guests etc. The expression also shows how warm and receptive the school is represented. The usage of the word, "stakeholders" shows how the language of business has been adopted by educational institutions. Stakeholders may refer to those who have a stake in an institution and sometimes these people are considered as owners of the institution. In effect, SAC is addressed those who matter in the affairs of the school.

The "Reference to the Celebration" sub-move indicates how old the school is or how long it has been celebrating her speech and prize-giving days. Some examples of this sub-move included:

Excerpt 5

- I warmly welcome you all to this year's Speech and Prize-Giving day which marks the climax of our 175th anniversary celebration. (WGH, 2012:1).

Excerpt 6

- It is with much joy that I celebrate this 79th speech day with you… (SAC, 2009:1).

From the excerpts above, WGH is 175th years old compared to SAC which is only 79 years old. The age of the school is important as it is commonly assumed that some of the older schools, especially, the grade 'A' schools are better equipped in terms of infrastructure and other logistics.

This sub-move was not captured in the 2008 speech of St. Augustine's College. It was however, present in the title or heading of the speech.

Example of a heading:

Excerpt 7

- St. Augustine's College, Cape Coast. 78th Speech and Prize-Giving Day Celebration. Headmaster's report (SAC, 2008:1).

In the above excerpt, the full name of the school and the town within which the school is located were given. In addition, it stated the number of times SAC is celebrating its Speech and Prize-Giving Day- "78th Speech and Prize-Giving Day". Finally, there was the caption, "Headmaster's report".

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Move 2: Presenting Contributions from Old Students' Association, PTA and Other Stakeholders

In all the speeches from the two schools, there were references to contributions from the old students, the PTA and other stakeholders towards the anniversary celebrations and a recount of fulfilled promises from these bodies. These contributions, especially, from the old students' association, are very important in the schools' marketing endeavour. This is because the extent of their support is an indication of how successful the products of the schools are. Highlighting their contributions can be likened to an advertisement where consumers who use a product give their testimonies. Indirectly, the schools are telling the world that their products become successful after completion and that explains why they give so much to support their alma-mater. I have labelled this move, "advertising move".

Here are some excerpts:

Excerpt 8

- …the 1991-year group has graciously constructed a water purifying plant to ease the burden of parents carrying purified water to their wards in the school. (WGH, 2012:2)

Excerpt 9

- The 1958-year group has presented to the school 2 mowers, 10 water distillers, 2 ristographs, a kettle and 2 photocopiers. (WGH, 2009:2)

- Excerpt 10

- …the PTA (Actor) has graciously donated to us a new dormitory block. (WGH, 2013:3)

Excerpt 11

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- It (PTA) supports the school to engage the services of (resident) nurse(s) and part-time doctor as well as employing about three watchmen to augment the number engaged by the GES (SAC, 2009:8)

  Excerpt 12

- The 1977-year group…has provided a multi-functional fax machine to the school and additional street lights to brighten the compound at night (SAC, 2009:2)

  Excerpt 13

- The leadership of APSU National has established $500 (five hundred dollars) seed money to be accessed by the headmaster for development projects in the school (SAC, 2009:2).

From the excerpts above, it is clear that both the OSA and the PTA provide support to the schools both in cash and in kind. The highlights of these supports by the schools indicate the kind of importance they attach to OSA and the PTA. The two associations are considered by the schools as major stakeholders of the schools and it is therefore proper for the schools to commend them for their supportive role in the schools. Again, the mention of the specific offer presented to the schools is strategic as these are likely to woo parents to the schools. For instance, a parent is likely to choose a school where there is "a water purifying plant" to save his /her ward from contracting any water-borne disease. SAC also presents another attractive package to entice parents, "the services of (resident) nurse(s) and a part-time doctor". Many parents would prefer sending their wards to schools where their health needs would be attended to properly.

Move 3: Establishing Credentials

Move 3: Establishing Credentials aims to impress the listeners or the audience with selling points such as school names (more correctly, brand names), traditions, district, regional and/or international reputation, remarkable achievements, good location and other unique selling points (USPs). Six sub- moves were identified.

a) Name of School

b) History

c) District, Regional or International Recognition/Ranking

d) Performance at WASSCE

e) Location/Descriptions Related to the School

f) Teaching Staff

g) Other (Unique) Selling Points

The most unpopular sub-moves are a) History of school b) Location/description related to the school. The reason for this could be that the schools' brochures could best capture the history of the schools as well as their locations. Again, since the main purpose of the anniversary speeches is to provide information about the progress of the schools, the two schools did not make these two sub- moves a priority. Apart from these, almost all the anniversary speeches from the two schools displayed four or more of the sub-moves.

Hui (2009), in the discourse of advertising, quotes Jordon (1986: 36) as suggesting that "a great deal of promotional writing […] relies on convincing readers that they have a problem or a need and the product or service being offered is not just a solution but is also the *best* solution". In view of this,

move 3, "Establishing credentials" works at two levels: firstly, by indicating the schools' perception of the interests and needs of prospective students and parents; and secondly, by convincing them that the particular school can satisfy their needs and that a particular school possesses qualities which make it superior to other schools. Some excerpts included:

a) Name of School:

Excerpt 14

- …one family of St. Augustine's College… (SAC, 2009:1)

Excerpt 15

- … the success story of Wesley Girls' High School… (WGH, 2012:1).

SAC mentions its name and describes it as "one family". They believe SAC is more than a school, hence, its description as "one family". WGH on the other hand mentions the school's name and associates it with "the success story". This presents the school as chalking successes.

b) History:

Excerpt 16

- As we look back 175 years…we pay tribute to our founding mothers and the Methodist Church… who sacrificed to ensure that the school was established on good Christian principles… (WGH, 2012:1).

This sub-move was common with WGH. It was used to indicate the age of the school, to "pay tribute" to their "founding mothers and the Methodist Church". This shows that the effort of some women resulted in the birth of the school. It is no wonder that the school is an all-girls' school. Again, this sub-move identifies the school as a Christian school.

c) Regional/international recognition /ranking

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The sub-move was used to indicate the school's position in academics, sports and its relationship with schools outside Ghana.

Excerpt 17

- …the school has managed to produce the best Science student in Ghana and West Africa. (WGH, 2013:2)

Excerpt 18

- …we have established links with Shrewsbury High School and Davison Girls' High School, both in the U.K. (WGH, 2008:10)

Excerpt 19

- The school placed second in the Central Regional Athletics Competition … (SAC, 2009:4).

Excerpt 20

- Our boys in the Ghana team (actor) lifted (material process: transformative) the West African trophy (goal) (SAC, 2008:5).

WGH's academic excellence goes beyond the borders of Ghana and extends to West Africa as seen in excerpt 17. The school produced "the best Science student in Ghana and West Africa". Again, WGH has two partner schools in the UK which they have established links with. The exciting thing about partner schools is the opportunity for some teachers and students to travel overseas. Some parents could be attracted to WGH through this package. SAC on the other hand is known for its exploits in sports both in Ghana and in West Africa.

d) Performance at WASSCE

In this sub-move, the schools gave an analysis of the results of their WASSCE. This included the performance of the schools in terms of percentages and specific grades.

Excerpt 21

- …the college's performance of 98% success achieved in the 2009 WASSCE. (SAC, 2011:4).

Excerpt 22

- …the number of quality grades "As" and "Bs" increased from 84.6% to 88.4%... (WGH, 2008:9)

In excerpt 21, SAC had 98% pass in its WASSCE. This is an indication that the school had only 2% of its students performing poorly. Every parent desires the ward to achieve academic excellence after sitting for an exam. If students in SAC excel this way, then some parents and prospective students would certainly make SAC their choice of school. WGH, on the other hand, presented both the grades attained by the school and the percentage pass in their WASSCE exam. WGH focused on the "quality grades" alone to give the percentage pass. This shows that the school places greater value on the "As" and "Bs", indicating a high expectation from their students. Therefore, percentage pass for those below grades "B" was not given at all.

Blackmore (1997, p. 4) believes that performativity "in the context of education markets has taken on a new dimension – that of being *seen to perform* as much as about substantive or quality performance…". This relates to the display of education as a performance. By demonstrating accountability

and competitiveness according to defined standards, the performance of the two schools is central to their promotional efforts.

e) Location/ Description Related to the School

The schools used this sub-move to give the location and descriptions related to the schools for easy identification. Here are some excerpts:

Excerpt 23

- The location of the school building is close to the shores of the Gulf of Guinea … (SAC, 2010:4)

Excerpt 24

- …St. Augustine's College is by all means a very beautiful school (SAC,2009:8).

Excerpt 25

- …Wesley Girls' High school is one of the best schools in Ghana (WGH,2012:4)

Excerpt 26

- …we are a girl's school …(WGH,2009)

Similar to Askehave (2007), the examples above also show that the schools focus on non-academic attributes which we may recognise from the service, or more specifically, the travel/tourist industry. This is because it is common with the tourist industry to describe the location of the place and the surroundings. In the example above, SAC for instance, describes herself and her surroundings as "a very beautiful school". The location also will help give easy direction of the school to parents and other visitors. The school is presented as having an environment suitable for learning and the fact that students can enjoy the cool breeze from the sea.

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f) Teaching Staff

This sub-move presented the teachers available in the schools, the awards the teachers have received and the training programmes teachers attend to sharpen their skills in teaching. Some excerpts included:

Excerpt 27

- Three of our teachers won Best Teacher Awards at the Municipal/Regional levels. (WGH, 2008:8)

Excerpt 28

- The College therefore has teachers for all subject areas (SAC,2011:3).

Excerpt 29

- …we have now very able and capable teachers for all those who have left (SAC, 2008:5)

Excerpt 30

- …teachers of the school were given a three-day in-service training at Lomeh in the Volta Region. (WGH, 2008:7).

In excerpts 27 and 30, teachers of WGH were adjudge best "at the Municipal and Regional levels". This presents the teachers as hardworking whose hard work receives recognition beyond the level of the school. Again, teachers of WGH attend in-service training outside the location of the school, indicating the value the school places on updating teachers' knowledge on novel trends in teaching and other issues related to education. SAC in excerpts 28 and 29 have very "able and capable teachers for all subjects". Teachers constitute one of the major stakeholders of every school. If SAC does not lack teachers for the various subjects, then parents are confident of the successful performance of their children.

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g) Other (unique) selling points

This sub-move presents "products" that are unique to the school(s).

Excerpt 31

- In January 2010, eight French students had the opportunity to "travel" to Togo for a ten-day educational trip where they "studied" at the University of Lome. (WGH, 2011:4)

In the above example, the French students in WGH get the chance to visit French- speaking countries for educational purposes. This sub-move works like an advertisement and is designed to arouse audience's interest and make them "more favourably disposed in general terms to the advertised products" (Goddard, 2002:7). Students who wish to further their studies in French are likely to select this school based on 'the opportunity to travel to Togo'. Many of the examples in the sub- clauses are often linguistically constructed by adjectives in comparative or superlative forms. For example, WGH uses the superlative of the adjective, "good" to describe her school as providing 'the best Science student in Ghana and West Africa', and to describe herself as one of "the best schools in Ghana".

Aside the use of the adjective of degree in Move 3 to establish credentials, there is also the use of the present perfect tense in the anniversary speeches to also establish credentials. The use of the present perfect tense is a common strategy used when referring to continued endeavours and achievements (Hui, 2009). The two forms of this tense to be discussed in my study are the continuative perfect and the experiential perfect tenses respectively.

