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AN INVESTIGATION INTO LEXICAL MARKERS OF EMOTION EVALUATION IN POLITICAL SPEECHES MADE BY THE US PRESIDENT BARACK OBAMA

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CHAPTER 1
INTRODUCTION

1.1. RATIONALE

As we all know, anyone can give a speech but not everyone can give an effective speech. When humans communicate, speech often serves as a primary tool for conveying information. Due to the common nature of using verbal communication, people often take for granted the separate elements of speech communication. Via communication, speakers or writers can use the language to express their intention, emotion, opinion and feeling to attract listeners or readers in their speeches. Ideally, when verbal communication is effectively employed, messages are more clearly delivered and needs are more directly met. To make the message more "listenable," the speakers have to be able to understand it from the listeners' perspective. With the goal of persuasion, the speaker will try his best to bring the crowd to his point of view. Therefore, apart from his ability, the speaker will know the way to use humour and storytelling in a speech; know to make a presentation memorable and to overcome stage fright etc. Besides, the speaker's attitude also plays an important part to make the speeches more effective, lively and persuasive. In particular, speaker's emotion is considered to be one of the key values to understand the way writers or speakers positively or negatively evaluate the entities, happenings and states-of-affairs with which their speeches are concerned. It is a way to express the attitude and is the emotional response to the person, thing, happening or state of affairs and is indicated through various lexical items as verbs of emotion, adverbs and adjectives of emotion, and nominalization. Being thought

to be skilful at using language in political speeches, Barack Obama - the US president used lexical markers of emotion evaluation to persuade the public in his favour.

There are so many interesting things that need to be studied in Political Speeches and it is not easy and natural for many learners to express emotion in speeches in English. Therefore, with the hope of providing Vietnamese learners of English with pragmatic knowledge to understand and use emotional expressions in political speeches effectively, I decide to choose *"An investigation into Lexical Markers of Emotion Evaluation in Political Speeches made by the US President Barack Obama"* as the topic of my thesis. In addition, this study might help us deal with this part of the English language more carefully to make significance to the learning and teaching writing and speaking skills.

1.2. AIMS AND OBJECTIVES

1.2.1. Aims

The study is aimed to investigate lexical markers of emotion evaluation in political speeches made by US president Barack Obama in terms of syntactic and semantic features in order to help the Vietnamese students of English achieve persuasive and coherent understanding of political language in English concerning emotion.

1.2.2. Objectives

In order to achieve the above- mentioned aims, this research is planned:

1. To study the lexical markers of emotion evaluation in political speeches made by Barack Obama in terms of syntactic and semantic features in view of Halliday's Functional Grammar and Martin &White's Appraisal theory;

2. To put forward some implications to the teaching and learning English concerning using the emotion markers in making political speeches effectively.

1.3. RESEARCH QUESTIONS

1. What are the syntactic features of lexical markers of emotion evaluation in political speeches of Barack Obama in view of Halliday's Functional Grammar?

2. What are the semantic features of lexical markers of emotion evaluation in political speeches of Barack Obama in view of Appraisal perspectives?

1.4. THE SCOPE OF THE STUDY

This study is confined to the investigation into lexical markers of emotion evaluation in political speeches made by Barack Obama. Within the scope of a thesis, I focused on the analysis of lexical markers of emotion evaluation in political speeches made by Barack Obama in terms of syntax and semantics. I studied the issues of the linguistic realizations of emotion in Political Speeches of Obama. The description of the syntax of emotion relying on lexical markers of emotion evaluation was made in reference to the functional framework in terms of clause as message and traditional grammatical units such as kinds of sentence structural group. The examination of the semantics of emotion was done with a look into the semantic categories in appraisal terms such as dis/satisfaction, in/ security un/happiness and dis/inclination.

1.5. SIGNIFICANCE OF THE STUDY

With the aim to analyse the linguistic realizations and semantic features of lexical markers of emotion evaluation in political speeches of Barack Obama, the study is expected to provide learners with

practical knowledge and use lexical markers of emotion evaluation effectively in their speeches. In addition, it can be used for teaching, learning languages, especially in teaching speaking skill to Vietnamese learners of English as well as improving the students' ability of oral representation, of public speaking skill. Hopefully, the study will bring practical benefits for those who want to use lexical markers to express emotion in their political speeches.

