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**A CRITICAL DISCOURSE ANALYSIS OF THE
SPEECHES OF MARGARET THATCHER
AND THERESA MAY**

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CHAPTER 1

INTRODUCTION

1.1. RATIONALE

To communicate effectively, we can use verbal or non-verbal communication such as gestures, body language and tone of voice. Therefore, when we communicate with other people, we should consider the words, gestures, body language and so on to make a best conversation. Through the ideology and power embedded in the writer's or speaker's languages, we can discover the relationship between them when linguists investigate in the immense field of Critical Discourse Analysis.

CDA enables linguistic researchers to analyse different kinds of discourse. One of the most important and popular targets of CDA is political discourse. There are a number of researches that investigate the political speeches in the light of CDA because they significantly express the ideology of the writer and the speaker. However, it is interesting to explore the similarities and differences between the language use, the ideology and the power between two famous presidents of Britain: Margaret Thatcher and Theresa May.

Besides, the need to develop students' critical thinking is generally seen as an integral component of education development. Critical thinking always goes with controversy as proved by the evolution of this term over the past century. Through discussing, analyzing and debating, teachers and students can have a thorough and deep understanding about the issues. Therefore, it is very necessary to understand and apply the critical thinking in general and critical discourse analysis into the language teaching and learning.

For all reasons above, I decided to conduct a thesis with a title *“A Critical Discourse Analysis of the speeches of Margaret Thatcher and Theresa May”*. I try to focus on analyzing the textual description in Margaret Thatcher’s speeches and Theresa May’s speeches in terms of vocabulary analysis, grammar analysis and textual structure. I also try to clarify the similarities and differences between their speeches in terms of language, ideology and power in the light of CDA.

1.2. SCOPE OF THE STUDY

The study is confined to analyze the five speeches made by Margaret Thatcher and the five ones of Theresa May to different types of audience: national and international. .

The study follows only the description stage according to Fairclough’s framework. The interpretation and explanation stages will not be included because the nature of “analysis” changes from stage to stage. In description, analysis is generally a matter of identifying and ‘labelling’ formal features of a text in terms of the categories of a descriptive framework.

1.3. RESEARCH AIMS AND OBJECTIVES

1.3.1 . Aims

The aim of this study is to get a more in-depth understanding of textual description in terms of vocabulary analysis, grammar analysis and textual structure in the speeches of Margaret Thatcher and Theresa May. It also aims at clarifying the similarities and differences between their speeches in terms of language, ideology and power in the light of CDA.

1.3.2 . Objectives

The study is intended to:

- Examine the textual description in terms of vocabulary analysis, grammar analysis and textual structure in the speeches of Margaret Thatcher and Theresa May.

- Identify the relation between language, power and ideology presented in their speeches.

- Clarify the similarities and differences between Margaret Thatcher and Theresa May presented in their speeches.

1.4. RESEARCH QUESTIONS

In order to achieve the aims and objectives of the study, the study will answer these questions below:

1. *What are the discourse features of these speeches by Margaret Thatcher and Theresa May in terms of vocabulary, grammar and textual structure in CDA perspective?*

2. *What are the similarities and differences in expressing of the two authors' ideologies?*

1.5. THE SIGNIFICANCE OF THE STUDY

The result of this study is expected to be useful and meaningful to the discourse analysis study. Moreover, this study can be a foundation for further studies on speech's analysis in the light of CDA.

CHAPTER 2

LITERATURE REVIEW AND THEORETICAL BACKGROUND

2.1. PREVIOUS STUDIES

The researcher of this study has read a great deal of previous studies on the critical discourse analysis in many kinds of field such as speeches, advertisements and other types of text that Some conducted by foreign researchers and Vietnamese ones are mentioned as follows:

In the article “The concept of Power in Teacher’s Talk: A Critical Discourse Analysis”, Maftoon P. and Sharouki N. (2012) investigated the concept of power in teacher’s talk and examined how the power as power/knowledge is linguistically expressed by teachers and presented in the classroom.

