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NGUYỄN THỊ KIỀU PHƯỚC

**A CONTRASTIVE ANALYSIS OF MODALITY
MARKERS IN US
PRESIDENTIAL ELECTION DEBATES
BY HILLARY CLINTON AND DONALD TRUMP**

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Supervisor: LuuQuýKhương, Assoc. Prof. Dr

Examiner 1: Dr. Le Thi Giao Chi

Examiner 2: Dr. Bao Kham

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Chapter 1 INTRODUCTION

1.1 RATIONALE FOR THE STUDY

Presidential debates have become a pre-election fixture in the US since the first televised debate between Republican Richard Nixon and Democrat John F. Kennedy, on black-and-white TV in 1960. The 2016 US presidential election was a two-way contest between Hillary Clinton and Donald Trump. Regarding linguistic aspect, the analysis of debates by Hillary Clinton and Donald Trump in 2016 will make some contributions to language study. “Word matter when you run for president,” as Hillary Clinton reminded her opponent during the first presidential debate. Clinton was clearly admonishing Donald Trump for a season of off-the-cuff remarks and tweets which have been routinely misleading, false, hateful, derogatory, inflammatory, juvenile, and—most recently—“lewd.” Trump’s counter, at once boastful and inscrutable, is that he has the best words. Political election debates are public declarations of political parties in which they outline their policies and tell electors how the country would be governed if they are given the mandate to assume office and wield power (Klingeman et al., 1994). Given its persuasive objective, political debates are replete with modality markers that seek to espouse diverse ideologies and underscore particular interests of a political party. Modality markers are used to express differing attitudes towards a proposition: possibility, certainty, permission, intention, among others. Given this, it is hypothesized that speakers of political debates do use modality markers as a very useful persuasive device to forcefully and cogently transmit the electoral campaign message of their party to the electorates.

Using the transcripts supplied by National Public Radio (NPR), the research entitled “A contrastive analysis of Modality in

2016 US President Election Debates by Hillary Clinton and Donald Trump”analyzes modality in the 2016 US presidential election debate regarding syntactic, semantic and pragmatic aspects. It hopes to find out the similarities and differences in the use of modality in the two 2016 US presidential candidates’ debates in terms of syntactic, semantic and pragmatic features to help to English language learners take full advantages of the use of modality markers in their communication.

1.2 AIMS AND OBJECTIVES

1.2.1 Aims

This study aims to investigate the linguistic features of modality in the 2016 US presidential election debates by Donald Trump and Hillary Clinton, and find out the similarities and differences of these modality markers in terms of syntactic, semantic and pragmatic features to help learners of English further understand these modal markers and use them more properly.

1.2.2 Objectives

In order to achieve the above aims, this thesis is intended to:

- Describe the modality markers in Donald Trump’s 2016 US Presidential Election Debates in terms of syntactic, semantic and pragmatic features
- Describe the modality markers in Hillary Clinton’s 2016 US Presidential Election Debates in terms of syntactic, semantic and pragmatic features
- Compare these modality markers in the 2016 US Presidential Election Debates by Donald Trump and Hillary Clinton to find out the similarities and differences in terms of syntactic, semantic and pragmatic features.
- Propose some suggestions for teaching and studying of English concerning modality markers used in political debates.

1.3. RESEARCH QUESTIONS

- 1) What are the syntactic, semantic and pragmatic features of

modality markers in the 2016 US Presidential Election Debates by Donald Trump?

2) What are syntactic, semantic and pragmatic features of modality markers in the 2016 US Presidential Election Debates by Hillary Clinton?

3) What are the similarities and differences of those modality markers in the 2016 US Presidential Election Debates speeches by Donald Trump and Hillary Clinton in terms of syntactic, semantic and pragmatic features?

1.4. SCOPE OF THE RESEARCH

This study investigated a wide range of modal expressions used in the 2016 Presidential Election Debate between Hillary Clinton and Donald Trump. This research concentrates only modal auxiliaries employed by Hillary Clinton and Donald Trump in the 2016 Presidential Election Debates. As for the linguistic features, we resorted to Halliday's mood structures when analyzing the syntactic features of modality markers in the 2016 Presidential Election Debates by two candidates.

1.5. STRUCTURE OF THE RESEARCH

This research will be including in 5 chapters:

- Chapter 1: Introduction

This chapter presented provides a summary of the research regarding the research rationale, aims and objectives, justification, scope of the research, and research questions and organization of the research.

- Chapter 2: Literature Review and Theoretical Background

This chapter provided a review of previous studies related to the research. The literatures in this chapter focus on US Presidential Election Debates, modality and syntactic and semantic features of modality in debates by Hillary Clinton and Donald Trump.