1.6. ORGANIZATION OF THE STUDY

The research includes five chapters.

Chapter 1 is Introduction. Chapter 2 is Literature Review and Theoretical Background. Chapter 3 is Methods and Procedures. Chapter 4 is Findings and Discussions. Chapter 5 is Conclusion, Implications and Suggestions for further research beyond the limits of the study.

CHAPTER 2
LITERATURE REVIEW
AND THEORETICAL BACKGROUND

2.1. LITERATURE REVIEW

In English, Martin and White (2005)'s appraisal theory accounts for the vast array of subjective meanings, evaluative ones inclusively, which are expressed by language users in everyday communication. This descriptive model provides a systematic account of the attitudinal and evaluative meanings which are expressed in a large number of communicative settings.

Moreover, Laritza, López & José (2009) presented a problem of Sentiment Classification in texts. They made use of Appraisal Theory to classify the evaluation words in affect, judgment and appreciation.

Furthermore, Giles (2012) analyses the evaluative language used by undergraduate student writers in a Mexican university in the introductions of their final research reports. Liu (2010) pays much attention to the application of Appraisal theory to the analysis and teaching of English reading at college.

In Vietnam, there were studies applying Appraisal theory in their discussion. Nguyễn Văn Khôi (2006) examined Proclaim markers in English and Vietnamese based on a theoretical framework of Appraisal. The author investigated the syntactic, semantic and pragmatic features of proclaim markers in epistemic modality and evidentiality, speech acts, force dynamics, politeness principles, and dialogistic view.

Regarding the use of political language, Nguyễn Uy Dũng (2010) studied stylistic devices in political speeches by US Presidents by using the model of Appraisal Theory by Martin.

In the domain of business English, Võ Duy Đức (2011) employed Appraisal for the analysis of style in English and Vietnamese business hard news reporting. His study provides learners with useful information on doing research on the evaluation language.

As for the language of sport commentaries, Trần Hữu Thuần (2014) explored the use of Appreciation in football commentaries in English and Vietnamese. His thesis focuses on Appreciation in the category of Attitude, one of the three subsystems within the Appraisal theory.

Regarding the language of evaluation for judgement, Nguyễn Thanh Tâm (2014) studies the semantic features of explicit judgments in political speeches in American English. Her thesis found out the linguistic realization and semantic features of explicit judgements in

political speeches to help Vietnamese students of English achieve coherent and persuasive understand of political language in American English concerning judgements.

The previous studies have mentioned some categories under the Appraisal framework found out how to use them effectively. However, the linguistic features of emotion in political speeches made by Barack Obama in detail have not been dealt with so far. So, it is hoped that this investigation will provide Vietnamese learners of English a better insight into the usage of lexical markers of emotion valuation in particular.

2.2. THEORETICAL BACKGROUND

2.2.1. Political Speech definition

2.2.2. An overview of Appraisal Theory

Martin & White state that "Appraisal is one of three major discourse semantic resources construing interpersonal meaning (alongside involvement and negotiation).

Appraisal theory divides evaluative resources into three broad semantic domains: Attitude, the expression of feelings, Engagement, the sourcing of attitudes and negotiation of heteroglossic diversity and Graduation, the scaling of interpersonal force or for sharpening/ blurring the focus of valuer relationships. They are known as three systems of Appraisal and each system has its own sub-systems for the writer or speaker to make semantic choices.

a. Attitude – a sub-system of Appraisal

Attitude "is concerned with our feelings, including emotional reactions, judgements of behaviour and evaluation of things" [20, p.35]. All three types of Attitude can be expressed either positively or negatively.

b. Emotion and Related Concepts

Emotion is a natural instinctive state of mind deriving from one's circumstances, mood, or relationships with others. (Oxford Dictionaries). For the assessment of emotional states, we can mention here the concept of Affect as a semantic category in Appraisal theory.

As we may know, affect is the experience of *feeling and emotion.*

According to Appraisal theory, Affect is typically realized through

+ mental processes of reaction

+ attributive relationals of Affect

+ nominalization, they may, of course, be realized as nouns (The values of affect occur as either positive or negative categories (*love* versus *hate*, *please* versus *irritate*, be *bored* versus be *intrigued*) and that each meaning is located along a sliding scale of force or intensity from low to high - thus *like, love, adore*; *to be troubled by, to be afraid of, to be terrified of* etc.

