

**THE UNIVERSITY OF DANANG
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**A CONTRASTIVE ANALYSIS OF
PROCESSES IN BRITISH AND AMERICAN
POLITICAL SPEECHES IN LIGHT OF SYSTEMIC
FUNCTIONAL GRAMMAR**

Field: The English Language

Code: 822.02.01

**MASTER THESIS
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(A SUMMARY)**

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Chapter One

INTRODUCTION

1.1 RATIONALE

Political speeches of British Prime Ministers and American Presidents such as inaugural speeches, the addresses to the nation, and commemorative speeches have attracted public's attention not only in the two countries but also throughout the world so far. As their speeches have a great influence on public, they are always well-prepared with manipulative usage of words and implications so that they can be more persuasive, and impressive. It is language's power that helps them to do this.

The core idea of Systemic Functional Grammar (henceforth SFG), also known as Functional Grammar, is to view language as a system of interrelated choices for expressing meaning, and the language has developed to ensure that function is realized. Thus, SFG is a theory that describes language functions enabling users to achieve their goals through language use. Obviously, SFG has provided the researchers of language with an analytic tool of texts and discourses in which the contribution of transitivity to analysis is worth taking into account. Transitivity, consisting of such six processes as material, mental, verbal, behavioural, relational, and existential processes, becomes my consideration as the theoretical background for the MA thesis in a combination of corpus-based approach. Corpus Linguistics (CL) is a quantitative and more objective approach, as well as helping to build specialised corpora for both the speeches of American Presidents and those of British Prime Ministers. Hopefully, on the basis of SFG, the writer can synthesize, analyse and compare the two corpora with a view to forming the arguments for the manipulative use of language in specific contexts. Meanwhile, its result also targets at partly

contributing to teaching and studying speaking skill so that speakers can convince listeners in the best way.

1.2. AIMS AND OBJECTIVES

1.2.1. Aims

I find the arguments and implications in the political speeches of American Presidents and British Prime Ministers really motivating for this study, whose aim is to find out the manipulative use of language as well as the similarities and differences in linguistic features of the two corpora. At the meantime, the paper is also aimed at investigating how the Presidents and Prime Ministers use language to persuade public in order that its findings can be, to a certain extent, applicable to teaching and learning English.

1.2.2. Objectives

This study attempts to achieve the following objectives:

- describe the linguistic features in the political speeches of the American Presidents with regard to the use of processes.
- describe the linguistic features in the political speeches of the British Prime Ministers with reference to the use of processes
- compare and contrast the two corpora, using the quantitatively corpus-based method in terms of transitivity to clarify the similarities and differences between them.
- putting forward some implications of the findings for teaching and learning English as a foreign language in Vietnam.

1.3. RESEARCH QUESTIONS

The study tries to answer the following questions:

1. How are the processes used in the American political speeches?
2. How are the processes employed in the British political speeches?

3. What are similarities and differences in the British and American political speeches under the umbrella of transitivity system?

1.4. THE SIGNIFICANCE OF THE STUDY

It's worth studying the speeches due to their influences and ability for them to be applied to teaching and learning English.

1.5. SCOPE OF THE STUDY

This research is restricted to analyzing the use of material, relational, mental processes in three main themes of political speeches of the US Presidents and the British Prime Ministers from 1975 to 2011.

1.6. ORGANIZATION OF THE STUDY

- Chapter 1: The Introduction
- Chapter 2: Literature Review and Theoretical Background
- Chapter 3: Research Methods
- Chapter 4: Findings and Discussion
- Chapter 5: Conclusions and Implications

Chapter Two

LITERATURE REVIEW AND THEORETICAL BACKGROUND

2.1. REVIEW OF PREVIOUS STUDIES RELATED TO THE RESEARCH

“Processes” in SFG, the study object in this thesis, has attracted numerous researchers’ attention because of their common features in regard to linguistic analysis. Farhat (2016) went into a systemic linguistic analysis of process types, participant roles and modality types in Obama's speeches on Muslim world issues. The study *“Transitivity Analysis of Hiroko’s Character in Burnt Shadows”* is conducted by Rashid (2016). *“Processes”* is also explored by Khumairoh (2017) in her master thesis. Beji (2016) emphasized the contribution of

Transitivity to critical discourse analysis (CDA) with CL as methodology in the discourses of Tunis Afrique Press. Lee (2016) demonstrated the usefulness of a novel corpus-based approach to analyzing Halliday's transitivity for application to CDA. By using corpus-based method, Bartley (2017), in his PhD thesis, shed lights on critical analysis in forensic discourses through transitivity system.