- Chapter 3: Research Design and Methodology

This study would follow both quantitative and qualitative

research methods

Data are collected from previous studies which are in popularly public and reliably assessed about the political speeches of 2016 US Presidential Election Debates by Hillary Clinton and Donald Trump.

- Chapter 4: Findings and Discussion

Using the transcript of the debates by Hillary Clinton and Donald Trump, this chapter analyzed contrasts the use of modality in their debates and find out similarities and differences of those modality markers in the 2016 US Presidential Electoral Debates speeches by Donald Trump and Hillary Clinton in terms of syntactic, semantic and pragmatic features.

- Chapter 5: Conclusion and implications.

This final chapter drew the conclusion about syntactic, semantic and pragmatic features of modality used in the presidential debates by Hillary Clinton and Donald Trump and refers to implications of appropriate use of modality to gain the communicative purposes of speakers.

Chapter 2

LITERATURE REVIEW AND THEORETICAL BACKGROUND

2.1. PREVIOUS STUDIES RELATED TO THE RESEARCH

According to Mclay (2017) Donald Trump's emergence as a leading candidate before becoming the president of the U.S. has become an issue of debate and division in U.S. political sphere. Throughout the 2015-2016 presidential election races, Trump's speeches have been a source of outrage, controversy and enthusiasm across America and throughout the world. His rhetoric and discourse have separated him from as a singular political actor worthy of individual scrutiny. Yet, due to the nascence and of his political

career, no studies in the field of linguistics that draw on critical discourse analysis could be found regarding Trump's use of language.

The study "A Critical Discourse Study of Hillary Clinton's 2015/2016 Presidential Campaign Discourse" by Jensen, Jakobsen and Pichler (2016) uncovers underlying discursive structures in Hillary Clinton's presidential campaign discourse. This is done through the use of the theory and methodology of Critical Discourse Analysis and corpus linguistics.

According to Ping (2016) Presidential election speeches, as one significant part of western political life, deserve people's attention. This paper focuses on the use of interpersonal meaning in political speeches. The nine texts selected from the Internet are analyzed from the perspectives of mood, modality, personal pronoun and tense system based on the theory of Halliday's Systemic Functional Grammar. It aims to study the way how interpersonal meaning is realized through language by making the contrastive analysis of the speeches given by Hillary and Trump.

Jensen (2016) uncovers underlying discursive structures in Hillary Clinton's 2016 US presidential campaign discourse. This is done through the use of the theory and methodology of Critical Discourse Analysis and corpus linguistics.

Much of the literature in modality (Coates 1983, Perking 1983, Lyon 1977, Palmer 1986, Chafe and Nichols 1986) often assumes that the sole function of modals is to reveal the speaker's/writer's state of mind or knowledge, to indicate that the speaker/writer is uncertain or tentative and is not committed to the truth value of the propositions.

Lyons (1977) points out two kinds of modality: 'epistemic' and 'deontic'. In his view, epistemic modality is related to issues in terms of knowledge, belief or opinion rather than fact while deontic modality refers to matters in terms of "the necessity or possibility of

acts performed by morally responsible agents” In his contrastive study “Lexical and Grammatical Modality Devices Expressing Epistemic Modality in English and Vietnamese”, NgũThịHùng (2004) dealt with the linguistic features of a wide range of lexical and grammatical devices to signal epistemic modal meaning in these two languages in the perspective of relevance theory by Sperber and Wilson.

Duong Thi Lan Huong (2013) conducted a discourse analysis of the US presidential debates in terms of the layout, lexical features, syntactic features, cohesive devices and stylistic devices. It is carried out to help us know how to make a good debate and thus contributing to establishing an effective language communication.

However, to the best of my knowledge, up to now, there has been no evidence that any research on linguistic features of modality in the 2016 US Presidential Election Debates had been done. Hence, the study entitled “A Contrastive Analysis of Modality in the 2016 US Presidential Election Debates by Hillary Clinton and Donald Trump” was chosen and conducted with the aim of contributing a minor part to fulfill the overall picture of this large field. This paper is helpful for people to deeply understand the two candidates’ language differences.

2.2. THEORETICAL BACKGROUND

2.2.1. Definition of Modality

Modality may be defined as “the manner in which the meaning of a clause is qualified so as to reflect the speaker’s judgment of the likelihood of the proposition it expresses being true”, Quirk (1989: 219) in a more practical view term modality includes various semantic notions such as ability, possibility, obligation and imperative meaning.