There have also been several M.A. theses regarding CDA. Thuong (2015) investigated the critical discourse analysis of John F. Kennedy’s opening statement in the first presidential debate with Richard M. Nixon and the inaugural address. In the light of CDA, this study used the case study approach including prospective and retrospective methods.

2.2. THEORETICAL BACKGROUND

2.2.1. Definition of discourse

According to Longman dictionary, discourse is a serious speech or piece of writing on a particular subject.

Foucault (1972, p. 117) defines a discourse as follows: “We shall call discourse a group of statements in so far as they belong to the same discursive formation [...]”

There have existed a variety of definitions of the concept of discourse, different scholars and researchers tend to approach discourse in different point of view. However, the concept of discourse can be understood briefly and precisely through the definition of Foucault (1972).

2.2.2. Discourse analysis

Brown and Yule (1983, p. 1) stated that “the analysis of discourse is, necessarily, the analysis language in use. As such, it cannot be restricted to the description of linguistic forms are designed to serve in human affairs.

One of the Vietnamese famous researchers Nguyen Hoa (2000:, p. 11) also shares the same point of view in his book “*An Introduction Discourse Analysis*” that discourse analysis is considered as “a study of how and for what purposes language is used in a certain context and the linguistic means to carry out the purposes”.

There have been several definitions of discourse analysis that scholars and researchers share the common idea that it is definitely the study of language in use that extends beyond the boundaries of sentence.

2.2.3. Levels of discourse

Fairclough, in his work *Language and Power* (2001, p. 20-21) gives his opinions on the actual nature of discourse and text analysis. From his point of view, discourse involves social conditions, which can be specified as: social conditions of production and social conditions of interpretation. Furthermore, “social conditions relate to three different ‘levels’ of social organization: the level of the social situation, or the immediate social environment in which the discourse

occurs; the level of the social institution which constitutes a wider matrix for the discourse; and the level of the society as a whole”.

2.2.4. Definition of critical discourse analysis (CDA)

CDA may be defined as completely concerned with clear and obvious structural relationships of *dominance, discrimination, power, and control as manifested in language* (Wodak & Meyer, 2001: 2). Therefore, CDA aims to investigate critically social inequality as it is expressed, signaled, constituted, legitimized and so on by language use, or in discourse.

Fairclough (1995, p. 132) in his definition perceives CDA as “discourse analysis which aims to systematically explore often opaque relationships of causality and determination between (a) discursive practice, events and texts, and (b) wider social and cultural structures, relations and processes; to investigate how such practices, events and texts arise out of and are ideologically shaped by relations of power and struggles over power; and to explore how the opacity of these relationships between discourse and society is itself a factor securing power and hegemony”.

In short, CDA is a category which can be understood in many different ways. To the best of my knowledge, the thesis will follow the point of view of Norman Fairclough.

2.2.5. Critical Discourse Analysis: Meaning and Scope

2.2.5.1. The concept of power

As Fairclough (1989) claims power is a kind of commodity which can be won and exercised only in social struggles in which it may also be lost. Accordingly, Foucault (1972) views power not as something that dominant members of society have over subordinate members but in terms of the relationship between power and

resistance.

2.2.5.2. The concept of ideology

It is reasonable to locate ideology as both a property of structures and a property of events (Fairclough, 1995, p. 71). What features or levels of language and discourse may be ideologically invested? A common claim is that it is “meanings” (sometimes specified as “content” as opposed to “form”) that are ideological (e.g., Thompson (1984)), and this often means just or mainly lexical meanings. Lexical meanings are presuppositions, implicatures, metaphors, and coherence, all aspects of meaning.

2.2.6. Methodology in CDA

Fairclough (2001, p. 21-22) proposes the three dimensions or stages of CDA:

1. **Description** is the stage which is concerned with formal properties of the text.