In Vietnam, Nguyễn Ngọc Quyên (2010) placed her focus on verbal process in the U.S. President Barack Obama's victory speeches. By comparing and contrasting the work "*Perfect Spy*" and its Vietnamese translational version, Đặng Thị Cẩm Ngọc (2015) had a deep look at linguistic features of material process. Nguyễn Như Hạnh (2016) took account of material process combined with mental one to explore the book "*How to win friends and influence people*" compared with its Vietnamese version "*Đắc nhân tâm*". On the basis of corpus-based method, Nguyễn Đặng Mai Linh (2017) contrasted the two corpora under the umbrella of transitivity system and critical discourse analysis to figure out linguistic features as well as hidden ideologies.

2.2. THEORETICAL BACKGROUND

2.2.1 Definition of Political Speeches

2.2.1.1. Speeches

2.2.1.2. Political speeches

Galperin (1971) says that "*political speech is considered as a type of public speaking for it meets the two major criteria that it is a kind of communication in which one person gives a speech to others and most often in public setting.*"

2.2.2. Systemic functional grammar

Systemic functional grammar (SFG) or systemic functional linguistics (SFL) is a model of grammar that was developed by Michael Halliday in the 1960s. Halliday developed a theory of the fundamental

functions of language, in which he analyzed lexicogrammar into three broad metafunctions: ideational, interpersonal and textual.

2.2.3. Metafunctions

2.2.3.1. Ideational Metafunction

2.2.3.2 Interpersonal Metafunction

2.2.3.3. Textual Metafunction

2.2.4. Transitivity

2.2.4.1. Process, Participant and Circumstance

In the SFL model, a representation of experience consists of:

Processes, Participants, Circumstances

Table 2.1. Clause as process, participants and circumstances

<i>The lion</i>	<i>chased</i>	<i>The tourist</i>	<i>lazily</i>	<i>through the bush</i>
Participant	Process	Participant	Circumstance	Circumstance
Nominal group	Verbal group	Nominal group	Adverbial group	Prepositional group

(Halliday, 1985, p.103)

2.2.4.2. Process types

a. Material Process: process of doing

Material process is a process of doing, happening and about action. The process usually consists of Verb, Actor (logical subject) and Goal (noun or pronoun).

Table 2.2. Operative transitive material clause, with Process realized by active verbal group

<i>The lion</i>	<i>Caught</i>	<i>the tourist</i>
Actor	Process: active	Goal

(Halliday & Matthiessen, 2004, p.182)

Table 2.3. Receptive transitive material clause, with Process realized by passive verbal group

<i>The tourist</i>	<i>was caught</i>	<i>by the lion</i>
Goal	Process: passive	Actor

(Halliday & Matthiessen, 2004, p.182)

b. Mental Process: process of thinking

Mental clauses are concerned with our experience of the world of our own consciousness. Mental process is a process of thinking involving: perception, affection, cognition.

Mental process has two participants: Senser and Phenomenon.

Table 2.6. Verb *like* interpreted as “mental” clause

<i>Mary</i>	<i>liked</i>	<i>the gift</i>
Sensor	Process: Mental: Emotion	Phenomenon

(Halliday & Matthiessen, 2004, p.182)

c. Relational Process: process of being

In this analysis, we only refer to two simple types; they are *attributive* process and *identifying* process. In the attributive process, the participants are Attribute and Carrier, whilst in the latter are termed Identifier (the element that does the identifying) and Identified (the element that is identified). Yet, Token and Value are alternative terminology used in SFG to refer to the participants of a relational identifying clause. Look at the examples:

(10) *Sarah is wise.* (intensive/ attributive)

(11) *Emily is a poet.* (intensive/ attributive)

(12) *Tom is the leader.* (intensive/ identifying)

(Halliday, 1985, p.113)

d. Behavioral Process: process of behaving

Table 2.9. Examples of verbs serving as Process in behavioural clauses

<i>He</i>	<i>grumbled</i>	<i>about the food</i>
Behaver	Process: behavioural	Circumstance

<i>Barbara</i>	<i>cried</i>	<i>bitter tears</i>
Behaver	Process: behavioural	Behaviour

(Halliday & Matthiessen, 2004, p. 251)

e. Verbal Process: process of saying

Table 2.10. Participants in verbal process

<i>Did you</i>	<i>repeat</i>	<i>that</i>	<i>to your parents?</i>
Sayer	Process: verbal	Target	Recipient

(Halliday & Matthiessen, 2004, p. 255)

f. Existential Process: process of existing

Table 2.12. Existential clause

<i>There</i>	<i>is</i>	<i>a man</i>	<i>at the door</i>
	Process: Existential	Existent: entity	Circumstance

(Halliday & Matthiessen, 2004, p. 254)

2.2.4. Critical Discourse Analysis (CDA)**2.2.5. Summary****Chapter Three****RESEARCH METHODS****3.1. METHODOLOGY**

The methodology adopted in this study is corpus linguistics, which is proved very reliable and valid.

