



Faculty of Graduate Studies

A Critical Discourse Analysis of a Selected Sample of University Presidents'

Speeches

By: Rasha Nabil Siaj

Supervisor: Dr. Mahmoud Eshreth

A Thesis Submitted in Partial Fulfillment of the Requirements for the Master's

Degree in Applied Linguistics & English Language Teaching

June 2024

Hebron University

Faculty of Graduate Studies

A Critical Discourse Analysis of a Selected Sample of University Presidents' Speeches

Prepared by


Rasha Nabil Siaj

This Thesis was successfully defended on July 2nd, 2024 and approved by:


Defense Committee Members

- Dr. Mahmoud Eshreteh
- Dr. Raghad Dweik
- Dr. Nabil Alawi

Signature

Supervisor 

Internal Examiner **Raghad Dweik**

External Examiner 

Dedication

I dedicate my work to:

My beloved mother who's been my biggest supporter my whole life. My work is all for her.

My dear father.

My sister Shireen who's always been an inspiration and a role model.

My sister Shorouq for her unconditional love and support.

My sister Shayma' whose journey in learning was truly inspiring, and of whom I'm really proud.

My grandparents who passed away; Zain and Ni'mat. May Allah grant them Paradise.

My nieces; Selia, Suha, Yasmeen, and Sham.

Myself for being so dedicated and hardworking.

Acknowledgements

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

قال تعالى: "قَالُوا سُبْحَانَكَ لَا عِلْمَ لَنَا إِلَّا مَا عَلَّمْتَنَا إِنَّكَ أَنْتَ الْعَلِيمُ الْحَكِيمُ"

“They replied, “Glory be to You! We have no knowledge except what You have taught us. You are truly the All-Knowing, All-Wise.” (AlKhattab, Trans, 2015: 6)

First and foremost, praise be to Allah who gave me strength to complete this work.

I would also like to express my sincere thanks and gratitude to my supervisor, Dr.

Mahmoud Eshreteh for his guidance throughout the writing process.

Table of Contents

Title.....	I
Examination Committee Decision.....	II
Dedication.....	III
Acknowledgements.....	IV
Table of Contents.....	V
List of Tables.....	VIII
List of Charts.....	X
List of abbreviated Forms.....	XI
List of appendices.....	XII
Abstract in English	XIII
Abstract in Arabic.....	XIV
Chapter One: Introduction	1
1.0 Overview.....	1
1.1 Background of the Study.....	1
1.2 Statement of the Problem.....	3
1.3 Objectives of the Study.....	4
1.4 Research Questions	4
1.5 Significance of the Study.....	4
1.6 Limitations of the Study	5
1.7 Definition of Terms.....	6
Chapter Two: Literature Review and Theoretical Framework.....	7
2.0 Introduction.....	7

2.1 Speeches.....	7
2.1.1 Presidential Discourse	9
2.1.2 Commencement Speeches as a Genre.....	9
2.1.3 Values in Speeches.....	10
2.1.3 Messages in Speeches.....	11
2.2 Discourse Analysis.....	13
2.3 Critical Discourse Analysis.....	14
2.4 Fairclough’s (1992) Model of Critical Discourse Analysis.....	15
2.4.1 Diction.....	17
2.4.2 Metaphor.....	18
2.4.3 Cohesion and Coherence.....	18
2.4.4 Pronouns.....	19
2.4.5 Modality.....	20
2.5 CDA and the Marketization of Public Discourse: The Universities.....	21
2.5.1 University and Ideology.....	22
2.6 Language and Gender.....	23
2.6.1 Deborah Tannen’s Gender Theory (1990).....	25
2.6.1.1 Rapport Talk vs. Report Talk.	26
2.6.1.2 The Talkative Man and the Silent Woman in Public Speaking.....	26
2.6.1.3 Independence vs. Intimacy	27
2.6.1.4 Advice vs. Understanding	28
2.6.1.5 Information vs. Feelings.....	28
2.6.1.6 Orders vs. Proposals.....	29

2.7 Previous Studies.....	30
2.8 Conclusion.....	33
Chapter Three: Methodology.....	34
3.0 Introduction.....	34
3.1 Samples of the Study.....	34
3.2 Sources of the Study.....	36
3.3 Types of Analysis.....	36
3.4 Data Analysis Procedure.....	37
Chapter Four: Findings and Discussion.....	39
4.0 Introduction.....	39
4.1 Findings and Discussion Related to the First Question.....	39
4.2 Findings and Discussion Related to the Second Question.....	58
4.3 Findings and Discussion Related to the Third Question.....	78
Chapter Five: Conclusion and Recommendations.....	92
5.0 Introduction.....	92
5.1 Conclusion.....	92
5.2 Recommendations.....	94
References.....	95
Electronic References.....	105
Appendices.....	106