2. **Interpretation** is concerned with the relationship between text and interaction – with seeing the text as the product of a process of production, and as a resource in the process of interpretation.

3. **Explanation** is concerned with the relationship between interaction and social context – with the social determination of the processes of the processes of production and interpretation, and their social effects.

To sum up, the three-dimensional framework for DA of Fairclough (2001) is quite suitable and effective to be exploited and used in my thesis because the study focuses on analyzing the textual description of the speeches.

Description

Fairclough (1989, p. 93-116) poses ten questions and their subquestions based on three values: experiential, relational and expressive. Experiential value is connected with the worldview of the discourse producer. Relational value is referred to social relationships which are created and sustained between text producer and the participants. Finally, expressive value is associated with the way the text producer evaluates what is being discussed.

A. Vocabulary

1. What experiential values do words have?
2. What relational values do words have?

B. Grammar

3. What experiential values do grammatical features have?
4. What relational values do grammatical features have?
5. What expressive values do grammatical features have?
6. How are sentences linked together?

C. Textual structures

7. What interactional conventions are used?
8. What larger scale structures does the text have?

(Fairclough, 1989, p. 110-111)

CHAPTER 3

RESEARCH METHOD

3.1. RESEARCH METHODOLOGY

The research employs the qualitative and quantitative approach. The data of the study, the ten speeches, is collected from some reliable websites on the Internet.

3.2. SAMPLING

The population of the study consists of 10 speeches including 5 speeches of Margaret Thatcher and 5 speeches of Theresa May collected from many reliable websites.

<http://www.margareththatcher.org/>

<http://uk.businessinsider.com/>

<https://blogs.spectator.co.uk/>

Each sample chosen for the study has to be identified through some criteria as follows:

- The audience of the speech is international or national.
- The average length of each speech varies from nearly 2000 to nearly 4500 words.

Name of speech	Author	Period time	Total words	Audience
The speech to the Conservative Party Conference in Manchester	Theresa May	10/2015	4157	National
The strong leadership speech	Theresa May	6/2017	3223	National

Name of speech	Author	Period time	Total words	Audience
Theresa May's speech on terrorism and extremism	Theresa May	9/2014	3848	International
Theresa May's full speech on the London Bridge Attack	Theresa May	6/2017	1075	National
Theresa May to the Work Economic Forum in Davos, Switzerland	Theresa May	1/2017	3187	International
The lady's not for turning	Margaret Thatcher	10/1980	4193	National
Margaret Thatcher's speech to the College of Europe: 'The Bruges Speech'	Margaret Thatcher	9/2008	3130	International
Speech to Bromley Conservatives	Margaret Thatcher	7/2001	1637	National
Speech on Japanese youth	Margaret Thatcher	9/1991	3457	International
Speech to the International Free Enterprise dinner	Margaret Thatcher	4/1999	3460	International

3.3. DATA COLLECTION

To collect sufficient and appropriate data for the study, I followed the steps:

Firstly, I searched for sources of speeches of the two authors: Margaret Thatcher and Theresa May from websites.

Secondly, I chose ten speeches from the reliable websites of the two authors.

Next, after choosing these speeches, I began to filter the samples so that the range of word number is acceptable.

Finally, I conducted the classification of these ten speeches based on the audience whether the speaker talked to international or national audience.

3.4. DATA ANALYSIS

The collected data will be analyzed as follows:

With regard to textual description, collected data will be examined in order to find out discourse features which included the use of vocabulary, grammar and discourse structures, under the network of experiential, relational and expressive values, according to 10 questions by Fairclough (1989, p. 92-93).

In particular, vocabulary analysis with experiential value of words; the relational value of words; the expressive value of words and metaphors will be analyzed. I will do the same task with grammar analysis with experiential value of grammar; the relational value of grammar and the expressive value of grammar as well as the discourse structure.