3.2. SAMPLING

The samples are from the political speeches of British Prime Ministers (British corpus) with 204,310 words at 50.09% and American Presidents (American corpus) with 203,593 words at 49.91% delivered from 1976 to 2011 and between 1981 and 2009 respectively.

3.3. DATA COLLECTION

A large number of speeches delivered by the American Presidents and the British Prime Ministers have been collected by searching engine Google.

3.4. DATA ANALYSIS

The data have been analysed to meet the requirements of the method of corpus linguistics.

3.5. RESEARCH PROCEDURE

The research is involved in the following steps: choosing the topic, collecting the data, classifying them into categories, comparing and contrasting the data so as to find out the similarities and differences in the use of processes, discussing the findings and suggesting some implications.

3.6. VALIDITY AND RELIABILITY

These are the two essential criteria to determine the quality of collecting the samples.

Chapter Four

FINDINGS AND DISCUSSION

4.1. OVERALL ANALYSIS OF TRANSITIVITY IN THE TWO CORPORA

After collection and synthesis of the data, it can be said that these issues that the British and American leaders deal with in the speeches relate to such major themes as *(1) Wars, Terrorism and Weapons of*

mass destruction, (2) Country Stabilization and Development of national economy, (3) Education and Medicine. Figure 4.1 shows the distribution of the recurring themes across the speeches:

In conclusion, that the three major processes form about 90% of the total data affirms what Halliday and Matthiessen say, “*Material, mental and relational are the main types of process in the English transitivity system*” (Halliday & Matthiessen, 2004, p.171). The results of analysis of the three major process types are discussed in detail below.

4.2. TRANSITIVITY PROCESSES AND PARTICIPANT ROLES REALIZED IN THE THREE THEMES

4.2.1. *Process Types and Participant Roles in the Theme: wars, terrorism, and weapons of mass destruction.*

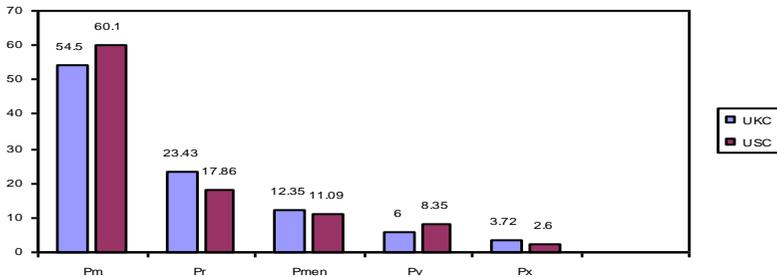


Figure 4.1. *The distribution of processes in the British and American political speeches*

Among the topics in political speeches delivered by the British and American politicians, ***wars, terrorism, and weapons of mass destruction*** is one of the most dominant themes. A wide variety of speeches have been identified in this theme, but the writer only takes the sample of 33,227 words in the UKC and 32,045 words in the USC to compare together. The distribution of the process types is illustrated in Figure 4.2.

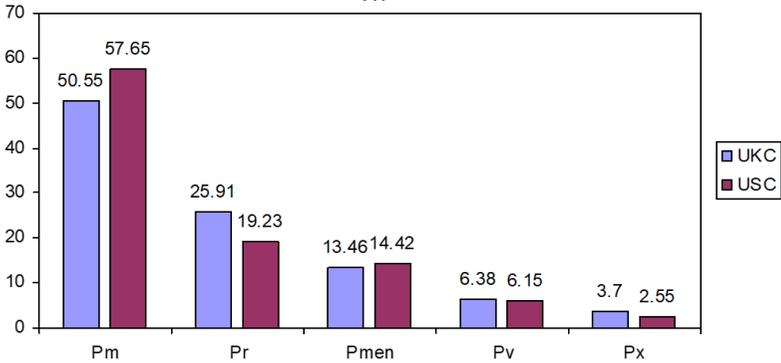


Figure 4.2. The distribution of process types in the theme: wars, terrorism, and weapons of mass destruction