The continuative perfect tense's usage is concerned with "ordinary states". This is where the situation continues throughout a period beginning in the past

and extending up to now (Pullum & Huddleston, 2002). Some examples of sentences with the continuative perfect tense included:

Excerpt 32

- With the support of the teachers, the counselling unit and the chaplaincy board, I can categorically state that the students level of discipline <u>has improved</u> over the period. (SAC, 2010:4).

Excerpt 33

- … the administration, in consultation with its Board of Governors <u>has planned</u> and put in measures to establish an endowment fund to meet the needs of the College. (SAC, 2010:9).

Excerpt 34

- Year in year out, our old girls <u>have proved</u> that the virtues and values inculcated in them by the school have not been in vain (WGH, 2012: 1).

Excerpt 35

- The administration <u>has been</u> able to provide the required materials, books, equipment and all to the teachers and students to facilitate effective teaching/learning activities in the College (SAC, 2011: 4).

Below are some examples of the experiential perfect whose "connection with now is clearest and most direct when the completion of an accomplishment takes place" (Pullum & Huddleston, 2002: 143). For example, when a role is identified, a school is established and a university has risen to the front rank. These past situations are represented as having "current relevance" (Pullum & Huddleston 2002: 43).

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Excerpt 36

- …the school <u>has managed</u> to produce the best Science student in Ghana and West Africa (WGH, 2013:2)

Excerpt 37

- The main sponsors, the 1991-year group <u>have</u> graciously <u>constructed</u> a water-purifying plant to ease the burden of parents carrying water to their wards in school (WGH, 2012:2)

Excerpt 38

- …we <u>have established</u> links with Shrewsbury High School and Davison Girls' High School, both in the UK (WGH, 2008:10).

Excerpt 39

- The leadership of APSU National <u>has established</u> a $500 (five hundred dollars) seed money to be accessed by the headmaster for development projects in the school (SAC, 2009:2).

Excerpt 40

- The 1977-year group … <u>have provided</u> a multi-functional fax machine to the school and additional ten street lights to brighten the compound at night (SAC, 2009:2).

Similar to Hui's (2009) study, the present perfect tense was used in the anniversary speeches of WGH and SAC to establish credentials and to build the audience's confidence in the two schools. Again, the schools used the present perfect tense to strongly project a well-established and forward-looking image of the institutions, making connections from the past to the present and from the present to the near future. Aside the school being the subject in these sentences, the other subject is the old students. The schools

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therefore used the present perfect tense to project their alumni as very vibrant and up to the task.

The two schools used the present continuous tense form of the verb, "continue". The two schools, by the use of this verb, show commitment to keep improving upon the schools' facilities and academic performance.

In the excerpts, the schools qualify the students with the possessive pronoun, "our" and the definite article, "the" and do not make mention of any requirement. For example, "our students" (WGH, 2008:10) and "the students" (SAC,2011:4). This kind of description (that is, the use of the possessive pronoun and the definite article), in the anniversary speeches may be because the speeches tend to report on the current students in the schools.

Bhatia (1993) noted that it is very difficult to dismiss the use of modifiers in promotional genres. Teh (1986) calls these modifiers, 'lexical boost'. Some examples in the data included:

Excerpt 41

- ... you will agree with me that the **outstanding** 2012 WASSCE results did not come on a silver platter (WGH,2013:3).

Excerpt 42

- ... the **success** story of Wesley Girls' High School is the result of **effective** collaboration among many stakeholders. They, through their **good** intentions, **sincere** efforts and **intelligent** direction have fought to maintain the quality of which we are proud today (WGH, 2012:1).

Excerpt 43

- If we are still perceived today as a **highly d**isciplined and **excellent** school for which over 12,400 girls applied... (WGH, 2012:2).

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Excerpt 44

- Every stakeholder, my predecessors and past administrators, teachers (past and Present) all, who have contributed to the **meteoric** rise of the college deserve commendation (SAC, 2010:1).

Excerpt 45

- We have made **remarkable** strides in improving sanitation in the school (SAC, 2009:5).

According to Bhatia (1993), the use of such modifiers is an essential part of product evaluation in the rhetoric of advertising. And this is fully exploited by the writers of the anniversary speeches in detailing their achievements to achieve move 3, Establishing Credentials.

Furthermore, the schools established credentials using the "Corporate We". I focussed on the corporate "we" in identifying the addresser as the spokesperson for the school because there is an extensive use of "we" by the schools in making claims and in addressing issues.

In the anniversary speeches, the personal indexical, "we" was used when referring to the two schools as the main actor. This personalisation of the institution as "we" (or the corporate "we") is widely used in advertising and corporate writing when "the text speaks on behalf of an organisation, differentiating it from the addressees but still personalising the source" (Fowler, Hodge, Kress & Trew, 1979:202). Instances of the use of the corporate "we" by the two schools are discussed below:

Excerpt 46

- <u>We</u> strive therefore to develop in our students the critical skills to become self-directed life-long learners within a diverse and fast changing world (WGH, 2008:7).

Excerpt 47

- ...<u>we</u> have established links with Shrewsbury High School and Davison Girls' High School, both in the UK (WGH, 2008:10).

Excerpt 48

- ... I announce to the glory of God that <u>we</u> either maintained our position or improved upon it. <u>We</u> placed 3rd in soccer, 2nd in handball, table tennis, volleyball and hockey and 1st in basketball (WGH, 2011:1).

Excerpt 49

- .... <u>We</u> welcomed 436 new students to the College on the 8th of October, 2007 (SAC, 2008:2).

Excerpt 50

- Some painting works are in progress. <u>We</u> are doing it bit by bit till it reaches an appreciable level (SAC, 2011:10).

Excerpt 51

- In the super zonal competition, <u>we</u> were tops (SAC, 2007:3).

The animate participant, "we" performs the action of developing critical skills in students, establishing international links, receiving and welcoming students to the school. Muhlhasier and Harre (1990:175-176) say that "portraying service providers as a team involving a group of

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"wes" is a frequent device in advertising, in which the speaker represents the corporation who speaks with a corporate voice".

Move 4: Offering "Extra" Services

As Askehave (2007: 739) suggests, educational institutions now promote "an interesting and challenging experience with "extra" services included". Some examples of "extra" facilities and services identified in this data included the presence of clubs, counselling unit, scholarship package for some needy but brilliant students, well-furnished computer laboratory, a resident nurse, a resident priest, access to purified drinking water, street lights, etc. This move was captured in the clauses below:

Excerpt 41

- It (PTA) supports the school to engage the services of (resident) nurse(s) and part-time doctor as well as employing about three watchmen to augment the number engaged by the GES (SAC, 2009:8).

    Excerpt 42

- …the 1991-year group has graciously constructed a water purifying plant to ease the burden of parents carrying purified water to their wards in the school. (WGH, 2012:2)

    Excerpt 43

- The 1981-year group has an on-going project called Imani. They are taking care of the education of 4 girls from Kakumdo (WGH, 2012:2).

    Excerpt 44

- St. Augustine's College as an academic institution which has a resident priest to guide the students to attain excited religious and moral standards. (SAC, 2011:5).

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The strategy of self-presentation is frequently used in promotional genres because they are useful for presenting "an adequately relevant, positive and credible description of the product or service and a good indication of potential value to its intended audience" (Bhatia, 1993: 66). The value of the "rewards" appears more salient and worthy of attention than the mere description of the schools themselves. In this case, the "extra" services serve as a reward the student is likely to enjoy if these schools are selected by the prospective students or parents.

In the data, these "extra" services are provided through the Old Students' Associations and the PTA to the schools. Again, this support from the PTA and the Old Students' Association presents the two bodies as very vibrant and ready to meet the needs of the schools. Move 4 serves as strategies of "self-appraisal" (Bhatia, 1993: 66) and they are utilised in the data.

Move 5: Outlining challenges faced by the school

This move presents the needs and other challenges faced by the schools to the audience. The two schools studied were very explicit in outlining their needs. The descriptive adjective, "inadequate" was used to drum home the challenges they face. These were captured in the following clauses:

Excerpt 45

- The school's incinerator for refuse collection, which in itself is inadequate, has collapsed. (SAC, 2009 :5)

Excerpt 46

- There were no classrooms ready for use by the form one students. (SAC, 2011:7)

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Excerpt 47

- ... the <u>inadequate</u> infrastructure in the school at the moment vis a vis constant increase in population poses a threat to quality. (WGH, 2013:2)

Though this move seemed to present the "ugly" side of the conditions in the two schools, it is another tactical tool used by the schools to inform the audience that they (schools) want the best for their wards.

Move 6 Concluding

Move 6 has two sub-moves; promising better performance and appeal for action.

a) Promising Better Performance

The schools employed this sub-move to assure the audience of better performance. This 'better performance' is in the area of maintenance of existing facilities and improving the academic performance of the students. Some examples included:

Excerpt 48

- The administration <u>continues</u> to maintain facilities using its internally generated funds. (SAC, 2010:5)

Excerpt 49

- I would end my report by indicating that the administration <u>continues</u> to put some other areas in the college into shape from its internally generated funds (SAC, 2011:10)

Excerpt 50

- Let us <u>continue</u> to join hands to give hope to our next generation… (WGH, 2012:4)

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Excerpt 51

- We registered an 'F'… and we hope to clear the 'F' and the 0.3% 'Es"
  (WGH, 2008: 9).

In the above examples, the use of the verb, 'continues' shows the schools'
level of commitment and determination to make the lives of the students a
better one.

b) Appeal for Action

After the two schools had indicated their commitment to improving their
own lot, they used this sub-move to call for the support of stakeholders. Some
excerpts included:

Excerpt 52

- …we implore all stakeholders to reflect on the needs of the college
  and contribute in cash and in kind … (SAC, 2011:11).

  Excerpt 53

- I urge you all to support them (our National Science and Mathematics
  Quiz Squad) in prayer as they have promised to give off their best…
  (WGH, 2011:4)

  Excerpt 54

- We are praying that these promises will be redeemed in this Jubilee
  year (SAC, 2007:8).

In the examples above, the schools appeal for action from the respective
stakeholders.

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Frequency of Moves

According to Afful (2005), the importance of a move is determined by the textual space allocated to it as well as its frequency. To determine the frequency of a move in the anniversary speeches, the number of occurrences of a move in the entire data set was counted and recorded. Upon analysis, it was realized that four anniversary speeches by WGH did not exhibit moves four and five and one speech did not exhibit moves three and six. Three anniversary speeches from SAC did not exhibit move four and move two was not realized by one speech from SAC. Below is a table representing the frequency of moves in the anniversary speeches of WGH and SAC.

Table 4: *Frequency of Occurrence of Moves in the Anniversary Speeches of WGH and SAC*

Rhetorical Unit	Raw count		Percentage	
	WGH SAC (Out of 5)		WGH	SAC
Move 1	5	5	100	100
Move 2	5	4	100	80
Move 3	4	5	80	100
Move 4	1	2	20	40
Move 5	1	5	20	100
Move 6	4	5	80	100

Table 4 shows that five out of the five speeches from WGH and SAC employed the welcoming move, representing one hundred percent of the entire data. Also, five out five speeches from WGH and four out of the five speeches

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from SAC exhibited move two, representing one hundred percent and eighty percent of the entire data respectively.