As Portner (2009: 1) writes: Modality is the linguistic phenomenon whereby grammar allows one to say things about, or on the basis of, situations which need not be real. This is more of a pointer than a definition – Portner precedes it with the provision “I

am not too comfortable trying to define modality” – but it provides a reasonable characterization of modality as a semantic phenomenon.

2.2.2. Kinds of Modality

There are two main kinds of modality known as epistemic and deontic. Huddleston,(2002). However, different linguists use different terminology for these two kinds of modality. In publications the author went through, the author found also terms like intrinsic, root, non-complex or intra propositional modality. Firstly, the term “deontic” is derived from the Greek word for “obligation”. Deontic modality expresses meanings which are mainly related to obligation (2.13) and permission (2.14). These meanings refer to authority and judgement of the speaker rather than knowledge or belief. Sentences with deontic meanings are often used to influence realization of actions or situations. (Huddleston, 2002: 54).

For example:

(2.13) He must wear a helmet. (Huddleston, 2002: 54).

(2.14) You may leave the class.(Huddleston, 2002: 54).

In particularly, DEONTIC MODALITY includes 3 types as follows:

- Permission (can/could, may/might)
- Obligation (must, have to, should, ought to)
- Volition (will/would, shall)

Secondly, the term “epistemic” derives from the Greek word “knowledge”. Epistemic modality includes meanings relating to possibility, necessity or prediction on the basis of what we know or believe. These meanings can vary in the degree of speaker’s confidence about the statement being true. (Huddleston 2002, 54) As Svoboda demonstrates on following examples in (2.15), degrees of probability can be distinguished by particular modal verbs. Considerable degree of probability is indicated by modal verb must as in (2.15). Modal verbs may (2.16) and might (2.17) signal the decreasing of probability and negative probability is represented by

negative forms of modal verbs like can't (2.18). However, even the usage of must does not signal absolute certainty, which is expressed only by the indicative mood as in (2.19).

For example:

(2.15) It must be raining over there. (Svoboda 2014:560)

(2.16) It may be raining over there. (Svoboda 2014:560)

(2.17) It might be raining over there. (Svoboda 2014:560)

(2.18) It can't be raining over there. (Svoboda 2014:560)

(2.19) It's raining over there. (Svoboda 2014:560)

Thirdly, epistemic/deontic contrast modal verbs can appear in both epistemic and deontic meanings. "Epistemic modality is concerned with matters of knowledge, belief or opinion rather than fact" and "Deontic modality is concerned with the necessity or possibility of acts performed by morally responsible agents" (Lyons 1977: 681–2, 793). Additionally, Steele (2007) makes similar distinction between these two meanings: "Elements expressing modality will mark any of the following: possibility or the related notion of permission, probability or the related notion of obligation, certainty or the related notion of requirement", Palmer (2002). This is demonstrated on the following examples where sentences can be interpreted either with meanings of possibility, probability and necessity or in terms of permission, obligation and requirement. For example:

(2.20) She may leave tomorrow. The speaker can express his own belief about the statement being true (Perhaps she will) or permission (she is permitted). (Palmer, 2002, p.80)

(2.21) The book should be in the garage. Here the speaker means either that the car is probably in the garage, or imposes obligation (It's proper place is in the garage). (Palmer, 2002, p.80)

(2.22) He must be at home now. In this case the speaker can be certain about his statement being true, or again expresses

obligation (He is obliged to be at home).(Palmer, 2002, p.80)

Palmer (2002) also mentions there are often clear distinctions to be found between epistemic and deontic use. It is stated the negative form *mustn't* which is used only with deontic meaning: He *mustn't* be in his office. (DEONTIC) The negative of epistemic *must* has to be replaced using negative form *can't*. He *can't* be in his office. (Epistemic) (Palmer, 2002: 80).

According to Halliday (1994), Imperative, interrogative and declarative are three kinds of mood. However, there are four kinds of mood today, with one more “Modulated interrogative mood” meaning to offer by speakers. The imperative mood means to ask some service or help. By the way, the interrogative means to ask unknown information, then the declarative means to state the information,

According to Quirk (2007) meanings represented by modal verbs can be divided into two groups. Although Quirk uses different terminology for modal meanings (intrinsic and extrinsic) he decided to retain terms deontic and epistemic. In particular, epistemic modality includes 3 types of

- Possibility, ability (*can/could, might*)
- Necessity (*must, have (got) to, ought to*)
- Prediction (*will/would, shall*)

Quirk comments that meanings of modals can greatly change between American, British English other English speaking world regions. Individual pragmatic uses are also associated with modals, for example in polite requests and offers the past forms of modal verbs are used frequently. Quirk (1989)

2.2.3. The Concept of Debates

A debate is a form of public discourse; it is a formal direct oral contest or competition in argumentation between two or more people on a defined proposition at a specific time. According to the Oxford English Dictionary, debate is “a formal discussion on a particular matter in a public meeting or legislative assembly, in

which opposing arguments are put forward and which usually ends with a vote.” (The Oxford English Dictionary, 3rd Edition, Edited by J. Simpson and E. Weiner. Clarendon Press, 2010).