4.2.1.1. Material process

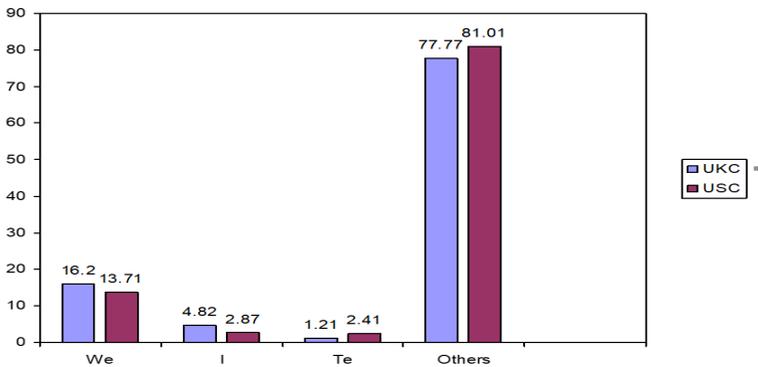


Figure 4.3. The distribution of Actors in the material processes

a. Terrorists as Actors in material clauses

(In the USC)

- (1) The terrorists are *violating* the tenets of every religion, including the one they *invoke*.

(In the UKC)

- (5) A week ago, anyone suggesting terrorists would *kill* thousands of innocent people in downtown New York would have been *dismissed* as alarmist. It *happened*.

b. We as Actors in the material clauses

(10) *We* will ***defend*** ourselves and our future against terror and lawless violence.” [USB05]

(13) *We* the British are a people that ***stand by*** our friends in time of need, trial and tragedy, and we ***do*** so without hesitation now.

[UKBL04]

Table 4.1. The distribution of *We* as Actors in the material processes.

	<i>Inclusive We</i>	<i>Exclusive We</i>	Total
The USC	327 97.9%	7 2.3%	334 100%
The UKC	316 96.93%	10 3.07%	326 100%

c. I as Actors in material clauses

(20) Whatever action is required, whenever action is necessary, I will ***defend*** the freedom and security of the American people. [USB12]

(21) *I* continue to want to ***solve*** the issue of Iraq and weapons of mass destruction through the UN. [UKBL08]

With respect to the role of participants as Goals taking place in the subject position, there witnesses a different pattern.

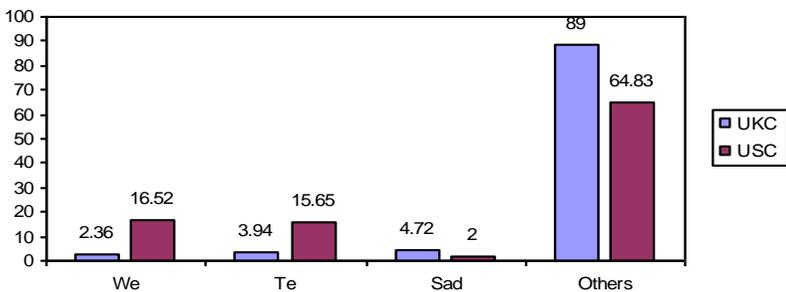


Figure 4.4. The distribution of Goals in the material processes

(25) We *are protected* from attack only by vigorous action abroad and increased vigilance at home. [USB05]

(27) We have been *warned* by the events of 11 September. We should act on the warning. [UKBL04]

4.2.1.2. Relational processes

In the theme of wars, terrorism, and mass - killing weapons, we identify 708 and 1,094 relational clauses in the USC and in the UKC respectively. As mentioned above, while the percentage of material processes is higher in the USC (57.65%) than in the UKC (50.55%), the percentage of relational processes shows a reversed pattern: 19.23% in American discourses and 25.91% in British discourses.