Finally, the data will be compared by using contrastive method to find out the similarities and differences in expressing the ideology of Margaret Thatcher and Theresa May.

CHAPTER 4

FINDINGS AND DISCUSSION

4.1. TEXTUAL DESCRIPTION AND ANALYSIS

4.1.1. Vocabulary analysis

4.1.2. Experiential values

The way the speaker/writer chooses the vocabulary in the text expresses his/her ideas, so there are a number of words which connect with particular ideologies occur frequently in their speeches.

For example, in the speech of Theresa May to her national audience about the leadership, she used a wide range of words related to the leadership such as: *leadership, leader, team, strong and stable leadership, international negotiations, other European leaders, European*. Another instance for the frequent use of words related to the topic of terrorism and extremism in Theresa May's speech to her international audience is that there is the occurrence of key words such as: *terrorism, extremism, legitimate, an arrest, illegal, police, safeguards, crime, the government, terrorist threats, terrorist planning..*

It can also be seen that there is a high appearance of words in Margaret Thatcher's speech related to Japanese youth such as: *generation, opportunity, development, national greatness, responsibility, Japanese society*. She also used some words related to the content about London Bridge Attack such as: *victim, a brutal terrorist, the attack, innocent and unarmed civilians, blades, knives, suspects, police, armed officers, emergency services, terrorism, perpetrators, violence, extremism*.

Along with the classification schemes, over-wording or over -

lexicalization is regarded as a means to indicate a focus of ideological struggle. Over-wording is “a usually high degree of wording, often involving many words which are near synonyms”. When studying over-wording, the thesis focuses on hyponyms, synonyms and antonyms.

***Synonyms:**

1) Margaret Thatcher's speech to the College of Europe: 'The Bruges Speech':

- Europe's defence (line 219)
- the defence of freedom (line 221)

2) Theresa May's speech to the Conservative Party Conference:

- refugee (line 25)
- resettlement scheme (line 66)
- immigration (line 86)
- costs of immigration (line 110)

***Antonyms:**

1) Theresa May's speech on terrorism and extremism:

- | | | |
|---------------------------------------|----|------------------------|
| against (line 1) | >< | for (line 2) |
| extended (line 28) | >< | cut back (line 29) |
| downgraded and discarded (line 29-30) | >< | strengthened (line 30) |

2) The strong leadership speech:

- | | | |
|-----------------------------|----|-----------------------------------|
| half-in (line 57) | >< | half – out (line 57) |
| a good soundbite (line 149) | >< | a disastrous policy
(line 149) |

Thus, the use of the word in both positive and negative aspects (through using synonyms, antonyms and hyponyms) are focused to clearly express the thoughts and attitudes of both authors: Theresa May and Margaret Thatcher about national and international issues.

This shows that the discourse reflects the world of human experience in English-speaking countries.

4.1.3. Relational values

Relational value of words concerns to “how a text’s choices of words depends on, and helps to create social relations between participants” (Fairclough, 2001, p.97). This value deals with relations and social relationships. It is likely to be reflected through “*euphemism*” and “*formality of the situation*”.

According to Marina (2013, p. 38), there are six common types of Euphemisms in terms of different communicative functions.

Means	Relational values	Relational meaning
	<p>The Soviet Union cannot conduct wars by proxy in South-East Asia and Africa, foment trouble in the Middle East and Caribbean and invade neighbouring countries and still expect to conduct business as usual (line 250 - 252, The lady’s not for turning: Margaret Thatcher’s speech)</p>	<p>Euphemism is extremely necessary because it replaces words with unpleasant referential meaning. The speaker uses “proxy”, “foment trouble”, “invade” to describe the strategies of the Soviet Union in the relationship with other countries around the world. She does not want to talk in a direct way to express her ideology and her thought about the way the Soviet Union is conducting. Hence, the speaker’s ideology is clearly expressed that she expresses the disapproval with the Soviet</p>

Means	Relational values	Relational meaning
		Union, but she does not demonstrate it directly in order not to break the collaborative relations between her country and the Soviet Union.