2.2.4. The US Presidential Debate

During presidential elections in the United States, it has become customary for the main candidates (almost always the candidates of the two largest parties, currently the Democratic Party and the Republican Party) to engage in a debate. The topics discussed in the debates are often the most controversial issues of the time, and arguably elections have been nearly decided by these debates (e.g., Nixon vs. Kennedy). Candidate debates are not constitutionally mandated, but it is now considered a de facto election process (CPD, 2016) The debates are targeted mainly at undecided voters; those who tend not to be partial to any political ideology or party (Minow, 2008).

2.2.5. Debate versus Speech

Debate and speech are considered as formal addresses in which speakers make in front of an audience. The key difference between these two types of address is that speakers make the audience comprehend the basic idea behind each word.

A speech is understood as a formal address in front of a group of people. A speech is made by a single individual, in which he expresses his thoughts, ideas and views. Speeches take place in different settings, according to Speech by Kennisl and (CC BY-SA 2.0). This is one-sided because only a single point of view is being shared. Speeches take place in various settings. For example, in political campaigns, Hillary Clinton presents her ideas to attract audience’s attention, then persuade them to vote for her. A speech can be informative because it can provide knowledge to the audience regarding a specific topic.

2.3. THE 2016 US PRESIDENTIAL DEBATES BY HILLARY CLINTON AND DONALD TRUMP

The 2016 United States presidential election debates were a series of debates held for the 2016 U.S. presidential general election. The Commission on Presidential Debates (CPD), a bipartisan organization formed in 1987, organized three debates among the major presidential candidates.

The first presidential debate for the 2016 election took place on September 26, 2016, and set the record as the most-watched debate in American history, with 84 million viewers. The only vice-presidential debate was held on October 4. The second presidential debate took place on October 9, and the final debate took place on October 19. All CPD debates occurred from approximately 9 p.m. to 10:30 p.m. EDT (6 p.m. to 7:30 p.m. PDT).

2.4. SPEECH ACT

Spoken and written discourses represent different modes for expressing linguistic meanings. Examples of spoken discourse are conversations, interviews, lectures...whereas letters, stories, novels...are written discourse. Despite some similarities, these two forms of discourse are basically different from each other. The major difference between them is rooted from the difference between spoken and written language.

2.5. DIRECTNESS AND INDIRECTNESS

According to Jannedy, Poletto, and Welden (1994), it points out that for direct speech acts, declarative sentences constitute speech acts of assertion, interrogative sentences constitute questions, and imperative sentences constitute orders and requests.

In other words, a direct speech act has a direct relationship between the form and the function to communicate the literal meaning that the words in sentences conventionally express. As a result, the declarative sentence “the book is on the table” has the function of assertion. The interrogative sentence “Who is he talking to?” has the function of question, while the imperative sentence “Leave me alone!” is an order.

2.6. SYNTACTIC, SEMANTIC AND PRAGMATIC FEATURES OF MODALITY MARKERS

2.6.1. Syntactic Features of Modality Markers

M.A.K Halliday's systemic functional linguistics is used as the theoretical model for the study, in view of its emphasis on the correlation between form and function. Systemic functional linguistics generally relates structural analysis to meaning and social context (Oyeleye, 1998, Melrose, 1995;Opara, 2005 The mood system is one of the theories of functional systemic linguistics such as the interpersonal and meta-function of language adopted for the current study). According to Alo(1998: 55),The sentence can be employed to approve or disapprove, to express doubt, to ask questions or give answers; to greet, instruct, or to command others; to include others within the social group or to exclude others from it. Grammatical categories are responded to with the diverse employment called declarative (statement sentence):imperative (commands, requests) and exclamatory (exclamation).

The mood system runs in three ways: mode, mood proper, and modality.

2.6.2. Semantic Features of Modality Markers

Many modal expressions can be used to express many or all of these kinds of modal meaning. Witness the English semi-modal has to in the following set of examples:

(2.24) It has to be raining. [after observing people coming inside with wet umbrellas; epistemic modality] (*Kratzer, 1981*)

(2.25)Visitors have to leave by six pm. [hospital regulations; deontic](*Kratzer, 1981*)

(2.26) You have to go to bed in ten minutes. [stern father; bouletic](*Kratzer, 1981*)

(2.27) I have to sneeze. [given the current state of one's nose; circumstantial] (*Kratzer, 1981*)

(2.28) To get home in time, you have to take a taxi.