Again, four out of five speeches from WGH and five out of five speeches from SAC exhibited moves three and six respectively, representing eighty and hundred percent of the entire data respectively. One speech from WGH exhibited move four and two speeches from SAC exhibited move four, which represents twenty percent and forty percent respectively. And five were identified in one speech form WGH, representing twenty percent of the entire data. Finally, move five was identified in one speech from WGH and in five speeches from SAC, which represent twenty percent and hundred percent of the entire data set respectively.

In terms of frequency, anniversary speeches from WGH exhibited moves one, two three and six more than moves four and five. Also, in terms of frequency of moves, moves one, two, three, five and six were exhibited more in anniversary speeches from SAC than move four. This means that WGH and SAC allocated more space to moves 2 and 3 to present their achievements and to establish credentials. Move 3, for example, outlined the academic achievement at WASSCE, ranking of the schools, staff strength (especially, teaching staff) and other unique features of the two schools. Moves 1 and 6 were used to thank the audience. Both schools thanked their audience and appreciated their audience.

Textual Space of Moves

In order to identify the textual space, I counted the words in each move across the entire data set. Research-site related words like Wesley Girls' High School and ST. Augustine's College were counted as they formed part of my

analysis. Compound words (e.g. on-going, co-ordinate etc.) were counted as a word.

Table 5: *Textual space of Moves in Anniversary Speeches of WGH and SAC*

Rhetorical Unit	Number of Words		Percentage (100%)	
	WGH	**SAC**	**WGH**	**SAC**
Move 1	720	369	19	9
Move 2	1120	1180	30	29
Move 3	965	668	26	16.3
Move 4	45	63	1	1.5
Move 5	250	1222	7	30
Move 6	615	583	17	14.2
Total	3715	4085	100%	100%

From Table 5 above, the total number of words in the entire data set of five anniversary speeches from WGH is three thousand, seven hundred and fifteen words. Move 1, was achieved by the use of the vocatives, acknowledgment of the guests and making reference to the celebration and this was presented in seven hundred and twenty words. This represents nineteen percent of the entire textual space of anniversary speeches from WGH. This implies that anniversary speeches from WGH attribute much importance to the Welcoming move as compared to SAC which exhibited a nine percent of the Welcoming move. The two schools (WGH and SAC) ensure that they properly welcome their audience as move one serves as the first point of contact between the school and the audience. The schools

employed vocatives to address the audience in order to capture their attention. Again, the schools attached special importance to the acknowledgement of certain dignitaries to give them some recognition.

Move 2, was presented in a total of one thousand one hundred and twenty words for WGH and one thousand one hundred and eighty words for SAC respectively. This represents thirty percent of the textual space in the entire anniversary speeches for WGH and twenty-nine percent for SAC respectively. From the analysis, the textual space for move two is more than the other moves. The schools outlined the contributions and donations made by the Old Students' Association, the PTA and other stakeholders to achieve this move. This is because the schools see it as proper to appreciate and outline their contributions to encourage them to do more. The move occupies such a space because the schools acknowledge them as a great support to the effective running of the school and as those who come to their aid in developing the schools' infrastructure. In effect, schools in my data view the PTA and the Old Students' Association as stakeholders.

Move 3 had a total of nine hundred and sixty-five words, representing twenty-six percent of the entire textual space across the data set for WGH while SAC had a total of six hundred and sixty-eight percent of the entire textual space in the data, which represents sixteen point three percent of the entire textual space in the data. This move was achieved by naming the schools, presenting the international, national or local recognition/ranking, showing the location/descriptions related to the schools, teaching staff and outlining other unique selling points. Move three is the next move after move two that occupies more textual space. This is because the schools attempt to

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convince their audience by showcasing their achievements to impress the audience and to convince them that the schools possess the qualities which will ensure the success of their wards at the end of their programmes of study.

Move 4 was presented in a total of forty-five words of the entire textual space in the data set, representing one percent for WGH and sixty-five words, representing one point six percent of the entire data set for SAC. This move has the least textual space. This is because a lot of the extra services provided by the schools through the Old Students Association and the PTA and move two gave details of their contribution. However, the schools still outline them to present the "extra" infrastructure they possess which 'other' schools may not have.

Move 5 was achieved by outlining the challenges that the schools face and this was presented in two hundred and fifty words, representing seven percent of the entire textual space in the data set for WGH, and one thousand two hundred and twenty-two words, representing thirty percent of the entire textual space in the data set for SAC. The textual space allocated to this move by SAC is more than that of WGH. This is because SAC took advantage of the presence of the various stakeholders to outline a lot of the challenges the school is facing in all the five anniversary speeches. WGH on the other hand, faced major challenges during the four- year Senior High School system. This could be the reason for the differences in the percentages of move five by the two schools.

Move 6 was presented in a total of six hundred and fifteen words of the entire textual space in the data set, representing seventeen percent for WGH and five hundred and eighty-three words of the entire textual data representing

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fourteen point two percent for SAC. This move was achieved by promising better performance, appealing for action and thanking the audience for listening to the speeches. The allocation of the seventeen percent and fourteen point two percent to this move is significant as the schools through this move resolve to work harder to improve upon the schools' standards and to call for the support of the stakeholders to achieve this goal.

Considering the textual space allocated to a move, moves 2, 3 and 1 occupy the greatest textual space in WGH and moves 5, 2 and 3 occupy the greatest textual space in SAC. Consequently, the textual space as well as the frequency of a move, highlights the fact that moves 2, 3 and 1 are the obligatory moves in the anniversary speeches of WGH and moves 5, 2 and 3 are the obligatory moves in the anniversary speeches of SAC.

Moves 4, 5 and 6 become optional moves in anniversary speeches for WGH and moves 1, 4 and 6 become optional moves in anniversary speeches for SAC. On the whole, moves 4 and 6 are optional moves in the anniversary speeches for both WGH and SAC. This may be because the schools believe move two took care of the "extra" benefits students are likely to enjoy which were presented or donated to the schools by the PTA and the Old Students Association. For move 6, the two schools made it optional may be because the schools believe they are re-echoing their appreciation to the audience which was partly taken care of by moves one and two.

Sequencing of Moves

In terms of the sequence of moves, the order of the moves in the anniversary speeches varied in many ways. Anniversary speeches from both

schools, WGH and SAC did not necessarily follow sequentially. This made it difficult to determine the common pattern of moves in the anniversary speeches of both schools. The analysis of the sequence of moves in the anniversary speeches of the two schools is in Table 7 below.

Table 6: *Sequencing of Moves in Anniversary Speeches of WGH*

Rhetorical Unit	Raw Count (Out of 5 Anniversary Speeches)	100%
Move 1>2>3>2>3>6	1	20
Move 1>2>4>2>3>6	1	20
Move 1>2>3>2>6	1	20
Move 1>3>2>6	1	20
Move 1>2>5>2>3>6	1	20
Total	5	100

Table 6 shows all the anniversary speeches from WGH exhibited different move sequence.

This example of speech from WGH (WGH, 2012: 1-4) has the move sequence- 1,2,3,2,3, and 6. Moves 4 and 5 are absent from this speech. (refer to appendix A). The reason could be that conditions in the school for that particular year was better. Hence, no need outlining challenges of the school. All the five speeches from WGH follow different sequences.

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Table7: *Sequencing of Moves in Anniversary Speeches of SAC*

Rhetorical Unit	Raw Count (Out of 5 Anniversary Speeches) (n=5)	100%
Move 1>2>3>4>5>6	1	20
Move 1>2>3>5>6	2	40
Move 1>3>2>3>2>6	1	20
Move 1>5>3>2>5>6	1	20
Total	5	100

Table 7 shows that one percent of the anniversary speeches from SAC exhibited a six-move sequence, starting from move 1 (Welcoming) and ending on move 6 (Concluding). This was observed in one out of the five speeches, representing 20 percent of the data.

All the other four anniversary speeches from SAC follow different sequences, except the SAC 2011 anniversary speech (SAC, 2011:1-11) which exhibits a regular pattern, representing twenty percent of the data (refer to appendix B).

In sum, as Bhatia (1993: 29) points out, "structural interpretation of the text-genre highlights the cognitive aspects of language organisation" and analysing the overall move structure can reveal "ways of communicating intention in specific areas of inquiry". The communicative purposes are accomplished by the above-mentioned moves which give the anniversary speeches their typical cognitive structure. The main communicative purpose of the anniversary speeches is persuading. This is because the schools ultimately

aim to elicit a favourable response from their intended audience (parents, prospective students etc.). Eliciting a favourable response, according to Bhatia (1993), is a complex communicative process. In order to ensure its success, the schools highlighted welcomed the audience in a warm and friendly manner and informed prospective students about what the schools could offer and the quality of the WASSCE results.

In this section, I have answered the first research question by analysing the anniversary speeches of the two schools as instances of a hybrid promotional genre and successfully identifying a standardised six-move generic structure. The texts share the same "identifiable communicative purposes" (Swales, 1990: 49) (i.e. persuading, welcoming and informing) and have similar groups of audience (e.g. prospective students from all over Ghana and parents). The next section discusses the transitivity analysis with respect to research questions two and three.

Types of Processes and Participants Associated with the Schools and the Students

A total of 107 clauses were analysed in this study: forty clauses from the speeches of SAC, representing thirty-seven percent (37%) of the entire clauses and sixty-seven clauses from WGH, representing sixty-three percent (63%) of the entire clauses analysed. Material processes found in the speeches were fifty-seven, representing fifty three percent (53%) occurrences. It also represents the major process type in the speeches. The second major process type in the speeches is the relational process, with a total number of twenty-nine clauses, which represent twenty seven percent (27%) of occurrences. The

third major process type had a total number of twenty-one clauses, representing twenty percent (20%) of occurrences.

Table 8: *Process selection in the speeches*

Process type	Number of occurrences	Percentage
Material process	57	53%
Relational process	29	27%
Mental process	21	20%
Total	**107**	**100**

In terms of the individual schools, a breakdown of the three process types employed by the two schools is presented in the table below:

Table 9: *Process types in Anniversary Speeches of WGH and SAC*

Process Type	Number of Occurrence	
	WGH	SAC
Material Process	36	21
Relational Process	16	13
Mental Process	15	06
Total	67	40

From table 9 above, material process dominates the other process types in the data from both schools. This is because material process is a process of "doing" and "happening" (Halliday & Mathiessen, 2004: 179)

Table 10: *Percentage of Process Types in Anniversary Speeches of WGH and SAC*

Process Type	Percentage (100%)		Total
	WGH	SAC	
Material Process	63	27	100
Relational Process	55	45	100
Mental Process	71	29	100

Material Processes

Material Processes are the most frequent ones in the speeches as seen in Table 11 below. They are mostly transitive clauses of doing in which the Actors unfolded process impacts the other(s) participant(s) in the clause. 70% (40 occurrences) belong to the transformative and 30% (17 occurrences) to the creative type of material processes.

Table 11: *Sub-Types of Material Clauses*

Material process type	Number of occurrences	Percentage
Transformative	40	70%
Creative	17	30%

In terms of frequency (that is, the number of times a given process occurs), the prevailing transformative processes are 40 and 17 creative processes. The predominant transformative processes are those associated with improvement, size and donations such as rehabilitated, maintain, renovated, repair, improved, passed, won, donated, given, provide, presented etc.