List of Tables

Table No.	Title	Page
4.1	Shared Values Conveyed in the Three Speeches by Examining the Diction	40
4.2	Values that Were not Shared among the Three Speeches	43
4.3	Values Conveyed in Bethlehem University Speech:	46
4.4	Words That Were Repeated in the Speech of Harvard University 47	53
4.5	Words That Were Repeated in the Speech of Bethlehem University	54
4.6	Repeated Words in the speech of Michigan University	56
4.7	Marketization of Similar Aspects in the Speeches of HU, BU, and MU by Examining Diction	59
4.8	Marketization of different Aspects in the Speeches of HU, BU, and MU by Examining Diction	60
4.9	Epistemic Modals Found in the Speeches for the Purpose of Marketization	68
4.10	Time Duration of Each of the Speeches of HU, BU, and MU	79

4.11	The Use of Rapport and Report Talk in the Expressions of Presidents of BU, MU, and HU	80
4.12	Sharing Personal Experiences and making Jokes by Presidents of HU, BU, and MU	82
4.13	The Use of the Pronouns 'I' and 'You' by the Presidents of HU, BU, and MU	83
4.14	Use of Gestures and Eye Contact by Presidents of HU, BU, and MU	83
4.15	Expressions that Show Intimacy and Independence by Presidents of HU, BU, and MU	84
4.16	Expressions Related to Giving Advice and Showing Understanding	85
4.17	Use of Hedges by Presidents	88
4.18	Examples of Proposals and Orders Made by Presidents of HU, BU, and MU	90

List of Charts

Chart No.	Title	Page
4.1	The Pronouns Used in the Speeches of HU, BU, and MU for the Purpose of Marketization	70
4.2	Frequency of Words that Represent Institution, Staff, Graduates, and Education	74
4.3	Frequency of statements that expressed advice and understanding by Presidents of HU, BU, and MU	86
4.4	Use of Empty Adjectives and Verbs of feelings by Presidents of HU, BU, and MU	89

List of Abbreviated Forms

Abbreviation	Full Form
DA	Discourse Analysis
CDA	Critical Discourse Analysis
HU	Harvard University
BU	Bethlehem University
MU	Michigan University
M	Male
F	Female

List of Appendices

Appendix	Description	Page No.
1	Transcription of President Larry Bacow’s speech at Harvard commencement 2022	106
2	Transcription of Vice Chancellor Brother Peter Bray’s speech at Bethlehem commencement 2022	109
3	Transcription of President Mary Sou Coleman’s speech at Michigan University commencement 2022	113

A Critical Discourse Analysis of a Selected Sample of University Presidents' Speeches

Abstract

This study aims to investigate the different values and messages conveyed in commencement speeches that represent universities with different cultures and communities. It also highlights the use of commencement speeches as a tool for marketization of the university. Furthermore, it examines the different language traits of male and female Presidents. The selected speeches were delivered by Presidents of Harvard University and Michigan University in the USA, and Bethlehem University in Palestine on the commencement ceremonies in 2022. The researcher used Fairclough's (1992, 1993) model of CDA and marketization of public discourse in addition to Tannen's (1990) theory of gender. The analysis was done by examining different textual elements such as diction, modality, pronouns, and metaphor. The findings revealed that there were shared values and messages such as the values of family and gratitude and the message of helping others. However, there were other values and messages that weren't conveyed similarly in the speeches such as spirituality and fairness. They were related to the culture and community of BU, HU, and MU. The other finding was that the three university presidents used the speeches for promotion and advertising. Promotion was mainly for the distinguished students, faculty staff, and high quality of education. Each President promoted their institution differently. The last finding showed that there were different language traits Presidents used due to their different gender. However, not all the language traits conformed to Tannen's (1990) theory.

Keywords: speech, critical discourse analysis, universities, values, messages, marketization, gender

تحليل الخطاب النقدي لعينة مختارة من خطابات رؤساء الجامعات

الملخص:

تهدف هذه الدراسة إلى البحث في القيم والرسائل المتضمنة في خطابات التخرج التي يتم إلقاؤها في جامعات تنتمي لثقافات ومجتمعات مختلفة، كما تسلط الضوء على كيفية استخدام خطابات التخرج كوسيلة للتسويق لهذه الجامعات. بالإضافة إلى ذلك، فهي تبحث في الأساليب اللغوية المختلفة التي يستخدمها الرجال والنساء من رؤساء الجامعات. خطابات التخرج التي تم اختيارها لهذه الدراسة هي خطابات لرؤساء جامعة هارفرد وجامعة ميشيغن في أمريكا بالإضافة لجامعة بيت لحم في فلسطين. والتي تم إلقاؤها في حفل تخريج الجامعة لعام 2022. لقد قامت الباحثة باستخدام نموذجي Fairclough ثلاثي الأبعاد عام 1992 و 1993 لتحليل الخطاب النقدي بالإضافة لنظرية عالمة اللغة Tannen (1990) حول اللغة والنوع الاجتماعي. هناك عدة عناصر نصية تم تحليلها لإجراء هذه الدراسة مثل اختيار المفردات، واستخدام الأفعال الناقصة والضمائر والاستعارة. لقد وجدت الدراسة بأن هناك عدة قيم ورسائل تم تضمينها من قبل رؤساء الجامعات الثلاثة مثل العائلة و الامتنان و مساعدة الآخرين، ومن جهة أخرى هناك عدة رسائل وقيم لم تكن مضمنة في جميع الخطابات مثل العدل والروحانية حيث أن هذه القيم والرسائل كانت مرتبطة بالثقافات المختلفة لكل من الجامعات الثلاثة. لقد وجدت الدراسة أيضا أن رؤساء الجامعة الثلاثة قد استخدموا خطاباتهم بهدف الترويج للجامعة، وقد كان الترويج تحديدا لنوعية الطلاب المنضمين للجامعة وللهيئة التدريسية و المستوى العالي للتعليم، ولقد قام كل من الرؤساء بالترويج لجامعته بشكل مختلف. النتيجة الأخيرة للدراسة أظهرت أن أنه قد تم استخدام أساليب لغوية مختلفة من قبل رؤساء الجامعات متأثرين باختلاف نوعهم الاجتماعي ، و لكن بالرغم من ذلك لم تتطابق جميع الخصائص اللغوية التي استخدموها مع نظرية Tannen (1990) المتعلقة بالنوع الاجتماعي.