Martin and White group Affect into four major sets:

+ Un/ Happiness: *cheerful, love, adore, miserable…*

+ In/ Security: *anxious, confident, trusting, startled...*

+ Dis/ satisfaction: *angry, fed up with, jaded...*

+ Dis/ inclination: *suggest, request, demand, cower, wary...*

Besides, the evaluation carried out through Affect Appraisal can be "Authorial Affect" or "Non- Authorial Affect" or Shared Affect.

2.2.3. **A working definition of lexical markers of emotion evaluation**

Much has been written about linguistic markers and lexical markers about emotional concepts. To have a better knowledge of the linguistic means to express emotion or affect for the evaluative

purpose, it is necessary to set up a working definition for lexical markers of emotion evaluation.

Before we come to an operational definition of lexical markers of emotion evaluation, an overview of how writers on this subject matter define markers of emotion.

As Panasenko (2012) who focuses on lexical-syntactical stylistic means of expressing love in Czech and Slovak, these are syntactic stylistic means based on informational compression and based on expansion of information and rhetoric questions, exclamatory sentence, anaphora ..

By Starostina (2015), the markers of emotional evaluation are lexical means contributing to the intensification of the negative evaluation in a remark. They may be lexical intensifiers such as *so, very, just, very, how*, etc. or the repetition of the lexical unit with negative connotation. For example,

Muriel. I just can't believe… It's **so** stupid! (*Abernethy, Over Coffee*)

1. Luke. You know **how** ridiculous you look in that get-up! (*Hamilton, A Midnight Clear*)

2. BRICK. It's unbelievable the way these Bush people think! They are **loons**, outright **loons**! (*Horton, The 11 Brighton from London/Victoria*)

Despite the fact that Starostina's definition dwell upon the lexical markers of negative emotional and rational evaluation in modern English drama discourse, this definition is closer to the definition I would use in this study.

Here, the lexical markers of emotional evaluation to be examined in the scope of this study are lexical means that help to

signal the speaker/writer's emotion or affect through the use of evaluative language with the linguistic resources proposed by Martin & White's taxonomy of Appraisal values concerning emotion or affect such as ***proud*** (adjective) *, **love*** (verb, noun), ***oppose*** (verb), ***absolutely confident** (*adjective phrase), ***hopeful** (*adjective), ***wonderful*** (adjective), ***like*** (verb), ***happy*** (adjective), ***glad*** (adjective) etc.

2.2.4. An overview of Functional grammar

Halliday (2004) analysed lexico-grammar into three broad metafunctions: *ideational, interpersonal* and *textual*. Each of the three metafunctions is about a different aspect of the world, and is concerned with a different mode of meaning of clauses. Being about the natural world in the broadest sense, ideational metafunction is involved with clauses as *representations*. Focusing on the social world, especially the relationship between speaker and hearer, interpersonal metafunction is related to clauses as *exchanges*. Finally, reflecting the verbal world especially the flow of information in a text, textual metafunction deals with clauses as *messages*.

a. Clause as Exchange

- Mood

+ Finite

+ Subject

- Residue

+ Predicator:

+ Complement:

+ Adjunct:

b. Clause as Message

Halliday (2004) states that clause as message is a clause which

has meaning as a message, a quantum of information. In the clause as a message, there are *theme* and *rheme*.

- *Theme*

A theme is the element which serves as the point of departure of the message, the part in which the clause is concerned.

In a declarative clause, there are:

Unmarked Theme (Theme = Subject): Subject is the 'normal' Theme choice. Nominal group functioning as Subject.

Marked Theme (Theme ≠ Subject):   A Theme that is something other than the subject. The most usual form of marked Theme is an adverbial group or prepositional phrase functioning as Adjunct in the clause.

- *Rheme*

The Rheme is the remainder of the message, the part in which the theme is developed. He further explains that rheme as a message structure. A clause consists of a Theme accompanied by a Rheme.

CHAPTER 3
METHOD AND PROCEDURES

3.1. RESEARCH METHODS

Descriptive and qualitative method were discussed.