There are processes in the text that signal the school's attempt at renovating and improving upon existing structures in the schools. Some of these processes include repair, maintain, renovated, rehabilitated, have improved, maintain etc.

Excerpt 55

- The school administration (Actor) continues to maintain (Material process: transformative) facilities (Goal) using (Material Process: transformative) its internally generated funds (Goal) (SAC, 2010:5).

It is important to note that both the predominance and the variety of transformative processes in the speeches help the schools to construe the provision of quality service to the students. This is strategic because often parents want schools with the best learning environment for their wards. So the choice of the transformative processes projects the schools as very developed and well endowed, in terms of infrastructure. In addition, the transformative processes present the schools as very proactive as they do not wait till government support them to maintain their facilities. Rather, they use their own internally generated funds to do this.

The creative material processes are mostly represented by the verbs, 'create', 'build', 'develop', 'establish', 'emerged' etc. This choice of creative processes conveys the idea of creating a very a conducive learning environment- an environment which brings success to students and the school as a whole.

Excerpt 56

- … in the whole of the Central Region (Circumstance), our college (Actor) emerged (Material process: creative) as the champions in Basketball. (SAC, 2008:4)

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The results of the transitivity analysis indicate that material processes, especially, the transformative sub-kind in the speeches, construe the schools, together with the PTA and the OSA, as those who provide, support and develop the schools.

Some excerpts are given below:

Excerpt 57

- On our own (Circumstance), three other bungalows (Actor) are being repaired (Material Process: transformative) (SAC, 2008:4).

Excerpt 58

- …the 1991-year group (Actor) has graciously constructed (Material process: creative) a water purifying plant to ease (Material process: transformative) the burden of parents (Goal) carrying (Material process: transformative) water (Goal) to their wards (Recipient) in the school (Circumstance) (WGH, 2012:2).

Excerpt 59

- …the PTA of the College (Actor) procured (Material process: transformative) 250 desks (Goal) for the students (Client) to use (Material process: transformative) (SAC, 2010:6).

Relational Processes: Identifying and classifying the actors

Out of the 29 occurrences of relational process, 15 (52%) are intensive, 1 (3%) circumstantial and 13 (45%) of the possessive type. These percentages may imply that the schools classify themselves positively, in relation to their standards of quality and efficiency, their excellent WASSCE results, and their good environment. Corroborating this interpretation, Halliday and Matthiessen (2004, p.129) claim that the attributive intensive clause is a 'central

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grammatical strategy for assessing by assigning an evaluative attribute to the carrier'.

Intensive attributive clauses realizing the Carrier Attribute relationship are responsible for the representation of the schools in relational clauses. The explicit Attributes assigned to the schools describe them positively. The two schools expressed gratitude to their 'Maker and Defender' (God) to show how religious they are. Some examples are:

Excerpt 60

- We (Carrier) are grateful (Relational process: intensive attributive) to our Maker and Defender (Attribute)... (WGH, 2008:2).

Excerpt 61

- We (Carrier) are indeed grateful (Relational process: intensive attributive) to the fund (Attribute)... (SAC, 2008:4).

The Old Student Association is also assigned the Carrier Attribute by the schools. The schools describe them as their 'secret' and an 'inspiration'. This representation by the schools positions the old students as highly invaluable, creating an impression that the prospective and current students upon graduating from the schools are cherished by the schools.

Excerpt 62

- You (Carrier) are (Relational process: intensive attributive) our secret (Attribute) (WGH, 2008:12)

Excerpt 63

- You (Carrier) are (Relational process: intensive attributive) an inspiration (Attribute) (WGH, 2008:3).

Again, the schools represent their staff strength (teaching and non-teaching staff) with the intensive attributive processes. They describe the beauty of the schools, position and status of the schools by outlining their positive attributes. All these are positive representations of the schools carried through by the relational processes. Some examples are given below:

Excerpt 64

- The staff strength (Carrier) is (Relational process) 75 (Attribute) and the non-teaching staff strength (Carrier) is (Relational process) 91 (Attribute) (SAC, 2009:3).

Excerpt 65

- …St. Augustine's College (Carrier) is (Relational process) by all means a very beautiful school (Attribute) (SAC, 2010:8).

Excerpt 66

- …Wesley Girls' High school (Carrier) is (Relational process) one of the best schools in Ghana (Attribute)… (WGH, 2012:4)

Excerpt 67

- …we (Carrier) are (Relational process) a girl school (Attribute)… (WGH,2009:4)

By applying the possessive attributive clauses, the schools are represented as well-resourced, having enough qualified teachers, having people who support the schools spiritually, morally and physically. The process also presents the schools as having the highest number of girls (i.e., in the case of Wesley Girls High School) studying Science and as schools with more students in the boarding houses. Examples include:

The College (Possessor) therefore has (Relational process: possessive attributive) teachers (Possessed) for all subject areas.

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Excerpt 68

- … we (Possessor) have (Relational process: possessive attributive) people (Possessed) behind the scenes (circumstance) who (Actor) support (Material process: transformative) us (Goal) spiritually, morally and physically…(SAC,2011:3).

Excerpt 69

- … the school (Possessor) has (Relational process: possessive attributive) the biggest number of girls studying Science (Possessed) …(WGH,2009:5).

Excerpt 70

- The College (Possessed) has (Relational process: possessive attributive) student population of 1292 boarders (Possessed) for 2008/2009 academic year (SAC, 2009:3).

Excerpt 71

- St. Augustine's College as an academic institution (Possessor) has (Relational process: possessive attributive) a resident priest (Possessed)… (SAC, 2011:5).

I have termed the use of the possessive attributive process by the schools as 'declaration of assets'. I see the schools declaring their assets to the audience so their audience (prospective students and parents) can have enough confidence in the schools. Teachers represent one of the greatest assets of every school. This is because schools without adequate number of qualified teachers to handle all the prescribed examinable subjects by WAEC, may have some challenges; either the teachers available will do extra periods or the students will have no teacher(s) to teach them at all. This can result in poor academic performance by the students. It is therefore very strategic for the schools to declare that they have teachers for all the subjects. After all, no parent would like his/her ward to attend a school which lacks teachers to teach

the prescribed subjects. As mission schools, they have laid emphasis on spiritual, moral and physical support.

This shows the interdependent nature of the schools. All the stakeholders are involved in shaping the future of the students through prayers (spiritual), counselling (moral) and money or logistics (physical). The priest is also an asset in a mission school. He is supposed to oversee the spiritual needs of the students. For the schools to engage the full services of a resident priest is indicative of how dear the spiritual development of the students is to the schools. Parents who are 'religious' will, therefore, find it more convenient sending their wards to these schools, with the hope that their wards will not lose their faith in God.

Mental Processes

Mental processes are the third most frequent type of process identified in the speeches. The process has 21(20%) occurrences. Out of the 21 occurrences, 19 belong to the cognitive, 1 belongs to the desiderative and 1 to the perceptive mental process. Most of the cognitive processes in the speeches refer to the process of thinking deeply about something, making a claim and enhancing the idea of factuality. Some examples are presented below:

Excerpt 72

- They (old girls) (Senser) still continue to think about (Mental process: Cognitive) the school (Phenomenon)… (WGH, 2009:3).

Excerpt 73

- …I (Senser) am certain (Mental process: cognitive) that our dear country (Phenomenon) needs (Material process: transformative) a school (Goal) like (Mental process: emotive) ours (Phenomenon)… (WGH, 2009:4)

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Excerpt 74

- I (Senser) know (Mental process: cognitive) that everyone who truly traversed the walls of the College (Phenomenon) look back (Material process: transformative) with fond memories… (SAC, 2010:1).

The schools occur 17 times as Senser while the current student, old students, audience and the PTA occur once each as Sensers. Here are some examples from the text:

Excerpt 75

- … children (Senser) believe (Mental process: cognitive) more in what their teachers tell them more than what their parents tell them (Phenomenon) (WGH, 2009:3).

Excerpt 76

- They (old students) (Senser) still continue to think about (Mental process: cognitive) the school (Phenomenon) (WGH, 2009:3).

Excerpt 77

- …you (audience) (Senser) will agree (Mental process: desiderative) with me (Phenomenon) that the outstanding results (Actor) did not come (Material process: transformative) on a silver platter (WGH, 2013:2).

Though the representation of students, old students and the audience in mental processes is few, it demonstrates that their thought, emotions, plans and perceptions matter very well to the schools. The students' (children) sensing is in 'what their teachers tell them'. This is significant as it indicates the kind of confidence the students have in the teachers. It also shows that the teachers in the school are effective in the discharge of their duties. In the case of the old students, they are represented as thoughtful individuals who still

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have their alma mater at heart. They are shown as reflecting about their school to find a need to attend to.

The schools as major Sensers are expressed in the cognitive sub- type of the mental process. They affirm their belief in women and demonstrate that their school is the best (e.g., WGH). As a Senser, the schools also indicate that those who graduate from the school still have nostalgic feelings about the school (e.g., SAC). In all, the schools as the greatest Senser produce a positive image of themselves as non-gender biased institution (e.g. WGH), as very optimistic in their activities, thereby defying all unhealthy criticism. This depicts the schools as very confident in the work they do. Finally, as a Senser, the schools present themselves as globally minded and much disciplined. Here are some examples from the text:

Excerpt 78

- We (Senser) believe (Mental process: cognitive) in women (Phenomenon) (WGH, 2009:3).

Excerpt 79

- We (Senser) also know (Mental process: cognitive) that (Phenomenon) when we (Actor) are doing (Material process: transformative) the right thing (Goal), criticisms (Actor) become (Material process: transformative) complements (Goal) (WGH, 2012:3).

Excerpt 80

- We (Senser) know (Mental process: cognitive) that (Phenomenon) it is only through discipline, hard work, religious and moral decency that our students can succeed (SAC, 2008:6).

This section identified and analysed the three major process types employed in the writing of the anniversary speeches. The analysis showed that

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material process dominated the other two processes (relational and mental processes) because material process is a process of 'doing' and the schools, in collaboration with the OSA and the PTA, performed several actions to improve upon conditions in the schools. The relational process provided the audience an opportunity to know the assets of the school-adequate and effective teachers, a counselling unit, a resident priest etc. The schools employed the mental process to depict themselves as very confident in the work they do.

Representation of the School and the Students

This section presents analysis and discussion of the representation of the school and the students and how this markets the schools in order to answer question three, which is: How does this representation, (in terms of the choice of participants and process types) in the text market the schools?

Representation of the School through the Material Process

The participants usually play roles in social practices and the grammatical roles they are given in texts do not need to be congruent. To van Leeuwen (2008:4) "representation can relocate roles or rearrange the social relations between participants". In the speeches, the schools appear in clauses as actors performing actions or as actors who have performed actions or will perform some form of action. These are captured in clauses which often included a beneficiary. The beneficiaries are often students. These actions are in the form of:

1. A strong supporting service

2. An enabling environment

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3. Discipline and good morals

4. Success in academics and sports

5. Staff development programme

6. Religious support and development

Clauses Showing a Strong Supporting Service

Here, the clauses included Actor (school) (usually grammatical subject in an active clause), the Beneficiary students, (usually as an indirect, direct or sometimes left implicit) who benefit from a process signalled by an action verb. Verbs frequently found in the speeches included: reducing and eliminating, achieve, and welcomed.