35a/ Our war against terror	<i>is</i>	a contest of will in which perseverance <i>is</i> power. [USB08]
Carrier	Rel-Attr	Attribute

38/Iraq, under Saddam	<i>became</i>	the first country to use chemical weapons against its own people.
Carrier	Rel- Attr	Attribute

[UKBL08]

4.2.1.3. Mental Processes

Table 4.2. The distribution of the mental processes

The UKC			The USC		
Reception	Affection	Cognition	Reception	Affection	Cognition
121	102	372	92	99	297
20.34%	17.14%	62.52%	18.85%	20.29%	60.86%

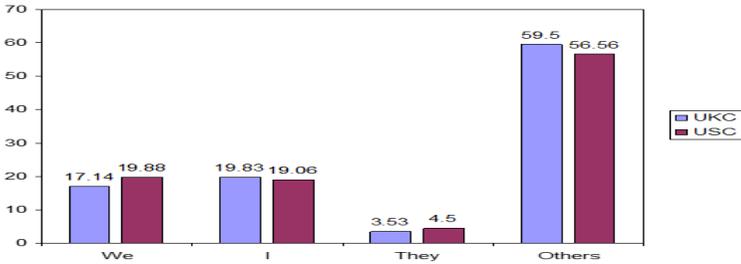


Figure 4.5. The distribution of Sensers in the mental processes

a. I, We as Sensers in the mental clauses in the UKC

(48) Let me state again why *I believe* we must confront the threat of weapons of mass destruction and international terrorism.

[UKBL08]

(52) And because we *believe* in a society of opportunity and security for all, ...

[UKBL08]

b. We, I as Sensers in the mental clauses in the USC

(54) We *know* that evil is real, but good will prevail against it.

[USB04]

(58) I *know* we can overcome evil with greater good. [USB06]

4.2.2. Process Types and Participant Roles in the Theme: Country Stabilization, Economic Development.

The theme *country stabilization, economic development* is one of the major topics in political speeches delivered by British and American politicians. In such the two big corpora utilized are a great many speeches of the same theme, but the writer only takes the sample of 29,231 words in the UKC and 29,910 words in the USC to compare together. Below is the distribution of the process types.

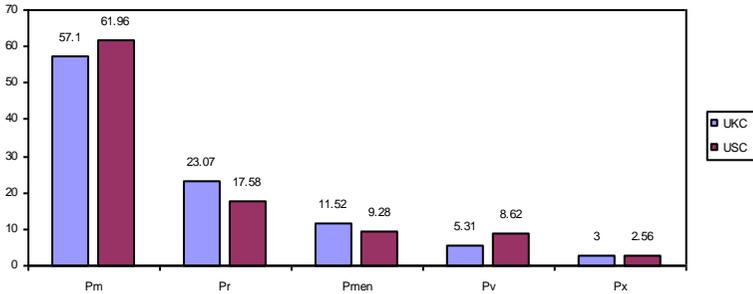


Figure 4.6. The distribution of process types in the theme: country stabilization, economic development

4.2.2.1 Material processes

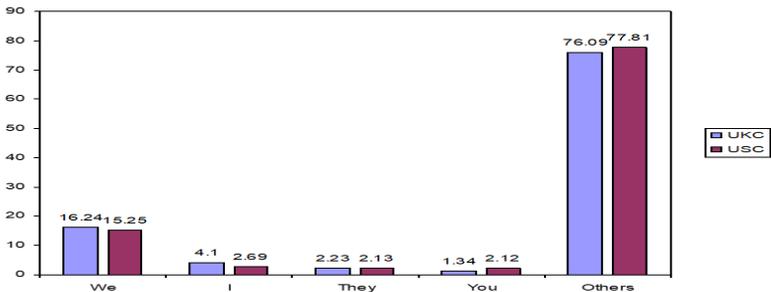


Figure 4.7. The distribution of Actors in the material processes

a. We as Actors in the material clauses.

(67) We **are bringing** a pro-enterprise attitude – **dealing** with the deficit, **cutting** business taxes, **investing** in infrastructure.

[UKCA04]

(71) To succeed as an economy, we **develop** the talents of all.

[UKBL02]

b. I as Actors in the material clauses

(91) It **happened** on my watch and I **take** responsibility.

[UKBL02]

(94) And I *have learned* again the importance of humility in all human endeavor. [USC04]

4.2.2.2. Relational processes

98b/ It (change)	<i>does mean</i>	having a plan to breathe economic life into the towns and cities outside the M25.
Carrier	Rel-Attr	Attribute

[UKBR06]

101c/ But I	<i>am</i>	also proud to say tonight that our country is stronger than it was two years ago. [USC04]
Carrier	Rel- Attr	Attribute

4.2.2.3 Mental processes

Table 4.4. The distribution of the mental processes

The UKC			The USC		
Reception	Affection	Cognition	Reception	Affection	Cognition
82	139	224	42	58	254
18.43%	31.23%	50.34%	11.87%	16.38%	71.75%