3.2. DATA COLLECTION

Data were collected from 200 political speeches made by Barack Obama on some suitable websites. To collect the data, I followed these steps:

- adopting a working definition of emotion in political speeches;
- collecting samples that fit the working definition;

- Downloading the political speeches of Barack Obama which were sought with the search engine of Google

In the process of seeking instances of lexical markers of emotion evaluation, the recognition of these instances was done based on both the syntactic structures as well as the semantic components ones.

3.3. DATA ANALYSIS

- Syntactic features of emotion such as clause of message (simple and complex sentences), structural group (nominal, verbal, adjectival and adverbial groups) in view of functional grammar.

- Semantic features of emotion in view of appraisal such as the happiness or unhappiness meaning, the security or insecurity meaning, the satisfaction or dissatisfaction meaning and the inclination or disinclination meaning of lexical markers of emotion evaluation in Barack Obama's Political Speeches.

The results of the analysis were then presented in mainly qualitative manner (in words and nominal scales). Frequency of lexical markers of emotion evaluation was presented in tables.

3.4. RELIABILITY AND VALIDITY

In order to have an accurate research, we need to make sure of its reliability. As indicated above, the data for this study were systematically collected from websites, newspaper and news reports. Obviously, any information which is quoted in this research is as exact as the original materials. It was important that the samples were carefully read and selected in order to verify a reliability and validity of results. Furthermore, the theoretical background for the study is mainly based on the theory of the people who are well-known in the field of evaluative language such as Martin & White, Halliday, and

Hunston & Thompson. Accordingly, both the data and the background for the study has been administered to guarantee the quality of the data collection procedures.

CHAPTER 4
FINDINGS AND DISCUSSIONS

4.1. SYNTACTIC FEATURES OF LEXICAL MARKERS OF EMOTION EVALUATION IN POLITICAL SPEECHES MADE BY BARACK OBAMA IN VIEW OF FUNCTIONAL GRAMMAR

4.1.1. Emotion Evaluation in Obama's Political Speeches as Clause as Message

a. Emotion Evaluation in Obama's Political Speeches in Simple Sentences

I	*don't oppose to*	all wars.
Subject	**Predicate**	**Complement**
Theme	**Rheme**	

Figure 4.1. Emotion Evaluation expressed by Simple Sentence 1

The theme which comes first is **I** and the rheme which carries the emotion in the sentence above by the lexical marker- the verb is "**don't oppose to**.This verb carrying the emotion is placed in the predicate.

b. Emotion Evaluation in Obama's Political Speeches in complex Sentences

I	was raised by a single mom and two *wonderful* randparents	who	made incredible sacrifices for me.
		Theme	**Rheme**

	Theme	Rheme
Theme	Rheme	

Figure 4.2. Emotion Evaluation expressed by Complex Sentence 1

c. Emotion Evaluation in Obama's Political Speeches in Compound Sentences

We	*worship* a "awesome God …	and	we	*don't like* federal agents
Theme	Rheme	Conjunct	Theme	Rheme
Theme		Rheme		

Figure 4.3. Emotion Evaluation expressed by Compound Sentence

Being regarding as a message, the sentences above consist of two parts: the theme *"We"* which served as the first part in two clauses and the rheme " ***worship*** *an "awesome God" in the blue states*" and "***don't like*** *federal agents poking around in our libraries in the red states.*" follow the remaining parts which contain emotion.

d. Emotion Evaluation in Obama's Political Speeches in Compound- Complex Sentences

He	*was welcomed* by the president	who	told him	I
Theme	Rheme	Theme	Rheme	Theme
Theme				

am glad to see you, McAlpin,	and	I	am *very happy* to have you here.
Rheme	Conjunct	Theme	Rheme
Rheme			

Figure 4.4. Emotion Evaluation in Compound-Complex Sentence

4.1.2. Emotion Evaluation in Obama's Political Speeches as Structural Group

a. Emotion in Obama's Political Speeches as nominal Group

terrific	kids
Epithet: emotion	**Thing**
Adjective	**Noun**

Figure 4.5. Emotion Evaluation in form of nominal group: Epithet, thing 1

Emotion expressed in the structure of nominal group with **Epithet, thing** appears in adjectives (***terrific).***

willing	*heart*
Epithet: emotion	**Thing: emotion**
Adjective	**Noun**

Figure 4.6. Emotion Evaluation in form of nominal group: Epithet, thing 2

The emotion Evaluation in the example above is expressed in both **epithet (willing)** and **thing (heart).**

the	*proud*	uniform
Deictic	**Epithet: emotion**	**Thing**
Determiner	**Adjective**	**Noun**