Examples from the data included:

Excerpt 81

- The College (Actor) would continue to work towards reducing and eliminating (Material process: transformative) failure of students (Goal) in various subject area (circumstance)... (SAC, 2010:3).

Excerpt 82

- The administration and teachers (Actor) will work harder to help (material process: transformative) them (goal) to achieve (Material process) the desired academic success (goal) (SAC,2010:3).

Excerpt 83

- We (Actor) had to start (material process: transformative) with some of them(goal) from the scratch, from handwriting to spelling and basic arithmetic (circumstance) (WGH,2009:4).

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Excerpt 84

- This year (circumstance), we (actor) welcomed (material process: transformative) 393 new students (goal) into our school (circumstance) (WGH, 2009:4).

In these clauses the two schools are presented as a working institution whose mandate is to provide support services to their students to achieve academic success, 'reduce and eliminate failure of students', offer remedial education to weak students and to 'welcome' the new students into the schools. At the end, the students benefit from these actions by the school. For instance, SAC is working to reduce and eliminate failure of students. WGH had to organize remedial education to support the weak students who could not read, spell and do basic arithmetic. Students are not just admitted into the school but they are 'welcomed' by the school, according to WGH. It is important to note that the clauses below present the schools as performing typical "academic actions" such as educating and teaching. This clausal representation helps build the schools' image as student-centered schools.

Clauses Showing Provision of an Enabling Environment

Enabling clauses, as defined by Askehave (2007), are clauses with the initiator, the institution, as the provider of the possibility of doing/being something. In other words, the Beneficiary, *students* do or become something as a result of actions of the institution. These clauses present the schools as having a very good maintenance culture which is reflected in the choice of the material processes, 'continues to maintain', and 'managed to repair and procure' and 'have made strides in improving'. This assures parents and prospective students of a secured and an enabling environment suitable for learning.

Excerpt 85

- The school administration (actor) continues to maintain (material process: transformative) facilities (goal) using (material process: transformative) its internally generated funds (SAC, 2010:5).

Excerpt 86

- The school administration (actor) managed to repair and procured (material process: transformative) some beds (goal) for the new students (Client)... (SAC, 2010:6).

Excerpt 87

- We (actor) have made remarkable strides in improving (material process: transformative) sanitation (goal) in the school (circumstance) (SAC, 2009:5).

In the examples above, the school as an actor performs the action of attracting students to the school through the provision of enabling environment. However, it is in clause two alone that the beneficiary is known explicitly. In the first and third clauses, the beneficiaries are left implicit in the text and can be recovered from the context.

Clauses That Show That the Schools Ensure Discipline and Good Morals

These clauses provide measures that the schools take to ensure discipline in the schools. The schools have used the material process to present themselves as highly disciplined. They help the students to 'change their ways' and 'ensure they do the right things'. In other words, they correct the students from their bad ways. The schools ensure that those who flout the school rules are punished and are 'sent home on suspension' to serve as a deterrent to other students. WGH, for instance, identifies itself 'as a highly disciplined and excellent school', the result of which has attracted so many

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girls to apply to the school for admission. Again, WGH prides herself with her skill of inculcation of 'values and virtues' into her 'old girls' which have been beneficial. SAC also helps to transform students with deviant behaviours. Examples of clauses that show that the schools ensure discipline and good morals included:

Excerpt 88

- With the support of the teachers, the counselling unit and the chaplaincy board (circumstance), students' level of discipline (goal) has improved (material process: transformative) over the period (circumstance) (SAC, 2010:4).

Excerpt 89

- We (actor) would literally make (material process: transformative) them (goal) change (material process: transformative) their ways (goal) and ensure (material process: transformative) that they (actor) *do* (material process: transformative) the right things (goal)… (SAC, 2010:4)

Excerpt 90

- …our old girls (actor) have proved *(material process: transformative)* that the values and virtues (goal) inculcated (material process: creative) in them (goal) by the school (actor) have not been in vain (WGH, 2012:1).

Excerpt 91

- … we (actor) had the unpleasant duty of sending home on suspension (material process: transformative) a number of F3 students (goal) … (SAC, 2008:4).

Thus these two schools, from the examples above, uphold discipline high in their respective schools.

Examples of Clauses Showing Academic / Sports Success of the School

Material process was used by the schools to describe and manage their academic and extra-curricular excellence which is evidenced in the statistics related to WASSCE examination results and awards, and enviable positions in sports in the Central Region. Some excerpts included:

Excerpt 92

- In the 2012 WASSCE (circumstance), we (actor) improved (material process: transformative) the number of 8A1s from 18 to 96 (goal) (WGH, 2013:3).

Excerpt 93

- The percentage of A1s in the subjects (actor) moved (material process: transformative) from 62%-72.11% (goal) (WGH, 2013:3).

Excerpt 94

- The College (actor) placed (material process: transformative) second (goal) in almost all the zonal games (circumstance)... (SAC, 2010:4).

Excerpt 95

- ...for two consecutive years (circumstance), the school (actor) has managed to produce (material process: creative) the best Science student (goal) in Ghana and West Africa (circumstance) (WGH, 2013:2).

The examples above show that the schools seek to arouse the confidence of the audience (parents, old students, prospective students etc) towards the teachers and the school as a whole. In the end, the schools win the support of the stakeholders in implementing educational policies aimed at academic success of the students.

Clauses Indicating the Schools Offer of Religious Support

In the text, material process was used to align mainstream religious education with other educational virtues. For instance, WGH presented some religious-based text emphasizing the inculcation of the fear of God in the students:

Excerpt 96

- ... the girls who come out of our school (actor) ... are transformed (material process: transformative) into God-fearing, well-balanced women ... (goal) (WGH,2013:4).

Also, material process was used to define the faith on which the schools are based: The Christian faith. Hence, the schools are built on Jesus Christ who teaches them what to do. The principle that underpins the existence of the school is the Christian principle. Finally, material process was used to describe the schools as mission schools; Catholic school (SAC) and Methodist school (WGH) respectively. Some examples of these clauses included:

Excerpt 97

- We (Actor) build (material process: creative) our school (goal) on the Lord Jesus Christ (circumstance) WGH, 2013:3).

Excerpt 98

- It is our prayer and passion (actor) is to ensure (material process: transformative) that the girls who (goal) come out (Material process: transformative) of our school are not (relational process) only academic giants (attribute) but are transformed (material process: transformative) … (WGH, 2013:4).

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Excerpt 99

- … it (CSSP) (actor) could afford (material process) us (recipient) enough time (goal) to inculcate (material process: creative) better Christian values and ideas (goal) ... (WGH, 2009:5).

Excerpt 100

- …the school (actor) was established (material process: creative) on good Christian principles and high academic standards (circumstance) (WGH, 2012:1).

Excerpt 101

- …I(actor)… thank (material process: transformative) the Catholic Church (goal) who (actor) established (material process: creative) this College (goal) in 1930 (circumstance) (SAC, 2008:7).

Clauses Showing the Schools' Role as Those Who Help Form Students' Character

The material process was used to show the role the schools play in forming students' character, as seen from the examples below.

Excerpt 102

- Our school mandate (actor) enjoins (material process: transformative) us (goal) to provide (material process: transformative) students (goal) with tools (circumstance) to meet and exceed (material process: transformative) curricular expectations, state mandates and individual goals (goal) (WGH, 2008:6).

Excerpt 103

- We (actor) strive to develop (material process: creative) in our students (circumstance) the critical skills (goal) to become (material process: transformative) self-directed, life-long learners (goal) within a diverse and fast changing world (circumstance) (WGH, 2008:6-7).

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Excerpt 104

- We (actor) ...are interested (material process) in .... their achievement outside the classroom (circumstance) (WGH, 2008:10-11).

The schools claimed their mandate was to ensure the total development of the students and believed they provide education beyond formal or traditional parameters. They also made claims in catering to the all- round development of the child, incorporating spiritual, physical and recreation of experiences even after they (students) have left school.

Clauses Showing Awards and Other Achievements of the Schools

Material process was used to present the teachers and current students of the schools as hardworking people who achieve excellence, as seen in their receipt of best teacher awards, lifting of the 'West African trophy' and the award of certificate to a student. The examples of such clauses included:

Excerpt 105

- Three of our teachers (actor) won (material process: transformative) Best Teacher Awards (goal) at the Municipal/Regional levels (circumstance) (WGH, 2008:8).

Excerpt 106

- Our boys in the Ghana team (actor) lifted (material process: transformative) the West African trophy (goal) (SAC, 2008:5).

Excerpt 107

- … the school (actor) has managed to produce (material process: creative) the best Science student (goal) in Ghana and West Africa (circumstance) (WGH, 2013:2).

From the examples above, the positive representation of the teachers and the current students of the schools is significant as this indicates the kind of commitment they put into their work to get the best result.

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Representation of the School-Process Type: Mental

Mental process, as a process of sensing, was used by the two schools to appeal to the audiences' inner emotions and perception. The choice of the words, "believe", "think about", "certain", "know", "convinced" and "understand" is used by the schools to project themselves positively as very successful and very optimistic. Examples of mental clauses included:

Excerpt 108

- We (senser) believe (mental process: cognitive) in women (phenomenon) (WGH, 2009:3).

Excerpt 109

- …children (Senser) believe (mental process: cognitive) in their teachers ... (Phenomenon) (WGH, 2009:3).

Excerpt 110

- I (senser) know (mental process: cognitive) that everyone who truly traversed the walls of the college (phenomenon) look back (material process: transformative) with fond memories (circumstance) (SAC, 2010:1).

Excerpt111

- If we (senser) are still perceived (mental process: perceptive) today as a highly disciplined and excellent school (phenomenon) … (WGH, 2012:2).

The two schools made use of the mental clauses (especially, the cognitive sub-type) to express their commitment to work, their pride and faith in the things they believe in. According to Hui (2009), this advertising strategy is similar to Brown and Levinson's (1987) definition of face - "the want of every member that his wants be desirable to at least some others" which is based on Goffman's (1972) concept of face. As all revealed thoughts are positive and

desirable, both functions aim to project a more "personalised and assertive" institutional identity (Fairclough, 1993:146) of these schools.

Relational Processes

The analysis of the relational processes in the texts revealed that the schools (with all their related activities, facilities and people) are mainly described in terms of their sizes, surroundings and atmosphere, their location, and their support services. These are discussed below.

Examples of Relational Clauses Indicating Support Service

In these clauses, the schools indicate the presence of a resident priest and other people behind the scenes who provide spiritual and moral support to the students.

Excerpt 112

- St. Augustine's College as an academic institution (possessor) which has (relational process: possessive attributive) a resident priest (possessed) to guide (material process: transformative) the students (goal) ... (SAC, 2011:5).

Excerpt 113

- …we (possessor) have (relational process: possessive attributive) people (Possessed) behind the scenes (circumstance) who (actor) support (material process) us (goal) spiritually, morally and physically (WGH,2009:5).

These clauses are important as they seek to allay the fears of parents who may be worried about the spiritual and general well-being of their wards.

Examples of Relational Clauses Describing the Schools' Surroundings, Location, Size, academic Staff, Schools' Status and International Ties.

The example below presents the school as having the desired environment necessary for academic excellence.

Excerpt 114

- …St. Augustine's College (Carrier) is (Relational process: intensive attributive) by all means a very beautiful school (attribute) (SAC, 2009:8).

This clause was used to manage the image of the school as having a beautiful environment which has the ability to attract prospective students to the school.