One property of vocabulary which has to handle with relational value is formality. Being the Prime Ministers of the United Kingdom, Theresa May and Margaret Thatcher have shown the formality of the social relations in formal situations such as a Prime Minister's election, speeches to the Party, the conferences and so on. The formality is expressed through the choice of vocabulary (among other features such as highly complex grammatical structures and loudness of talk). More formal word are used instead of less formal ones. This is one of the similarities of using vocabulary of both authors to express the power behind their speeches. The power is expressed through their speeches not just because they are the Prime Ministers of Britain, but because they show their respect and attention to their hearer. It is also presented through their choice of formal words instead of using informal ones.

Theresa May	Margaret Thatcher
(1) <u>The speech to the Conservative Party Conference in Manchester:</u> gratitude (line 22) deliberately (line 36)	(1) <u>The lady's not for turning:</u> exhilarating (line 10) prophecy (line 17)
(2) <u>The strong leadership</u>	(2) <u>Margaret Thatcher's</u>

Theresa May	Margaret Thatcher
<p><u>speech:</u> envisage (line 13) jurisdiction (line 68) flee (line 118) vital (line 121) abdication (line 148)</p>	<p><u>speech to the College of Europe: 'The Bruges Speech':</u> magnificent (line 8) gloriously (line 9)</p>
<p>(3) <u>Theresa May's speech on terrorism and extremism:</u> legitimate (line 14) resemblance (line 58) disentangle (line 96)</p>	<p>(3) <u>Speech to Bromley Conservatives:</u> sartorial (line 4) incentives (line 58) shroud (line 62)</p>
<p>(4) <u>Theresa May's full speech on the London Bridge Attack</u> professionalism (line 19) sectarianism (line 38) incompatible (line 40) tolerance (line 57)</p>	<p>(4) <u>Speech on Japanese youth</u> convergence (line 17) ultimately (line 50) dismantle (line 54) immensely (line 108)</p>
<p>(5) <u>Theresa May to the Work Economic Forum in Davos, Switzerland:</u> cease (line 63) underpinning (line 113) magnifies (line 125)</p>	<p>(5) <u>Speech to the International Free Enterprise dinner:</u> swollen (line 34) repentant (line 70)</p>

4.1.4. Expressive value of words

According to Fairclough (2001, p. 98-99), "the expressive value of words has been a central concern for those interested in persuasive language". The expressive value presents the positive or negative evaluation which the writers/speakers can express through "drawing on ideological contrastive schemes embodying different

values" based on different types of discourse.

In the text spoken by Theresa May, a classification scheme is drawn to show her positive attitude towards the future of her country - Britain. Positive words are used a number of times in the speech.

- overwhelmingly positive impact (line 11)
- momentous change (line 46)

4.1.5. Metaphors

Margaret Thatcher adds metaphors into her speeches to reflect her ideology, her perspective in each issue. For example:

We in Britain are rightly proud of the way in which, since Magna Carta in the year 1215, we have pioneered and developed representative institutions to stand as **bastions of freedom** (line 33 - 34, Margaret Thatcher's speech to the College of Europe: 'The Bruges Speech')

The metaphorical element lies on "bastions of freedom". The word "bastions" here means that Britain is implied and considered as the place defending the European's life, European's freedom. It becomes a sanctuary of not only British people but also Europeans. Hence, the attitude of the speaker is expressed that she is very proud of the development as well as the achievement of her country.

4.2. ANALYSIS IN TERMS OF GRAMMAR FEATURES

4.2.1. The experiential value of grammar

4.2.1.1. Process

According to Halliday (1994), the use of process type is a tool to realize the experiential meaning. Process is the representation of reality, and the material process in the speeches express the "reality" of the speaker's ideology. This process is used to make the speakers' arguments become more reliable and persuasive.