Figure 4.7 Emotion Evaluation in form of nominal group: Deictic, Epithet, thing1

b. Emotion Evaluation in Obama's Political Speeches as Verbal Group

Subject	Lexical Main Verb	Object
The military families who	*love*	them

Figure 4.8. Emotion Evaluation in form of simple verbal Group

Modal verbs	Volition verbs	Lexical Main Verbs
shouldn't have to		*fear*
	are willing to	*sacrifice*

Figure 4.9. Emotion Evaluation in form of complex verbal Group

c. Emotion Evaluation in Obama's Political Speeches as Adjectival Group

regrettable
Simple Adjectival Group

Figure 4.10. Emotion Evaluation in form of Simple Adjectival Group

very	proud	of the work they're doing.
Modifier	**Head**	**Qualifier**
Complex Adjectival Group3		

Figure 4.11. Emotion Evaluation in form of Complex Adjectival Group3

d. Emotion Evaluation in Obama's Political Speeches as Adverbial Group

"***Thankfully***, this body acted to change this law in 2003 so that wounded soldiers wouldn't have to pay for their meals." (*Amendment to Provide Meals and Phone Service to Wounded Veterans in 2005)*

In the example above, the adverb " ***Thankfully***" is used to modify the circumstance.

4.1.3. Syntactic Functions of the Structural Groups Expressing Emotion

Phrase type	Syntactic function(s) at clause level	Syntactic function(s) at phrase level
Verbal group	Predicate	-
Nominal group	Subject, Object, Predicative	-
Adjectival group	Predicative	premodifier in noun phrase
Adverbial group	Adverbial/Adjunct	premodifier in adjective phrase or in adverb phrase

Figure 4.12. Syntactic functions of some phrase types

Nominal function: syntactic function typical of a noun phrase (Subject, Object, Predicative; complement of preposition)

Verbal function: syntactic function typical of a verb phrase (Verb)

Adjectival function: syntactic function typical of an adjective phrase (Predicative; modifier in noun phrase)

Adverbial function: syntactic function typical of an adverb phrase (Adverbial; modifier in adjective phrase)

4.2. SEMANTIC FEATURES OF LEXICAL MARKERS OF EMOTION EVALUATION IN POLITICAL SPEECHES MADE BY BARACK OBAMA IN VIEW OF APPRAISAL

4.2.1. The happiness/ Unhappiness Meaning of Emotion

In type of un/ happiness meaning, emotion can be divided into 2 sub-types: Misery/ Cheer and Antipathy/ Affection

Sentence	U/H: positive (+) / negative (-)
Americans everywhere *are crying* out for this kind of leadership today.	(-) misery, non-auth, physical expression

Figure 4.13.The happiness/ Unhappiness Meaning of Emotion: Misery

Sentence	U/H: positive (+) / negative (-)
A young man... who could always get a *laugh* with his impersonation of his commander…	(+) cheer, non-auth, physical expression

Figure 4.14. The happiness/ Unhappiness Meaning of Emotion: Cheer

Sentence	U/H: positive (+)/ negative (-)
No children are born hating, and no children -- anywhere - should be educated to **hate** other people.	(-) antipathy, non- auth, emotional state

Figure 4.15. The happiness/ Unhappiness Meaning of Emotion: Antipathy

Sentence	U/H: positive (+)/ negative (-)
Michelle and I will be fortunate enough to **hug** our girls a little tighter this weekend, as I'm sure you will do with your children	(+) affection, shared, physical expression

Figure 4.16. The Un/ happiness Meaning of Emotion: Affection

4.2.2. The Security or Insecurity Meaning of Emotion

In type of in/ security meaning, emotion can be divided into 2 sub-types: Disquiet/ Confidence and Trust/ Distrust.