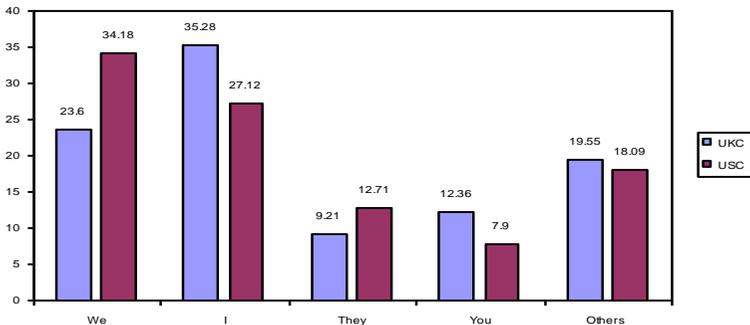


Figure 4.8. The distribution of Sensers in the mental processes

a. I, We, and They as Sensers in the mental clauses in the UKC

(107) I passionately *believe* our best years are ahead of us.

[UKCA04]

(109) And we *recognize* the contribution that migrants make to our economy and our society, ...

[UKBR06]

(112) In America, President Obama is ramming home the advantage *they* already *enjoy* in clean technology with \$38 billion of investment.

[UKCA02]

b. We, I and They as Sensers in the mental clauses in the USC

(115) We have got to work together if we *want* America to work.

[USC05]

(116) I *see* a peaceful world beyond the war on terror, and with courage and unity, we are building that world together.

[USB07]

(118) Americans are rising to the tasks of history, and they *expect* the same of us.

[USB14]

4.2.3. Process Types and Participant Roles in the Theme:

Education and Medicine

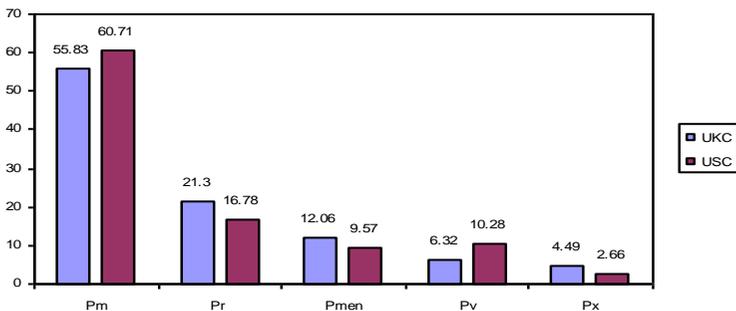


Figure 4.9. The distribution of process types in the theme: education and medicine

4.2.3.1. Material processes

Table 4.5. The distribution of *We* as Actors in the material processes.

	<i>Inclusive We</i>	<i>Exclusive We</i>	Total
The UKC	234 97.5%	6 2.5%	240 100%
The USC	315 97.83%	7 2.17%	322 100%

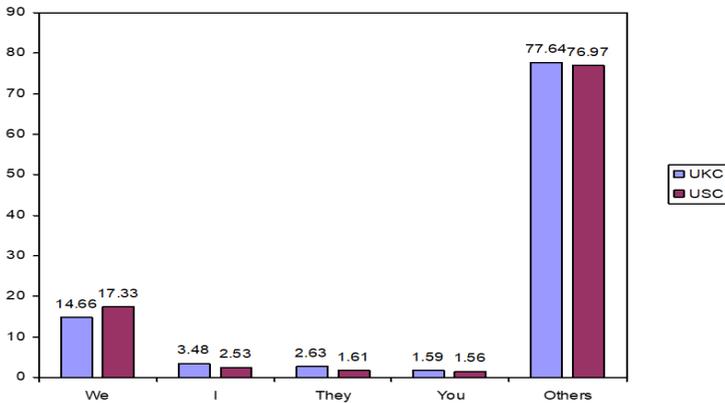


Figure 4.10. The distribution of Actors in the material processes

a. *We as Actors in the material clauses*

(121) For seven years now, we've **worked** hard to improve our schools, with opportunity and responsibility - investing more, but demanding more in turn... [USC09]

(123) And everything we **build** - we **build** on a strong foundation of economic stability. We **have to take** our nurses and doctors with us. [UKCA08]

b. *I as Actors in the material clauses*

(141) Change needs to go to the heart of the current problems I **have described**... and the future challenges I **have set out**.

[UKCA08]

(144) The budget I *send* you will propose almost \$6 billion to quickly make available effective vaccines and treatments against agents like anthrax, botulinum toxin, Ebola, and plague.