The location of the school was also highlighted in the anniversary speeches as shown in the example below.

Excerpt 114

- The location of the school building (Carrier) is (Relational process: circumstantial) close to the shores of the Gulf of Guinea … (SAC, 2010:4).

This example is common with the tourist industry where the location of the place is highlighted. The location also will help give easy direction of the school to parents and other visitors. The school is presented as having an environment suitable for learning and the fact that students can enjoy the cool breeze of the sea.

The relational process was used to describe the size of the school in terms of the students' population and the staff strength. Some examples of relational clauses relating to size included;

Excerpt 115

- The College (Possessor) has (Relational process) student population of 1292 boarders (Possessed) for 2008/2009 academic year (SAC, 2009:3).

Excerpt 116

- The teaching staff (Carrier) is (Relational process: intensive attributive) 75 (attribute) ... (SAC, 2009:3).

Excerpt117

- …it (Carrier) is (Relational process: intensive attributive) the school with the biggest number of girls studying Science (attribute)…(WGH,2013:2).

Excerpt 118

- ...Wesley Girls High School (Carrier) is (Relational process: intensive attribute) one of the best schools in Ghana (attribute) ...(WGH,2012:4).

The number of the "boarders" suggests the school is well resourced to cater for the needs of these students entrusted into their care by their parents or guardians. Again, the process presents the teaching and non-teaching staff strength of the school to indicate the school's ability to handle the students academically and non-academically. For WGH, it has the "biggest number of girls studying Science". The adjective, 'biggest' is significant. It indicates the school has a good track record of successful Science students. As a result of this success, more and more students apply to pursue the Science programmes in the school. This is a clear instance of advertisement as Science is perceived by many Ghanaians as a prestigious programme of study.

The schools employed the relational process to further indicate the number of qualified teachers available, as seen in the examples below.

Excerpt 119

- The College (Possessor) therefore has (Relational process: possessive attributive) teachers for all subject areas (Possessed) (SAC,2011:3).

Excerpt 120

- …we (Possessor) have (Relational process: Possessive attributive) now very able and capable teachers (Possessed) ... (SAC, 2008:5).

The school as a possessor has teachers to handle all the specific subject areas. It has also been able to make replacement for all the teachers who have left the schools for other pursuits or gone on retirement. Here, the school represents itself as well- endowed with adequate number of teachers. Naturally, no parent will select a school without adequate teachers for his/her ward. This declaration is a good marketing tool

One of the relational clauses specifically defined the status of the school as seen in the example below.

Excerpt 121

- …We (Identifier) are (Relational process: intensive) a girl's school (Identified)…(WGH,2009:4).

The clause defines the school, specifically, as "a girls' school". This is significant as some parents will have a choice to make: whether to send their wards to the girls' school or not. Again, as the debate on the advantages and disadvantages between single sex and mixed school is on-going, this will help parents in their decision to choose a school for their wards. This presents a choice to parents with female students a choice. Choice is related to marketisation because it creates competition between government schools

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(Groundwater-Smith, 2001). So with this information, the parent is able to make the best selection of school for his/her ward.

Finally, the schools never left out the effort they have made in linking the schools globally.

   Excerpt 122

- "… Wesley Girls' High School (Identifier) is (Relational process: intensive) one of the best schools in Ghana (Identified), but is not (Relational process: intensive) due to any incredible technology, resources or other tangible ingredients. The school culture and mission (Actor), embraced (Material process: transformative) by a committed staff and an inspiring headmistress (goal) is seemingly carried out (material process) by all stakeholders (goal)" (WGH, 2012:4).

   In the clause above, the speech made use of a testimonial from a staff of Berlin High School in Washington to personalize the text and create an atmosphere of authenticity and trust. This staff from Berlin High School in Washington, plays the role of an endorser. Testimonials are commonly used in promotional discourse and consist of a written or spoken statement of a known or unknown endorser who praises the virtues of a product or service (Askehave, 2007). In the case of WGH, this staff endorsement only contains the name and the title of the endorser. This is effective, especially as the testimonial portrays the school through the eye of a foreigner and accentuates the qualities of the place desirous of every parent and student. Again, trust and credibility is built as the Washington DC teacher becomes a witness to the activities of WGH. This staff testimonial confirms Fairclough's claim (1995) that indeed the discourse in educational institutions seeks to promote the institution in a highly competitive market to potential customers.

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All in all, the examples above suggest an interesting representation taking place in the speeches. In the first place, the schools rarely describe themselves in terms of their 'core' academic merits. Instead, we find that there is a focus on non-academic attributes which is associated with travel/tourist industry.

The size of the schools is described in terms of the number of students enrolled. Schools which admit more Science students, for example, imply that the school probably has all the science equipment and tools necessary for effective learning. The words, 'attractive', 'appealing', 'very beautiful' describe the natural surroundings of the schools- including the atmosphere. This description can attract a parent to send his/her ward these schools. SAC, for instance, stressed the location of its school- 'close to the shores of the Gulf of Guinea'. This is significant as probably there could be students from other regions of Ghana who might never have seen the Sea before, hence an opportunity to view the sea always. Thus, the relational clauses in the anniversary speeches portray the image of the schools mainly in terms of its 'extra' elements instead of its core academic roles.

Through this analysis, it is evident that the selected SHSs presented the 'extras'- that is all the exciting experiences coupled with a friendly atmosphere, beautiful surroundings, and support facilities.

The choice of the vocabulary, "outstanding performance" and "quality passes" is very significant. This is because in a neoliberalisation context, Blackmore (1997: 4) believes that performativity "in the context of education markets has taken on a new dimension – that of being 'seen to perform' as much as about substantive or quality performance…". This relates to the

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display of education as a performance. He asserts that by demonstrating accountability and competitiveness according to defined standards, the performance of the school is central to its promotional efforts.

Similar to Edu-Buandoh's (2010) finding, the choice of vocabulary such as 'resources', 'stakeholders', 'target', 'tangible ingredients' and 'outstanding performance' is common in the examples of relational clauses above. This shows that the schools have adopted vocabulary from the business world. Through the use of this business-based vocabulary, the educational institutions have repositioned themselves to fit into the market or the business paradigm (p.10).

Again, in a neoliberalisation context, the use of the word 'target' as cited in Mansell (2009:5), shows that the language of performance has advanced and "so we have proportionately lost a language of education which recognises the intrinsic value of pursuing certain sorts of question … of seeking understanding [and] of exploring through literature and the arts what it means to be human".

Representation of Students through the Material Process

This section presents examples of clauses in which the student appears as the real actor which involves material processes such as: 'came', 'took', 'maintaining', 'preparing', 'travel', 'emerged', 'obtained'. This is evident in the sports and academic achievement of the students as indicated in the examples below.

Excerpt 123

- Compton House (Actor) came (Material process: transformative) first (goal) for the third time running in our annual inter-house athletics competition (circumstance) (WGH, 2011:1).

Excerpt 124

- Wrigley House (Actor) also took (Material process: transformative) the first positions (Goal) in both basketball and handball during our annual sports fiesta (circumstance) (WGH, 2011:1).

Excerpt 125

- Our boys in the Ghana team (Actor) lifted (Material process: transformative) the West African Trophy (goal) (SAC,2008:5).

Excerpt 126

- 373 candidates (Actor) passed (Material process: transformative) in all 8 subjects (goal) (SAC, 2010:3).

The students are represented in material process as excelling in sporting activities at the school and national levels. Academically, both nationally and internationally, some students received awards and trophies for excellent performances. There are also a significant number of students obtaining excellent grades and passes in all 8 subjects.

There were some examples of material clauses in which the students performed support services to the schools. These examples included:

Excerpt 127

- They (the prefects) (Actor) have been instrumental in maintaining (Material process: transformative) discipline (Goal) in the school (circumstance) …(WGH,2011:2).

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Excerpt 128

- …sixteen girls (actor) were added (material process) to the then prefectorial body (Goal)… to help man (Material process: transformative) the affairs of the student body (Goal) this academic year (Circumstance) (WGH,2011:2).

To augment the effort of the administration in maintaining discipline and ensure a smooth running of the school, the prefects 'maintain' discipline. In these clauses, the students are not constructed as beneficiaries of some kind of action performed or initiated by the school; rather, students are real actors. There were other material clauses which indicated the students' preparedness to be responsible to their own academic achievements as evident in the examples below.

Excerpt 129

- …our National Science and Mathematics Quiz Squad (Actor) is feverishly preparing (Material process: transformative) for this year's quiz…(WGH,2011:3).

Excerpt 130

- Many of the student population (Actor) do conform (Material process: transformative) to disciplinary measures (goal) (SAC,2011:5).

Excerpt 131

- In January 2010 (Circumstance), eight French students (Actor) had the opportunity to travel (Material process: transformative) to Togo (circumstance) ... (WGH, 2011:4).

In the examples above, the students are actors 'preparing feverishly' for the National Science and Mathematics quiz. Their success in the quiz, however, becomes a success of the entire school. They, therefore, contribute to the success of the school. Some of the students (French students) as actors travel to Togo for educational purposes. French as an international language

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has become an elective subject in the Senior High Schools. It is only a few of these French students who get the opportunity to experience the language outside Ghana. The students' representation in this clause shows the seriousness they attach to the study of French.

Representation of Old Students Association (OSA)

The old students are mainly students who graduated from the two schools years ago. They consider the schools as their alma-mater. The old students appear as real actors which involve action verbs such as: constructed, taking care, renovated, refurbished, is providing, donated, presented, set up, provided, sponsors, replenishing, contributed, printed, paid, provide, supplied and established:

Here are some examples of the contributions from the old students' association.

Excerpt 132

- …the 1991-year group (Actor) has graciously constructed (Material process: creative) a water purifying plant (goal) ... (WGH, 2012:2).

Excerpt 133

- The 1981-year group (Actor) are taking care of (Material process) the education of 4 girls (goal) from Kakumdo (circumstance) (WGH,2012:2).

Excerpt 134

- The leadership of APSU National (Actor) has established (Material process: creative) $500 (five hundred dollars) seed money (Goal) to be accessed (Material process: transformative) by the headmaster (Recipient) for development projects in the school (SAC,2009:2).

From the examples above, the old students are represented as actors performing several supporting roles to their alma- mater. They provide the schools with several facilities to ensure the present students enjoy a comfortable stay in the schools. They are the actors who provide, donate, renovate, refurbish, establish, construct and set up (teachers' centre). These actions may bring comfort to both students and teachers. It is said by some people in Ghana that most SHSs are "owned" by their old students. This suggests that if the schools have a vibrant old student association to assist the schools, then little help will be sourced from other external bodies like NGOs and other philanthropic individuals.

The significance of these clauses is the fact that they project the school in the positive light as the activities of the old students indicate how successful products of the school are. It also presents the old students as very responsible and benevolent which again, shows that the virtues inculcated in them (old students) in their school- going days were well imbibed. Finally, through these kind gestures demonstrated by the old students, parents and prospective students are likely to choose these schools based on the acts of the old students, with the belief that one day, their wards are likely to be in a position to assist their schools in bigger ways.

Representation of the Parent Teacher Association (PTA)

Material process as a process of doing was used in the speeches to represent the Parent Teacher Association (PTA). In the speeches, it was used to demonstrate what the association has done, what they are doing and what they will do.