Sentence	I/SE: positive (+)/ negative (-)
"They are **anxious** about their futures, …	(-) disquiet, non-auth, emotional state

Figure 4.17. The Security or Insecurity Meaning of Emotion: Disquiet

Sentence	I/SE: positive (+)/ negative (-)
and for the first time in over a decade, business leaders around the world **have declared** that China is no longer …	(+) confidence, non-auth, physical expression

Figure 4.18. The Security or Insecurity Meaning of Emotion: Confidence

Sentence	I/SE: positive (+)/ negative (-)
…. Through deeds he gave courage to the *faint* of heart…	(-) surprise, non-auth, emotional state

Figure 4.19. The Security or Insecurity Meaning of Emotion: Surprise

Sentence	I/SE: positive (+)/ negative (-)
Already, the state of Illinois *has committed* to accepting 10,000 families…	(+) trust, non- auth, physical expression

Figure 4.20. The Security or Insecurity Meaning of Emotion: Trust

4.2.3. The Satisfaction or Dissatisfaction Meaning of Emotion

Sentence	S/D: positive (+)/ negative (-)
… that the *stale* political arguments that have consumed us for so long no longer apply.	(-) ennui, non- auth, emotional state

Figure 4.21. The Dis/ Satisfaction Meaning of Emotion: Ennui

Sentence	S/D: positive (+)/ negative (-)
… it is not *attentive* to their needs	(-) interest, non- auth, emotional state

Figure 4.22. The Dis/ Satisfaction Meaning of Emotion: Interest

Sentence	S/D: positive (+)/ negative (-)
They are *angry* and frustrated with their leaders for not listening to them.	(-) displeasure, non- auth, emotional state

Figure 4.23. The Dis/ Satisfaction Meaning of Emotion: Displeasure

Sentence	S/D: positive (+)/ negative (-)
I wouldn't be *satisfied* as long as I'm meeting somebody who has a -- doesn't have a job and wants one.	(+) pleasure, auth, emotional state

Figure 4.24. The Dis/ Satisfaction Meaning of Emotion: Pleasure

4.2.4. The inclination or Disinclination meaning of Emotion

Sentence	IN/DI: positive (+)/ negative (-)
We give thanks for all our men and women in uniform – and for their families, who are surely ***missing*** them very much today	(+) desire, non-auth, emotional state

Figure 4.25. The inclination r Disinclination meaning of Emotion: Desire

Sentence	IN/DI: positive (+)/ negative (-)
If they do that, … that many of the Sunni countries in the region who have been generally suspicious or *wary* of the Iraqi government are more likely to join in	(-) fear, non-auth, emotional state

Figure 4.26. The inclination or Disinclination meaning of Emotion: Fear

CHAPTER 5
CONCLUSIONS AND IMPLICATIONS

5.1. CONCLUSIONS

Aiming at investigating into Lexical Markers of Emotion Evaluation in Political Speeches made by the US President Barack Obama, we set up two major goals for the thesis such as analysing syntactic and semantic features of emotion in Barack Obama's

speeches. In great attempt of achieving the result, we have made an attempt on applying functional grammar theory pioneering by Halliday and Appraisal theory by Martin and White. Thanks to a unified and understandable principles set up before each step of the analysis, we gain interesting results follows:

With the syntactic features, linguistic resources to express emotion in Barack Obama's political speeches are analysed in the view of functional grammar. By examining lexical markers, the instances of emotion were investigated in two aspects- clause as message and structural groups.

As syntactically realized in the structural group, emotion is touched in terms of nominal group, verbal group, adjectival and adverbial group. Each kind of group has its own function at clause or phrase level. The noun clauses almost adopt the identification of the nominal group in terms of Head and Thing. The other structural groups such as Verbal group, Adjectival group and Adverbial group are also presented in form of emotion that fits the working definition of the study. Furthermore, the syntactic functions of the Structural Groups Expressing Emotion are also treated with the function as verb, subject, objective, predicative, and adverb. In addition, as clause as message, emotion is composed of Theme and Rheme and can be found easily in the clausal structures or utterances. Every clause is organized as a message related to political speeches. As the clause as message, emotion is found in form of simple , complex, compound and compound- complex sentences.

In terms of semantic features, appraisal meaning of emotion in Obama's speeches was characterized as Obama's attitude by means of lexical markers with a view to appraisal and speech acts. Depending

on the appraisal theory, emotion was investigated in four major sets such as un/ happiness, in/ security, dis/ satisfaction and inclination / disinclination. Surprisingly, all sub-categories of emotion are used skilfully by Obama in his speeches. They are antipathy, misery, cheer, affection, disquiet, surprise, confidence, trust, ennui, displeasure, interest, pleasure, desire and fear. Each category has a different function in expressing Obama's attitude and feeling.