[USB14]

4.2.3.2. Relational processes

The politicians in the theme of education and medicine are found to have used 611 instances at 21.3% in the UKC and 536 instances at 16.78% in the USC.

<i>147c/But even more important,</i>	<i>America again</i>	<i>has</i>	<i>the confidence to dream big dreams.</i> [USC09]
	Carrier	Rel- Poss	Attribute

<i>c/ That goes to show something I've known all along: that</i>	<i>the NHS</i>	<i>is</i>	<i>the most important thing to Britain's families.</i> [UKCA08]
	Carrier	Rel- Attr	Attribute

4.2.3.3. Mental Processes

The clause occurs with a higher frequency in the UKC than in the USC, making up 327 instances at 12.06% and 283 instances at 9.57% respectively.

Table 4.6. The distribution of the mental processes

The UKC			The USC		
Reception	Affection	Cognition	Reception	Affection	Cognition
50	64	231	29	70	184
15.29%	19.57%	65.14%	10.25%	24.73%	65.02%

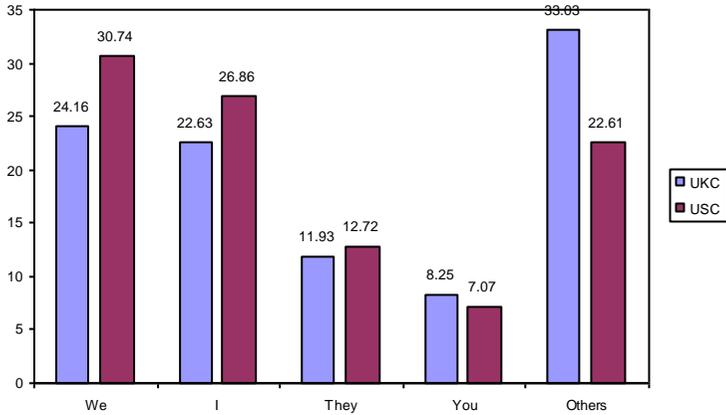


Figure 4.11. The distribution of Sensers in the mental processes

a. We, I, They as Sensers in the mental clauses in the UKC

(152) We *are trying* to make progress on schools and hospitals. [UKBL02]

(155) I've *listened* to doctors and I *know* how much they care about getting good outcomes – and I *know* the statistics tell a better picture than we in this country sometimes get credit for.

[UKCA08]

(160) They *know* when they have a medical emergency the NHS is there for them and at its best.

b. We, I, They as Sensers in the mental processes in the USC

(162) The aim here is not to punish children, but to send them this message: We *love* you, and we don't want to lose you.

[USB14]

(164) Most of us in this chamber would not be here tonight without

the help of those teachers. I *know* that I wouldn't be here ...

[USC06]

(167) Are *our* children learning what they *need to know* to compete and win in the global economy? [USC03]

4.3. SUMMARY

Chapter Five

CONCLUSIONS AND IMPLICATIONS

5.1. CONCLUSIONS

British and American political speeches are analyzed according to Halliday's systematic functional linguistic, through which similarities and differences have been identified as follow.

5.1.1. Similarities

- Both of the sides tend to use three main processes, namely material, relational and mental processes, which make up over 90% of the total data. That these processes are exploited the most predominantly proves what Halliday and Matthiessen say, "*Material, mental and relational are the main types of process in the English transitivity system*" (Halliday & Matthiessen, 2004, p.171).

- No behavioural process is identified in the two corpora on the grounds that three of the themes are mainly concerned with describing actions, happenings, assertions of the politician's authority as well as mental reactions about the things mentioned above, which are depicted through material, relational, mental processes. Hence, physiological and psychological behaviors are not the focus of what both sides aim to convey to audience.

- Such personal pronouns as *We, I, they* are the most dominant Actors, Sensors in both of the corpora. The analysis has brought about surprising and interesting findings when the politicians use each type of

pronoun with a view to conveying his message to hearers in the way that audience will understand his implications the most.

- A surprising outcome identified in the theme: wars, terrorism and weapons of mass destruction is that both of the sides have employed *Terrorists* as the third most predominant Actors. It can be concluded that the politicians have constantly taken the threats of terrorism into consideration and made their attempt to figure out measures for these problems.

- Cognition mental processes are apt to be used by both American and British politicians due to its relation to the fact that cognition is the mental action or process of acquiring knowledge and understanding through thought, experience, and the senses.