Excerpt 136

- The body (PTA) (actor) has contributed substantially to refresh (material process: transformative) our numerous guests (Goal) during this speech day celebration (circumstance) (SAC, 2009:7).

Excerpt 137

- It (PTA) (Actor) supports (material process: transformative) the school (goal) to engage (material process: transformative) the services of (resident) nurse(s) and part-time doctor as well as employing about three watchmen (goal) ... (SAC, 2009:8).

Excerpt 138

- …the PTA (Actor) for supporting (Material process: transformative) our annual workshop and retreat programmes, (Goal) the cost of which was held (Material process: transformative) by the PTA (Actor) (WGH, 2009:3).

Excerpt 139

- …the PTA (Actor) has graciously donated (Material process: transformative) to us (Scope) a new dormitory block (Goal) (WGH, 2013:3).

The PTA supports the schools in cash and in kind. They donate money to the administration of the school to ensure smooth running of the school. They construct buildings ranging from classrooms, dormitory blocks, staff bungalows etc. to augment the government's support to the schools. It is also the PTA who engages the services of a resident nurse and a part-time doctor. This will definitely lessen the financial burden of the school. In all, the PTA as an actor supports the schools in diverse ways to ensure the comfort of their children (students)

Summary of Chapter

Chapter Four presented the analysis and discussion of the data based on the research questions. This analysis and discussion was done in two parts: the first part presented the rhetorical structure of the anniversary speeches of the schools and how the discourse reflects marketisation of the schools and the second part presented the transitivity analysis of the speeches and its marketing agenda.

CHAPTER FIVE

SUMMARY, KEY FINDINGS, IMPLICATIONS AND RECOMMENDATIONS

Introduction

There are five parts in this chapter. Part one provides a summary of the study and part two presents the key findings of the study. Part three draws conclusions based on the findings. The fourth part discusses the implications of the study and the final part gives suggestions for future research.

Summary of the Study

The study attempted to find out how anniversary speeches of heads of SHSs are used to persuade and promote the schools. The study applied Bhatia's (1993) genre theory and the transitivity analysis of SFL for two reasons: to identify the schematic structure of the anniversary speeches and to find out the types of participants and processes that are associated with the schools and the students. Two research questions were formulated.

1. What is the rhetorical structure of anniversary speeches given by heads of Wesley Girls' High School and St. Augustine's College?

2. How do the types of processes and participants associated with the schools and students in anniversary speeches persuade audience and promote the schools?

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Key Findings

Two key findings emerged from the analysis and discussion of the data with reference to the two research questions. Each research question is recapitulated, followed by the findings.

For the findings for research question 1, a six-move structure was identified in the move analysis. The moves were as follow: Welcoming, Contributions of Old Students, PTA and other stakeholders, Establishing Credentials, Offering Extra Services, Outlining challenges and the Concluding move. This move analysis revealed that schools used the Establishing Credentials move to impress the audience and prospective students with selling points such as the name of the school, regional and /or international recognition, remarkable academic achievement and other achievements, and good location.

Schools also emphasized move two- Contributions from Old Students' Association. This move is similar to that of an advertisement where consumers who use a product give testimonies.

The two schools in effect, testify about the exploits of their OSA. According to Askehave (2007), testimonials are commonly used in promotional discourse and consist of a written or spoken statement of a known or unknown endorser who praises the virtues of a product or service. Askehave (2007) describes the testimonials as quite effective as they portray the institution through the eye of former students and accentuate the qualities of the place which students tend to prefer. Furthermore, trust and credibility is also at play as former students become 'witnesses' of the statements which the

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institution puts forward. In this study, the two schools- WGH and SAC are the endorsers.

Move four- Offering Extra Services was used strategically by the two schools to present the relevant, positive and credible description of what they can offer and the value of the rewards attached to these 'extra services'. This move also imitated the strategy of self- presentation in promotional genres (Bhatia, 1993). These three moves were, therefore, used to present the two schools as good service providers. The rhetorical structure of the anniversary speeches adopts a six-move structure. Moves 1, 2 and 3 were obligatory moves in the anniversary speeches of both schools and moves 5 and 6 were optional. Moves 2 and 3 were used strategically by the schools to promote themselves.

For research question 2, the results indicated that the schools were associated with the material, relational and mental processes. In terms of participant relation, the schools were the greatest Actors (in material process), Carriers, Possessors and Identifiers (in relational process) and Sensers (in mental process). The school was never seen as a Goal. The students were associated with material, relational and mental processes. They were Actors and Goals (in material process), Attributes or Possessed (in relational process) and Senser (only one occurrence in mental process).

A total of 107 clauses were analysed in this study-forty clauses from the speeches of SAC, representing thirty-seven percent of the entire clauses and sixty-seven clauses from WGH, representing sixty-three percent of the entire clauses analysed. Material processes found in the speeches were fifty-seven, representing 53% occurrences. It also represents the major process type

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in the speeches. The second major process type in the speeches is the relational process, with a total number of twenty-nine clauses, which represent 27% occurrences. The third major process type (mental process) had a total number of twenty-one clauses, representing twenty percent (20%) of occurrences.

Out of the 107 clauses representing the Actors, the school is the most frequent actor, representing 65 (%) occurrences. The Old Student Association (OSA, henceforth) and the Parent Teacher Association (PTA henceforth) follow with 31 (21%) and 27 (18%) respectively. The student is the least frequent actor in the speeches, with 25 (17%) of all occurrences. In terms of Goal representation, the students occur as Goal in 23 occurrences. The students are, therefore, the greatest beneficiaries of all the actions taken by the schools. This is because Palihawadana and Holmes' (1999) finding shows that when marketing creeps into education, students are viewed as consumers of educational services and like advertising, consumers of a product benefit from it.

The school is again represented in relational process. As participants, the schools are the Carriers, Possessors and Identifiers in relational clauses, representing 93% of total occurrence in relational clauses. Seven percent of relational clauses represent the Old Student Association as Carriers in intensive attributive clauses. According to Osman (2008:68), "the attributive and possessive clauses not only give descriptions but also paint very vivid pictures [...] in the minds of the readers."

The schools occur 17 times as Senser, representing 85% of occurrence in mental process, while the current student, old students, audience and the PTA

occur once each as Sensers, representing 5% each. These are expressed in the cognitive sub-type of the mental process. The bigger picture of this is that the schools engage in a lot of "thinking" in the interest of the students than the current students, old students, audience and the PTA.

The analysis revealed that in terms of representation, the material process positions the schools as working institutions which work to achieve their targets. The representation of students through the material process advertises the students' achievements and presents them as very responsible. The relational process representation of the schools revealed that the schools did not show much interest in their core academic duties. Rather, their focus was on the extra services they provide to students. The representation of the schools through the mental process produces a positive image of the school and projects the school as globally-minded. Students' representation in mental process presents them as they having confidence in their teachers.

The schools used the material process to present themselves as working institutions, as having a very good maintenance culture, announce their academic / extra-curricular excellence and to present themselves as good character builders. These are great selling points as no parent would want his/her ward to be in a school where the burden of maintaining the school, for instance, is laid on the parent through the billing process. Parents would also want to see a positive transformation in the lives of their wards and if a school is performing that task, then that school should definitely be their choice.

The representation of students in material process is in the area of sports and academic achievement. This representation advertises the students as successful, which may imply that prospective students can achieve such

feats too if they gain admission into these schools. Students are also represented as those who augment the effort of the administration in maintaining discipline. This presents the students as very responsible, implying that the students from such schools are likely to get easily employed, especially, if owners of such companies were present at the schools' anniversary day celebration.

The representation of the schools through the Carrier Attribute in relational process classifies the schools positively by outlining their excellent WASSCE results, their good environment and the extra services they provide to students.

The intensive attributive process was used to describe the beauty of the schools and their status. Again, the possessive attributive clauses were used to represent the schools as well- resourced, having enough qualified teachers and people who provide moral and spiritual support to the students. The schools do not represent themselves so much in their 'core' academic merits. They rather focused so much on the non- academic merits which is associated with the travel/ tours industry. The choice of the words, 'attraction', 'appealing', 'very beautiful' etc. which describe the natural surroundings of the school attests to this. This analysis shows that SHSs prefer to present the 'extras'- that is all the exciting experiences coupled with the friendly atmosphere, beautiful surroundings and support facilities. Students were the attributes and the possessed. This finding is similar to Askehave's (2007) finding that attributive clauses draw an image of a university which is mainly defined in terms of its extra-curricular elements at the expense of its academic merits.

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In mental process, the representation of the school produces a positive image of the schools, presents the schools as very optimistic in their work and globally minded (especially, in the area of linkages with schools in the UK.). This international linkage markets the schools outside the country and students obtain the opportunity to share ideas with other students. This is a great marketing tool as it seeks to convince parents that they have an international image aside the local or national image. One benefit of this is that students get the chance to visit their counterparts outside their country. Students' representation is in 'what their teachers tell them'. This shows the confidence the students have in their teachers.

Implications of the Study

This section discusses the implications of the study based on the findings of the study.

The study contributes to the existing scholarship on academic discourses that were traditionally informative but have become promotional.

Again, through the application of SFL theory to the study, the functional aspect of language is made visible as the structure serves social purposes, especially, enabling institutions and their stakeholders to interact socially. In this sense, language functions as a tool to persuade and inform stakeholders of happenings in the schools. Through this study, a text like the anniversary speeches has shown that particular areas of language system are sensitive to particular aspects of the context of language (Painter, 2001). The application of Halliday's functional grammar has proved to be successful in investigating role allocation and social relationships of the two main participants. The close examination of clauses shows how language is

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constructed and used to achieve the set of communicative goals and fulfil individual private intentions.

It further has pedagogical implication for Communications Studies students studying 'Corporate Communication' as a topic as they can draw from the SFL theory to study and analyse texts which seek to sell or market a particular enterprise or institution.

Recommendations for Further Research

Further research can consider the application of other SFL theories like the appraisal theory to analyse the speeches.

Since the present study selected only two schools from the same category (A), it is suggested that further studies should consider all the three categories of schools ('A', 'B' and 'C') for a comparative analysis. For lack of space and time, it would have been very insightful to the objectives of the study if parents and students from the selected schools were interviewed to investigate why they chose these schools or what influenced their choice of these two schools. This would bring out the socio-cognitive aspect of the genre, anniversary speeches.

Finally, further studies can focus on identity construction of the schools, students, teachers and other stakeholders of the schools through the choice of linguistic items employed by the schools to define who they are.

Summary

This chapter has reviewed the study by giving highlights of key findings and discussing the conclusions of the study based on the findings of the study. It has further presented the implication of the study and an outline of suggestions for future research.

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APPENDICES

APPENDIX A:

Sample of Anniversary Speech from WGH with its move sequence

Lady President, Ministers of State, Nananom, Ministers of the Methodist Church of Ghana, Lady President of the Methodist Church, Directors of Education, Heads of Schools Invited, Staff, Cherished Old Students, Caring Parents, Distinguished Guests, Ladies and Gentlemen:

I warmly welcome you all to this year's Speech and Prize-Giving day which marks the climax of our 175th anniversary celebration. Ebenezer; thus far has the Lord brought us.