5.2. IMPLICATIONS

It is true that language evaluation is used popularly in different kinds of discourse and thanks to it, writers can express their feeling, thinking, emotion and their evaluation to others or things. Therefore, discovering emotion- a subtype of Appraisal in view of Halliday's Functional Grammar and Appraisal theory has many contributions to not only the field of teaching and learning English but also to those who are interested in this field. These benefits are meaningful in the following ways for those involved:

5.2.1. To the teachers

It is very useful for teachers to use suitable appraisal strategies during teaching procedure so that their students know how to use them in writing reading or speaking speeches effectively. When using functional grammar for teaching English, teachers should consider three suggestions: One is to make text analysis around clauses and word groups (noun groups, verb groups, adjective group, and prepositional group). At the same time, they need to try to avoid some functional labels. However, it is not a good idea to teach all the functional labels to students. The main purpose is to let students know how language works that way. The second suggestion is to let students deeply realize that grammar is a resource of making meaning and a

subsystem of language. In functional grammar, there are many systems, such as mood system, verb system, and so on. This idea of language as a system is very important in helping EFL students to understand how language works. Last, making a comparison between functional grammar and traditional grammar would reinforce the understanding of functional concepts because most EFL students have been taught traditional grammar. They don't know what uses are appropriate or not, but they do know what uses are right or wrong.

Furthermore, the capacity to express one's personal feelings and opinions with precision and sophistication in appropriate contexts has been one of the very important issues in language teaching and learning. Through expressing one's feeling and opinions, one can build a particular kind of relationship with the reader/hearer by confirming solidarity with their views or by leading or persuading them towards a certain viewpoint and by fine-tuning the level of certainty in statements. To prepare the students whose language background is not English to be able to participate effectively in the everyday, academic and professional settings in an English speaking country, it is very important that language teachers are equipped with linguistic understanding of evaluative language so that they can use the Appraisal theory we presented in the previous chapter to enhance their language programs and teaching.

5.2.2. To the students

Functional grammar is more sociological in orientation. It is concerned with understanding the ways in which language is used for different purposes and in different situations, serving a communicative purpose of language learning. This is what EFL students really need. Most EFL students are taught traditional grammar, and know a lot of

grammar rules. In their mind, a language is a set of rules. For a communicative purpose, this mind set should be changed. They need to know how to use language in different situations. In order to achieve academic success in school, they must be familiar with school-based texts. They should know the differences of modes and genres between spoken English and written English.

Moreover, the ability to express the personal feelings and opinions in English is essential not only in dealing with academic tasks that require students to express their critical and analytical thinking but also in their everyday lives.

5.3. LIMITATION OF THE STUDY

Due to the lack of time, space as well as relevant materials, the topic under study may not have been thoroughly discussed as it should be. Therefore, all of the president Obama's political speeches were only collected from transcripts of lectures chosen from websites such as: www.whitehouse.com; www.cnn.com; www.usatoday.com. Additionally, due to the limited knowledge and references, the study can only examine lexical markers of emotion evaluation in political speeches made by the US president Barack Obama in terms of syntactic and semantic features, so it has not reached the expected depth as it should. In spite of its limitations, this study is expected to contribute useful knowledge to the teaching and learning English, especially to giving emotion evaluation for teachers and learners of English.

5.4. SUGGESTIONS FOR FURTHER RESEARCH

This thesis is an attempt to make a detailed analysis of linguistic features of emotion in political speeches made by Barack Obama by using lexical markers. What's more, much of our effort has been made

to point out the instances of various types of the president Obama's emotion. However, within the limitation of time and materials, the study is by no means complete and still remains some other aspects. From personal experience as doing the research, some following further should be carried out in order to have an overall picture of investigating into emotion in people's speeches in English and Vietnamese which merit further studies, including:

- A Contrastive Analysis of Stylistic Devices of Emotion in Political Speeches in both English and Vietnamese.

- An Investigation into Influences of Politeness Strategies on Emotion in Political Speeches in both English and Vietnamese.

- An Investigation into Stylistic Devices of Emotion in English and Vietnamese political speeches.

- An Appraisal Analysis of Emotion in Ernest Hemingway's novels in English and Vietnamese Translation.