Material process is known as process of doing and happening. This process is easily identified by focusing on the verb that expresses a real action. It has two participants: Actor and Goal that will become the subject and the object.

4.2.1.2. The use of voice

The choice of active and passive sentences is very important when we take into consideration grammatical features.

Name of Theresa May's speech	Kind of audience	Voice	Frequency of use	Percentage
1) The speech to the Conservative Party Conference in Manchester:	National	- Active - Passive - Total	157 21 178	88% 12% 100%
2)The strong leadership speech	National	- Active - Passive - Total	151 5 156	96% 4% 100%
3)Theresa May's speech on terrorism and extremism	International	- Active - Passive - Total	184 29 213	86% 14% 100%
4) Theresa May's full speech on the London Bridge Attack	National	- Active - Passive - Total	42 12 54	77% 23% 100%
5) Theresa May to the Work Economic Forum in Davos, Switzerland:	International	- Active - Passive - Total	124 8 132	93% 7% 100%

Name of Margaret Thatcher's speech	Kind of audience	Voice	Frequency of use	Percentage
1) The lady's not for turning	National	- Active - Passive - Total	192 33 225	85% 15% 100%
2) Margaret Thatcher's speech to the College of Europe: 'The Bruges Speech'	International	- Active - Passive - Total	142 19 161	88% 12% 100%
3) Speech to Bromley Conservatives	National	- Active - Passive - Total	97 8 105	92% 8% 100%
4) Speech on Japanese youth	International	- Active - Passive - Total	153 25 178	86% 14% 100%
5) Speech to the International Free Enterprise dinner	International	- Active - Passive - Total	175 53 208	84% 16% 100%

4.2.2. The relational value of grammar

2.2.2.1 Modes of sentence:

According to Fairclough (2001), mode of sentence is one among a variety of grammatical features of text that uphold relational values. He also mentions that there are three major modes: declarative, grammatical question and imperative.

2.2.2.2. The use of personal pronoun:

The pronoun "we" is found many times throughout the text

(1):

- ... as we face the start of the crucial Brexit ... (line 4 – 5)
- ... we could never have predicted the tragic turn ... (line 8)
- We could never have imagined the appalling ...
- that we saw in ... service where we remember all police officers who have died (line 13 -14)
- ... keep us all safe ... so that we can live our lives safely and securely (line 15 – 17)

4.2.3. The expressive value of grammar

There are two dimensions of modality to analyze and it depends on what direction authority is oriented in. If it relates to the authority of one participant in relation to others, it is relational modality. On the other hand, if it is a matter related to the speaker's authority with respect to the truth or probability of a representation of reality, it is expressive modality. Although there are two types of modality including relational modality and expressive modality, I focus only on the later type in this thesis because it is more fertile to dig out.

Expressive modalities are utilized many times in the speeches of Theresa May and Margaret Thatcher as follow:

Table 4.6. Distribution of modal verbs in Theresa May's speeches

Auxiliary	Will	May	Must	Can	Should	Could	Would	Might
Times	115	4	47	76	21	6	15	1

Table 4.7. Distribution of modal verbs in Margaret Thatcher's speeches

Auxiliary	Will	May	Must	Can	Should	Could	Would	Might
Times	66	70	50	70	33		38	10

The expressive value is found in the speeches with the use of the above modal auxiliaries: will, may, must, can, should, would and might.

4.3. TEXTUAL STRUCTURE ANALYSIS

According to Hoey (1983) and Martin & Rothery (1986), a macrostructure provides a pattern characteristic and appropriate to its communicative purpose. According to the analysis of speeches of two speakers, the purpose of these speeches is to share the speakers' ideologies about many issues, so the speakers have to use appropriate discourse to guide hearers and appeal them to accept their views.

They frequently use direct sentences to go straight to the problem, but sometimes they use euphemisms and metaphors in order not to make the hearer feel confused with some delicate grounds.