*As we look back 175 years and take stock of our journey through the decades, years, months and days, we can only conclude that the building blocks of our foundation as summarized in the last words of our motto; "Follow the King" have been the anchor and guiding principle that has stood the test of time. On this our special day, it is only meet and right that we pay tribute to our founding mothers and the Methodist Church: Harriet Wrigley, Elizabeth Waldron, Henrietta Ellis, Sister Bellamy, Miss olive Compton, Miss Clarice Garnett, now Mrs. Howarth, Dr. Mrs. Rosina Acheampong and Mrs. Nancy Thompson and many more who sacrificed to ensure that the school was established on good Christian principles and high academic standards. We salute all our edikanfo. (**Move 1**)/*

Lady President, Distinguished Guests, the success story of Wesley Girls High School is the result of the effective collaboration among many stakeholders. They, through their good intentions, sincere efforts and intelligent direction have fought to maintain the quality of which we are proud today. High on the

list of our benefactors are our cherished old girls. Year in year out, our old girls have proved that the values and virtues inculcated in them by the school have not been in vain. They have been inspired by the proverb that "he who waters is himself watered" and have continually supported their alma mater in kind and in cash. What is perhaps more remarkable about their giving is the fact that they do it with such commitment and joy, as if they were in some sort of competition. Ability, we know, is what you are capable of doing and motivation is what drives you to do what you do, but attitude will determine how well you do it. Lady President, no one can deny the benevolent attitude of our old girls. They do their giving so well, adding more value to their donation. They are our pride, our back bone and inspiration and we salute our old girls on this special day.

The main sponsors, the 1991-year group have graciously constructed a water purifying plant to ease the burden of parents carrying purified water to their wards in the school.

The 1981-year group have an on-going project called Imani. They are taking care of the education of 4 girls from Kakumdo.

The 1971-year group have renovated and refurbished the Senior Chemistry Laboratory.

They were all inaugurated yesterday in a colourful ceremony.

The 1970-year group is providing furniture for six classrooms.

The 1984-year group have donated two computers and a projector for the Physics Lab.

The 2000-year group have also donated pans for our kitchen.

We thankfully receive all the donations and pray that the Almighty Lord will continue to bless the work of their hands and extend their territories. "Muchas gracias". "Merci beaucoup."

*Lady President, Distinguished Guests, our Board of Governors presided over by the Most Rev. Emmanuel Asante, the Presiding Bishop of the Methodist Church, continue to provide the school with the necessary direction and support for the reinforcements of values and good practices critical to building a good school culture. They ensure that beyond our infrastructural needs, we maintain a good system that will drive our vision and mission. If we are still perceived today as a highly disciplined and excellent school for which over 12,400 girls applied. We owe it in part to the good supervisory role that our Board of Governors has been playing. We doff our caps to them. (**Move 2**)/*

Lady President, cherished partners, our successes do not happen by accident, neither do they come on a silver platter. It has taken the commitment and devotion of a dedicated team of people who are willing to serve regardless of their reward.

Lady President, the staff of Wesley Girls' High School have been rendering good service. The evidence is in the outstanding performance of our students in the WASSCE enthusiastically announced by the Senior Prefect. Dear colleagues, it is indeed a shame that your efforts as teachers are often taken for granted. However, I want to assure you, as I also do, that if the world does not acknowledge our worth by the size of our play, the Almighty God, the great rewarder does. Let us do all in our power not to miss this reward.

... Lady President, dear invited guests, the results of the WASSCE 2011 came as no surprise to those who have been monitoring our progress and following the rich preparation and special programmes we put in place for our students especially those in the final year. Last year, I stood here and expounded how the added year had brought on board slow learners and late bloomers, how the learning environment had become less stressful and how the other aspects of education namely, the psychomotor and affective, which hitherto lacked attention due to the constraint of time, were suddenly give a boost; new records were set on the games' field and talents were unearthed and developed.

In the 2009 WASSCE, we attained 4 8A1s.

In the 2011 WASSCE, we attained 18 8A1s.

The 7A1s moved from 27 in 2009 to 85 in 2011;

The 6A1a from 41to 67 and

The 5A1s from 46 to 80.

At least, 250 out of the 414 students presented attained 5A1s or more. These results have a story to tell.

We give God the glory, for it is by His help alone that we were able to achieve this. Lady President, to achieve long term success, integrity is key. This integrity results from self-discipline, hard-found character, solidified beliefs and a relentless pursuit of honesty. Were could not therefore have achieved such an outstanding performance if integrity has not been our watch-word. To those who cannot accept our continual successes and therefore criticize us without cause or truthfulness, we simply say that their criticisms have made us stronger because they caution us and keep us on our toes. We also know that

*when we are doing the right thing, criticisms become compliments. We have learnt over the years to focus, not on the distracting few, but on the supportive many. (**Move 3**)/*

Lady President, cherished partners, we cannot end our appreciation without the mention of our PTA who have been contributing in diverse ways to provide some basic needs of the school.

Thanks to our parents the congestion in our dormitories will soon be a thing of the past. We are also grateful to the PTA for its continuous sponsorship of the school's annual Staff Development Programme, which gives us the opportunity to take stock, refuel and refocus for the impending year.

We are also grateful to Anita Hotel, Ejisu, for hosting us for three consecutive times. Their warm reception and unequalled hospitality can never be forgotten.

*To individual parents who donate various items to the school and staff-banners, food items and office equipment, I say a big thank you to you all. I am tempted to mention a few names who have consistently donated to the school: Mr. Kofi Essuman who donated a T.V. set, an air conditioner and a microwave; Mr. Amoo Osae for the calendars, banners, cards and full page newspaper advert; Mr. Kwaning for renovating a staff bungalow. Dear parents, we are appreciative of your kind gestures. (**Move 2**)/ Lady president, distinguished guests, we continue to forge good ties with schools outside the country. These exchanges increase our awareness of global issues and opportunities and create professional connections for our staff. They also broaden our horizon and foster better human understanding among people of different cultures. In June last year, we received two American teachers,*

David Bosso from Berlin High School, Connecticut and Elizabeth Fuhrman from Quince Orchard High School, Maryland into the school. This is what David put on his blog about the school. "Certainly, Wesley Girls' High School is one of the best schools in Ghana, but it is not due to any incredible technology, resources or other tangible ingredients. The school culture and mission, embraced by a committed staff and an inspiring Headmistress is seemingly carried out by all stakeholders". In the same vein, 3 of our teachers and 9 students will be in National Cathedral School in Washington DC for an exchange programme in April. (Move 3)/

Lady President, distinguished guests, old girls, staff, parents, ladies and gentlemen, we have come this far by grace and faith, leaning on the Lord. Let us continue to join hands and give hope to our next generation by giving them holistic education, not just certificate. For 175 years, many others have toiled to maintain standards of excellence in our beloved school. If we do not fail, our efforts will then be likened to that of an old gray head who was busy building a bridge he had already crossed.

"Why are you doing this? he was asked.

He replied, Good friend, in the path I have come

There followeth after me today

A youth whose feet must pass this way

This swollen stream which was naught to me

To that fair-haired youth may a pitfall be

 He too must cross it in the twilight dim

Good friend, I am building the bridge for him."

May the Lord help us all to build good bridges of discipline and integrity behind us for the next generation, a true and priceless legacy that will stand the test of time.

I thank you all for your attention.

God bless us all. (Move 6)// (WGH, 2012: 1-4).

APPENDIX B:

A sample anniversary speech from SAC with its move sequence

Dr. Chairman, Distinguished Guest Speaker, Distinguished Guest of Honour, His Grace Archbishop, Honourable MP/MCE, Nananom, Members of Board of Governors, Directors of Education, Heads of Schools, Special Invited Guests, Fellow Apsunians, Cherished parents, Dedicated teachers and staff, Dear students, Members of the Press, Ladies and Gentlemen,

*Once again, we have met as a family to appreciate what the Almighty God has done for us and to recount our successes and challenges. This is an occasion that brings everyone associated with the college together and to know the pace at which we are achieving our primary objectives. (**Move1**)/*

Over the period, some stakeholders have contributed immensely to support the course of the college and it is simply proper to appreciate them.

We want to commend the APSU 1969 Year Group for initiating the process to complete the dual gate project started by the APSU 1984-year group about two years ago. It is our hope that everything that they have set in motion would work well for the completion of the gate project.

The APSU 1986 Year Group, having left the college some 25 years ago, by convention, is collaborating with the second administration to organize this year's Speech and Prize-Giving Day Celebration. We are grateful for your support of replenishing the stock of computers at the ICT Laboratory.

We salute the cherished parents of our students and the executives of the Parent Teacher Association for their immense contribution and support to the administration in rehabilitating some infrastructure in the college notably St. Luke's /St. George's block. In the course of the year the PTA donated one

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hundred (100) chairs to the college for use by staff in their offices. They have changed the bathrooms of St. Patrick's /St. Stephen's block into tiles and replaced the old sitting toilet bowls with squatting ones. The PTA comes in again for mention as it contributed financially towards the organization of the Speech and Prize-Giving Day ceremony.

*… We commend the Alliance Francais outfit which is located on our compound for donating 20 gallons of Azar Gloss Oil paint and 15 bottles of turpentine to support the college in its painting works…. (**Move 2**)/*

It is an obvious fact that every stakeholder of the college wants nothing short of successful academic performance.

As I indicated last year, even though the academic performance has been quite appreciable, we need to do more looking at the college's own academic history.

The administration has been able to provide the required materials, books, equipment, facilities and all, to the teachers and students to facilitate effective teaching learning activities in the college.

The teachers are supervised and monitored to work hard to ensure that the students are adequately prepared to perform well in their final examinations.

*… It is our conviction that if the students keep focused a bit on their books and work hard, they would perform creditably and improve upon the colleges performance of 98% success achieved in the 2009 WASSCE. (**Move 3**)/*

…St. Augustine's College as an academic institution which has a resident priest to guide the students to attain the students to attain the expected religious and moral standard worthy of responsible adults in future, continue

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*to instill values and virtues of modesty and decency among its students. (**Move 4**)/*

... At the beginning of the academic year, St. Augustine's College received 392 form one students, and this only added up to the already stretched facilities in the college.

As there were no facilities readily available for use by the form ones at the time, a lot of adjustments had to made by all of us including the students.

*To provide space to serve as additional dormitory, some four classrooms were dissolved and the students re-located into science laboratories and lecture theatre. Another block (City of God) meant for religious exercise and reflection has been converted into a temporary dormitory accommodation for students. As these were not enough some spaces were created in the existing dormitory houses to accommodate the additional number. These measures have created serious congestions in the various houses and dormitories... (**Move 5**)/*

I would end my report by indicating that the administration continues to put some other areas in the college into shape from its internally generated funds.

The college assembly hall is one such area that we are working on. The leaking roof, and worn out ceiling have all been fixed. Some painting works are in progress. We are doing it bit by bit till it reaches an appreciable level.

The increase in the number of students requires increase in every facility, and so more drying lines for example, have been procured for use by the students.

... Still, there are a lot that we need in the college. The regimental band is seriously in line for consideration to be supplied with uniforms, and the cadet corps need boots and other accoutrement.

There is the need to change the deteriorated wooden frames and boards on the assembly hall as the rehabilitation work on it continues.

...It is in this regard that we implore all stakeholders to reflect on the needs of the college and contribute in cash and in kind to enable us provide the facilities and environment required to nurture the young ones who are passing through St. Augustine's College.

*Thank you and God bless us all (**Move 6**)// (**SAC, 2011:1-11**).*

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