[teleological] Some modal expressions are more specialized in what kind of meanings they can carry. The English auxiliary “might” is most comfortable expressing epistemic modality. (*Kratzer, 1981*)

(2.29) It might be raining. (*Kratzer, 1981*)

Some modals only occur in specialized environments. The modal need with a “bare infinitive” complement can only occur in negative environments:

(2.30) a. You need not worry. (*Kratzer, 1981*)

b. *You need worry. (*Kratzer, 1981*)

(2.31) Nobody need worry. (*Kratzer, 1981*)

2.6.3. Pragmatic Features of Modality Markers

Pragmatics encompasses speech act theory, conversational implicature, talk in interaction and other approaches to language behavior in philosophy, sociology, linguistics and anthropology. Pragmatic competence, as Kasper (1996) defines it, refers to Epistemic Modality 30 Arizona Working Papers in SLAT - Vol. 17 “knowledge of communicative action and how to carry it out (illocutionary competence)” and as the “ability to use language appropriately according to context (sociolinguistic competence)” (p. 145). According to Koike (1989), pragmatic competence is “the speaker’s knowledge and use of rules of appropriateness and politeness which dictate the way the speaker will understand and formulate speech acts” (p. 279).

In political discourse, candidates perform multiple speech acts: informing, requesting, warning, declaring, refuting, denying, promising, etc. Nevertheless, the ultimate performative purposes of political communication are for the audience and particularly for voters to believe what the candidates are saying, identify with their views and ideas, and finally voting for and supporting the candidate when elections arrive.

Pragmatic markers comprise a functional class of linguistic

items that do not typically change the propositional meaning of an utterance but are essential for the organization and structuring of discourse, for marking the speaker's attitudes to the proposition being expressed as well as for facilitating processes of pragmatic inferences.

Pragmatic marker from political discourse tend to focus on linguistic patterns of co-occurrence and sequentiality rather than social-institutional norms or broader societal concerns. Moreover, Pragmatic marker is a primarily discourse analytical, language-oriented field to the broader field of Discourse Studies with a focus on manipulative social practices and their manifestations in discursive strategies.

Chapter 3

RESEARCH DESIGN AND METHODOLOGY

3.1. RESEARCH DESIGN

This study would follow both quantitative and qualitative research methods. According to Aliaga and Gunderson (2000), Quantitative research was 'Explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics)'. Empirical data such as statistics and numbers would be collected to analyze for explanation of above objectives.

About qualitative analysis, this study is based on previous studies which are in popularly public and reliably assessed. On the other hand, reports and reliable websites are used to collect data to make sure that these are from Vietnamese government or trustful organizations in the world. Quantitative analysis is based on information from the analysis of the data collected from the political speeches of 2016 US Presidential Election Debates by Hillary Clinton and Donald Trump. The data will be calculated and analyzed to understand the percentage of modality in both speeches and the

percentage of syntactic, semantic and pragmatic features

3.2. METHODS AND PROCEDURES

3.2.1. Method of Study

Carrying out quantitative method is used in this research to identify and collect instances of syntactical, semantic features of the political speeches of the 2016 US Presidential Election Debates by Hillary Clinton and Donald Trump.

Quantitative methods emphasize objective measurements and the statistical and numerical analysis of data collected by manipulating pre-existing statistical data from reliable websites and other papers using computational techniques.

3.2.2. Instrumentation

Instrumentation is carried bases on these below methods:

Instrument design includes Observation, reading, tests and measures. Observation is carrying by attitude scales and rating scales the data collected from the three debates.

Selection focuses on three debates in the 2016 US Presidential Election Debates by Hillary Clinton and Donald Trump from liable websites such as www.washingtonpost.com and www.nytimes.com

Construction is carried out based on four steps including collecting data; Description and analysis; assessment; and giving out suggestions and limitation for the study.

Assessment is carried out based on the outcomes achieved from analysis of data that demonstrate the semantic, syntactic and pragmatic features, as well as desired learning from these outcomes.

3.2.3 Collecting Data

The data are collected includes primary data and secondary data.

A collection of primary data consists of papers, surveys and descriptive researches relating to the political speeches of 2016 US Presidential Election Debates by Hillary Clinton and Donald Trump, and from some reliable websites such as www.washingtonpost.com; www.nytimes.com,

Secondary data collected are also published and unpublished data from reliable websites. This data set comprises online transcriptions from reputable news sources washingtonpost, nytimes, and CNN – and personally checked for accuracy by a comparison with video recordings of each speech.