5.1.2. Differences

- In terms of transitivity analysis, material and relational processes are most used but the exploitation of each type between the two corpora is different. There is a tendency of more material clauses in the USC than that in the UKC; relational processes are favored in the UKC than in the USC although they are at the same rank between the two corpora. It can be realized that one of the notable functions of material process regards to US President's activities and his government, including what presidents have done and will do in the future. The British politicians employ relational processes to create a very positive image of themselves in the minds of the masses. In the UKC, these relational processes are aimed at explaining how they are going to use their position and authority to propel development and stabilize the country.

- The *We* pronoun is the most predominantly used as Sensors in the USC but the pronoun *I* is the most prominent in the UKC. It can be explained that the US Presidents give a significant role to personal

pronouns such as *We* to make sense of intimacy with the audience. Besides there is a higher frequency of mental processes used in the UKC than that in the USC. With the most dominant pronouns *I* as Sensors, these clauses give insight into British politicians' consciousness and how they sense the experience of the reality.

- When it comes to Goals, the US Presidents exploit them in a very effective way in order to attract hearers' attention through using the passivation. In the theme of wars, terrorism and weapons of mass destruction, Goals are *We, terrorism, and Saddam* are used the most. The politicians center their discourses on terrorists who must be convicted of having caused the attacks on Sept. 11th, and Saddam, who should be accused of his support for developing mass-killing weapons and eventually *We*, the object affected by the terrorists and Saddam. By using the passivation with Goals, the speaker shows us how effective the passive voice is in their speeches. In the next themes, the writer hasn't found the Goals which serve the analysis; therefore, Goals are not included.

- The American leaders often have applied a colloquial language, composed of simple words and short sentences that are understandable to different people, while the language the British Prime Ministers is rather hard and formal with more difficult words.

5.2. IMPLICATIONS

As introduced before, the study is a comparison and contrast of the data between the UKC and the USC to come up with the similarities and differences in employing verbs under the umbrella of transitivity system. Through the analysis and findings mentioned in the chapter 4, we would like to suggest some pedagogical implications of this study as follows:

Firstly, the findings of the study are hoped to be able to

contribute to teaching and learning English at school due to its relation to exploiting the effect of using transitivity processes. Moreover, the study might be useful for those who are interested in material, relational, mental processes to carry out further investigations into these processes and the other ones.

Secondly, unlike traditional grammar, SFG concentrates on language as meaning-making resource rather than a set of rules, thus helping students to gain insight into it at school is what teachers of English should do so that students will be conscious of meaning and function than form in using English.

Thirdly, the analysis partly shows the dominance of *I*, *We* in material and mental processes. These pronouns play a significant role in building a closer relationship between speaker and listeners that help them create harmonious relationships with others. Thus, at school, it's essential for teachers to explain how to use these pronouns and encourage students to employ them in their speaking.

Fourthly, the analysis partly shows the linguistic styles of British and American politicians, which should be introduced to English teachers and learners in that these leaders use sentence size, pronouns, processes and the way they employ language to persuade their people. Hopefully, the introduction will be beneficial for teaching and learning English.

5.3. LIMITATIONS OF THE STUDY

The following are the limitations of this thesis.

To begin with, political speeches collected for this analysis span are from 1976 to 2011, thus, ones from other periods of time are not included in this thesis. The researcher has classified the speeches into the three main themes and concentrated on analyzing the data of these topics, and therefore, some of the speeches which don't belong to these themes in the two corpora are excluded.

Furthermore, this paper is only limited to the study of the three main processes in English functional grammar. Also, that the researcher synthesized, compared, and analyzed data in the two big corpora is another limitation as I couldn't gain deep insight into all the linguistic features in the discourse. The research mainly focuses on comparing the two corpora with a view to exploring similarities and differences in using language among the leaders instead.

What's more, the restriction of researcher's knowledge occupies a crucial role in analyzing and contrasting two corpora from very famous and experienced politicians – the US Presidents and the British Prime Ministers. This has limited data analysis, as well as deeply analyzing their speeches.

5.4. SUGGESTIONS FOR FURTHER RESEARCH

Due to the presented restrictions above, suggestions for further research could be:

- A contrastive analysis of verbal and existential processes in British and American political speeches in light of functional grammar.
- A systemic linguistic analysis of modality types in British and American political speeches.
- A contrastive analysis of personal pronouns *We*, *I* in British and American political speeches in light of functional grammar.
- A critical discourse analysis of British and American political speeches: A Systemic Functional Grammar perspective.

I would be very grateful to those who are interested in the topic and appreciate comments, adjustments and the like in order that the study would be more fulfilled.