CHAPTER 5

CONCLUSIONS AND IMPLICATIONS

5.1. CONCLUSIONS

The ten speeches have been critically investigated and analyzed at one stage: description. Three values of vocabulary and grammar: experiential, relational and expressive are taken into consideration in this thesis.

In terms of vocabulary, typical lexical features like positive verbs or words, metaphors, euphemism may be worth the most outstanding. There is a strong evidence related to experiential value of words in which the speakers show their knowledge, beliefs, ideologies to the hearers in order to persuade them to trust the speakers and follow the speakers' directions. Secondly, the relational value of words is highlighted by the use of euphemism, formality and so on. The speakers are the Prime Ministers of one country so that they use less informal words to present their ideologies by both direct and indirect ways. Finally, classification schemes are utilized to demonstrate expressive value of words because they help to embed the content or the topic of the speeches in the hearers' memory. Both positive and negative words are also used to create different ideological classification schemes.

With regard to the grammatical feature analysis, this thesis focuses on the transitivity, passive and active voice, modes of sentence, the use of pronouns and modality. The material process is significantly used in these speeches. Furthermore, both speakers use more the active voice than the passive one. In terms of modes of sentence, declarative and imperative occur a number of times in the

speeches of both speakers to provide information with accuracy to avoid making their hearers ambiguous. Besides, the occurrence of pronouns such as “you”, “we”, and “I” frequently helps to determine the ideal hearers of the speakers and create the united feelings.

In the analysis of Theresa May’s and Margaret Thatcher’s speeches from the point of view of CDA, power and ideology are revealed clearly through a variety of features of text and context. They also expose their power behind the discourse as they manipulate the language to influence the audience. CDA plays a vital role in clarifying the relationship between discourse and power struggle.

In conclusion, CDA revealed the relationship between language, ideologies and power hidden behind the discourse. Language is considered as a means to demonstrate the speaker’s or writer’s ideologies and power. On the other hand, language is utilized to construct the ideologies and power; in turn, showing one’s identity to some extent. Moreover, through analyzing this case study, it can be seen that two authors: Theresa May and Margaret Thatcher are very intelligent when they use language as a strategic tool to express their ideologies and power.

5.2. IMPLICATIONS

For those who are attracted by CDA can recognize its vital role in the researches related to linguistics in particular, and in society in general. Its necessity is not only showed through its use in various fields such as economy or politic, but also its consequences in persuading people, getting speaker’s ideology across and accepted by the mass and asserting power at the same time.

After conducting this thesis, I realize that CDA is of great

importance in terms of academic and politic field. It helps to enhance our critical thinking in the area of openly-shared information and people's decision making. CDA has always proved to make a noticeable contribution in developing critical thinking. Through its methods and techniques, CDA allows us to have an insight into the discourse by looking at the discourse from different viewpoints. Thanks to that, we can uncover the ideology and power embedded in the vocabulary. Furthermore, CDA is also considered as a social practice which is socially influenced and influential. Therefore, the discourse should be treated in a dialectical way. Analysts are requested to broaden their vision so that the discourse can be comprehensively proceeded and the message can be conveyed to the audience positively. This in turn affects the analyst's reservoir of knowledge, evaluation and judgements. Therefore, it helps to break down their traditional thinking and encourage them to explore new things from different angles.

5.3. LIMITATIONS AND FURTHER RECOMMENDATIONS

For any research, limitations are inevitable, and of course, my research is not an exception. The first thing is that in some parts of study, many theoretical assumptions and some textual features are not thoroughly discussed or taken into consideration due to my lack of time. There are other linguistic aspects worth dealing with which are productive for the investigation for example: metaphor, euphemism, lexical cohesion and so on. Secondly, there are several aspects that I can emphasize on such as written version, spoken one or body language; however, I can just analyze the written version of the speeches, ignoring other dimensions.