3.3.DATA DESCRIPTION AND ANALYSIS

3.3.1. Data Description

A method of qualitative analysis and Quantitative analysis are used this study.

Qualitative analysis of the research helps indicate modal auxiliaries, syntactic, semantic, pragmatic features of three debates during the 2016 US Presidential Election Debates.

Quantitative analysis consists of technical means such as SPSS, Excel in which the data concerned can be analyzed in terms of numbers, percentage, then identify modality markers in Hillary Clinton’s and Donald Trump’s Presidential Electoral Debates in terms of syntactic, semantic and pragmatic features. By the way, the similarities and differences in terms of syntactic, semantic and pragmatic features will be explored from the findings.

3.3.2. Validity and Reliability

Validity is the extent to which the instrument measures such as Excel and SPSS to measure the collected data and performs as it is designed to perform correctly. Reliability is directly related to the validity of the measure that is considered entirely correct. The study used checklist, statistics, numerical scale and rating scale to eliminate irrelevant and unstable data.

Chapter 4

FINDINGS AND DISCUSSION

A Comparison of Linguistic Features of Modality Markers in the 2016 US Presidential Election Debates by Donald Trump and Hillary Clinton

According to Lingling (2017), through three presidential debates, there are 1,754 messages in which there are 53 imperative ones from Donald Trump and 1,021 messages in which there are 40 ones from Hillary Clinton.

Moreover, Trumps uses 394 modal verbs consisting of 95 low model operators like “May, Can, Could”; 214 median model operators; and 84 high model operators. The same as Trump, Hillary uses 262 model verbs.

Moreover, using pronouns of Trump’s election presidential debates are 1,880, and the ones of Hillary’s election speech are 1,098. Besides, three tenses of future simple, present simple and past simple are 1,744 in Trump’s election speech corresponding to 1,220 of Present; 241 of Past; 283 of Future; and 1,021 in Hillary’s election presidential debates corresponding to 752 of Present; 132 of Past; 137 of Future.

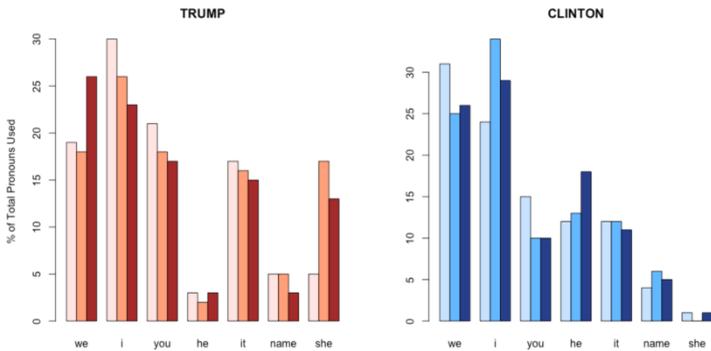
Imperative mood, interrogative mood and declarative mood are elements of mood system related to the interpersonal meta-function of language. It presents relationship between Donald Trump and his listeners, or between Hillary Clinton and her audience.

During an electoral campaign, both candidates want to promote their own specific point of views on the most important issues and try to underline their differences with the other’s. Just considering the top most frequent words, similar sets appear with each candidate. For instance, Trump and Clinton prefer using the pronoun “I” instead of “We” in oral communication while in their speeches they use the pronoun “We” more frequently. (See Picture 4.2)

The percentage of commonly used pronouns in order to understand each candidate addressed while speaking. The pronouns are grouped to encompass variations. Moreover, Trump's "name" group includes the various ways he addressed Clinton by name, including her first and last names and “secretary of state.” Clinton's "name" group includes the various ways she addressed Donald Trump by name.

Trump consistently used "I" in both debates, but in the second debate, he dramatically increased his use of "she" in his attacks against Clinton. On the other hand, Clinton most often used "we" during the first debate, but said "I" more during the second debate as Trump forced her to defend her 30-plus years of public service.

Picture 4.1: Comparing the Pronouns Used in debates



(Source: www.linkedin.com)

Second, Trump may have said more, but he did not say much compared to Clinton. I compared the number of words each candidate said and analyzed the degree to which those words were unique—in other words, the extent to which candidates repeated the same language. Clinton varied her language more.

In oral, it indicates clearly an emphasis on the pronoun “I” for two candidates, while the pronoun “we” appears more frequently. According to several overall stylistic indicators, Trump adopts a simple and direct communication style, preferring short sentences, avoiding complex formulations and employing a reduced vocabulary. In the oral form, Trump frequently uses verb phrases including verbs and ad-verbs and pronouns while Clinton is more descriptive which consists of more nouns and prepositions

In the written speeches, the candidates employ more noun

phrases and produce longer sentences.

Picture 4.2: Sentence size

TABLE 1
SENTENCE SIZE

Number of sentences spoken by each speaker and sentence word count statistics. Number of words in a sentence is shown by average and 50%/90% cumulative values for all, stop and non-stop words.

speaker	number of sentences	sentence size					
		all		stop		non-stop	
Hillary Clinton	1,206	15.7*	21 43	9.0*	12 26	7.0*	9 19
Donald Trump	1,970	10.9*	15 36	6.6*	9 22	4.6*	6 16
total	3,176	14.8	19 40	9.5	11 25	7.5	9 19

*Fields with * (e.g. 15.5*) link to data files and Wordles. Hover over the field to show these links. [See analysis.](#)*

(Source: mkweb.bcgsc.ca)

For each analyzed text, the system counts the percentage of words or expressions occurring in each category (Picture 4.4). This data confirms the high occurrence frequency of self-terms in Trump's dialect. In his written messages, this percentage is decreased significantly confirming our previous claim specifying that there is a real stylistic and rhetoric difference between Trump's oral and written communication.

Picture 4.3: Percentages of different semantic categories for the two candidates

	System	Trump Oral	Clinton Oral
Self	Diction	5.3%	4.7%
Human	Diction	9.1%	7.1%
Cognition	Diction	1.9%	2.7%
Adversity	Diction	0.9%	0.7%
Symbolism	Diction	1.4%	1.2%
Tenacity	Diction	5.3%	4.7%
Exclusive	LIWC	4.3%	2.8%
Affect	LIWC	5.6%	5.0%
Posemo	LIWC	3.6%	3.5%
Negemo	LIWC	1.9%	1.4%

(Source: www.researchgate.net)

The difference emerges when discriminating between the positive and negative emotion words that occurs more frequently in Trump's debates while the positive ones occur slightly more often

with Clinton. Clinton prefers uttering longer sentences with a richer vocabulary. She also tries to cover more topics. According to their grammatical category distribution, Trump's oral form is slightly more oriented towards action with more verb phrases such as verbs and adverbs while Clinton opts for a more descriptive rhetoric such as more nouns, adjectives, prepositions, and determiners. Trump and Clinton speak very differently. This is obvious. But their differences are greater than what it has been seen in other debates.

Picture 4.4: Part of Speech Count

TABLE 2
PART OF SPEECH COUNT
Count of words categorized by part of speech (POS).

	part of speech									
	n+v+adj+adv		nouns (n)		verbs (v)		adjectives (adj)		adverbs (adv)	
Hillary Clinton	7,636*	2,173	3,581*	1,117	2,322*	799	1,306*	543	427*	97
	40.5%	28.5%	46.9%	31.2%	30.4%	34.4%	17.1%	41.6%	5.6%	22.7%
Donald Trump	8,158*	1,752	3,639*	953	2,375*	588	1,621*	550	523*	83
	37.9%	21.5%	44.6%	26.2%	29.1%	24.8%	19.9%	33.9%	6.4%	15.9%
total	15,794*	3,008	7,220*	1,635	4,697*	1,102	2,927*	886	950*	127
	39.1%	19.0%	45.7%	22.6%	29.7%	23.5%	18.5%	30.3%	6.0%	13.4%

Fields with * (e.g. 155*) link to data files and Wordles. Hover over the field to show these links. [See analysis.](#)

(Source: mkweb.bcgsc.ca)

Trump's functional vocabulary is significantly lower than Clinton's. This may be one of the reasons why Trump appeals to his base supporters who may find Clinton's language too complex.

Chapter 5

CONCLUSION AND IMPLICATIONS

5.1. CONCLUSION FOR THE STUDY

There are some findings we can learn from this study.

Firstly, modality markers play the important role in expressing interpersonal meaning when speakers make their strategy of certain purposes. To avoid authoritativeness and aggressiveness the speakers often employ median modal operators such as will,

would, should in their speeches. Contrarily, high modality should be limited in use to make sure that the speaker has persuasive strategy to get support from their listeners. It is very good study for people who are doing presenting or teaching can work well on strategy to inspire their listeners or students to their discourses or lectures.

Secondly, in mood system, it is very crucial when using declarative mood to take the support from the listeners by easy expression. As the result of this, the speakers' messages are inspired directly to the audience. It means that the declaratives is the modality marked as direct speaking to the listeners who can perceive and accept the messages easily. Thus, the imperative and interrogative mood have effects less than the declaratives in which the audience spend a little time to consider speakers' messages before making decision agree or disagree. As above mentioned functions of mood system, the interrogatives lead the audience to concentrate on the discourse's content while the Imperatives are employed to motivate the listeners, as well as abstract them to act on what speakers state. It is the great experience for the teachers who are delivering knowledge to their students. The simpler they talk, the easier their students perceive.

Thirdly, tenses play a very important part in presenting speakers' messages. In public speaking, people usually use the present tense much that expresses the truths of speakers' speeches. As the result of this, the truths will narrow the gap between the speaker and their listeners, as well as state clearly how or what the truths are right now. Thus, present simple often use more than Past tense and future tense in general speaking. In teaching method, present simple should be used much because of statement of current knowledge.

Fourthly, the first personal pronouns such as "**We** and **I**" play an important role in building a closer relationship between speaker and listeners that helps them have a harmonious relationship

with others. Thus, belief and champion are easily given to speakers who have the art of using personal pronouns. Moreover, third personal pronouns such as “He, She, They” also play the important role in making speakers’ discourse more unbiased and persuasive than the second personal pronouns like “You” that creates the gap between the speakers and the listeners. Actually, this is very good study for teacher who want to make good relationship with their students, or presenters who would like to build up harmonious relationship with their listeners.

Fifthly, Parts of speech are lexical categories such as nouns, verbs, adjectives, adverbs, etc. We tagged the last debate transcript with these, allowing us to have more detailed features of the two orators’ styles. Moreover, Hillary Clinton’s rhetoric is quite balanced when it comes to using both denotation and connotation. On the contrary, Donald Trump heavily leans towards connotation, given that purely denotative phrases are rather scarce in his discourse. In addition, the different connotative strategies that we have studied serve different purposes in Hillary Clinton’s and Donald Trump’s speeches. The main linguistic elements that we have analyzed in order to determine so are functions of language.

5.2. IMPLICATIONS

From three the 2016 US Presidential Debates, there are exciting educators about all the discussions and pedagogical connections that can be made.

The current presidential debates magnify the significance of teaching our students to be critical thinkers. Even our youngest students need to begin to differentiate between fact and opinion, discuss and learn to identify an author's viewpoints, and analyze an argument. The students need to learn how to examine media from various sources and determine their credibility.

It is a teachable moment in which the students can learn that

sometimes people must agree to disagree. Hopefully, they will begin to understand that just because people sometimes make bad choices about what they say or have done, it does not make them bad human beings. Moreover, they can understand of how language can be used in the ideological positioning.

Vietnamese learners of English should bear in mind that the study of the language use in political speeches is highly context-dependent. The teaching can be enlarged with the semantic analysis of modality markers based on the socio-economic and political situations which are the setting of the evaluation of the language use. This implies that the use of a specific means of modality markers are certain scale of certainty relies heavily on the nature of content of political claims.

The students can learn the ways to make the positive or negative effects of delivering information involving political issues should be anticipated, which may lead to the modulation of the modality markers on right scale and right forms.

In addition, Vietnamese teachers can make in-class debate about whether the debates are worthwhile, or assign students to write an essay about the value of the debates. Working in pairs or individually, the students can make a list of questions they think the ways to ask during the debates. As the result, the students can hold their own discussion or debate about the issues our country faces.

5.3. LIMITATION OF THE STUDY

Firstly, the study has limitation of data. This paper just analyzes Hillary and Trump's in three debates instead of larger data set. As a result of narrowing the material analyzed, the findings will not reflect the broader and true features of the speakers.

Secondly, there is limitation of the absence of phonological information regarding the speeches. Phonological factors play an important role in giving out a lot of information about words

emphasized. As the result of this, a more complete picture of Hillary and Trump's intentions is not created properly. To read three transcripts, researcher has no more feeling than what are listened to. Because it is very vital to see them alive and listen to their tone and rate of speech which is strong influence on student. This help student has more information and emotion to study and analyze these speeches.

Thirdly, the limitation of researcher's knowledge occupies with a crucial role in analyzing the big debates from very famous and experienced candidates – Hillary Clinton and Donald Trump. This has limited data analysis, as well as deeply analyzing their speeches.

5.4.SUGGESTIONS FOR FURTHER STUDIES

In the study, the researcher mainly uses the mood system, modality system including semantic, syntactic and pragmatic features to analyze the 2016 US Presidential Election Debates between Donald Trump and Hillary Clinton. Natural Language Processing is not an exact science. It only gives us clues and elements by which to understand how speeches are delivered. The dataset is short, and further analysis is required to extract more precise features.

Thus, future research should analyze Hillary Clinton's and Donald Trump's debates through a different discipline of discourse analysis like critical discourse analysis, which could focus on a topic like gender, race or inequality.