الكلمات المفتاحية: خطاب، تحليل الخطاب النقدي، جامعات، قيم، رسائل، تسويق، نوع اجتماعي

Chapter One

1.0 Overview

This chapter provides general background of the study. It also contains statement of the problem, the study objectives, and the research questions. After that, the significance of the study and its limitations are discussed.

1.1 Background of the Study

Language has been used by human beings in all parts of the world as a means of communication. They used it to interact with each other, get their messages across, and express their opinions and feelings. People have always needed a medium of communication in order to convey their messages. To communicate, people have used language in both forms; written and spoken.

Linguists have used the word *discourse* to refer to any kind of language whether it's written, spoken, or typed. According to Desale (2021), *discourse*, that can be grouped as political discourse, educational discourse, etc., is the actual use of words in any field that has to deal with social activity. Fairclough (1992) added that *discourse* is also used to refer to different types of language used in different social situations. Oladejo (2016, as cited in Fatuase & Oladejo, 2022) mentioned that the meaning of the language used by us whether spoken or written is valued and understood only if it is studied within the context in which it has been used.

Therefore, linguists have started applying different discourse analysis strategies, theories, and approaches to try to understand the hidden meanings, ideologies, and intents of language users in different contexts. These approaches and theories include Van Dijk's (1993) model, Fairclough's (1992) approach, and the speech act theory. Moreover, some

sociolinguists such as Lakoff (1975) and Deborah Tannen (1990) introduced theories that analyze discourse with consideration to the gender of the language users.

Rosa, et al. (2022) discussed that a speech is a form of spoken discourse that people use to deliver their ideas and thoughts. It was clear that those in important positions like politicians and presidents who deliver speeches on important and special occasions were using them as a way to express their ideologies, and even try to convince others of them. Moreover, those speeches were often "oriented to non- textual action – doing things, or getting things done, rather than (just) saying things" (Fairclough, 2003, 107).

Just like the case with speeches by politicians, speeches by university presidents are also of importance, especially those of elite and prestigious universities such as Harvard and Cambridge. As a result, doing discourse analysis for the speeches delivered on the commencement ceremony can uncover the meaning of the spoken language and reveal the themes and ideologies discussed in them from the perspective of the speakers (Hodges, et al., 2008).

In this study, the researcher will make a contrast between three selected speeches given by presidents of Arab and American universities which are Bethlehem University, Michigan University, and Harvard University (henceforth BU, MU, and HU respectively) on the commencement ceremony in 2022 after the crisis of COVID-19 was over. Discourse analysis will be made by applying Fairclough's (1992, 1993) model of critical discourse analysis and marketization of public discourse. The contrast will be made in light of the different values and messages conveyed throughout the speeches in relation to the different societies where the speeches were delivered. In addition, speeches will be examined to see how they were used for the purpose of marketization. Moreover, a

contrast will be made between the speeches to examine the differences between the language of the female president of MU and the male presidents of HU and BU with reference to Tannen's (1990) theory of gender.

1.2 Statement of the problem

The novel corona virus disease 2019 (COVID-19) has spread rapidly everywhere around the world, which caused lockdowns and closures. All aspects of life were affected including education. After the spread of the pandemic, all educational institutions had to close and learning shifted to online platforms. Accordingly, no commencement ceremonies were held until 2022. Therefore, on the year of 2022, university presidents especially those of elite universities were expected to give a thoughtful speech in which they address their graduates and guide and advise them with reference to the crisis. As different countries have different cultures, every university president expressed the cultural and social aspects of the society the university represents as they were conveying certain values and messages. However, their speeches were not merely used for giving guidance. They were also used for promotional purposes. Moreover, presidents of different genders had different ways of expressing their ideas and using the language even those representing the same culture.

Due to lack of recent research on commencement speeches especially those representing different countries, this study will try to find how university presidents from different cultures and societies expressed their ideas, addressed the crisis, and presented values. To add, it will find how each speech was used as a tool of marketization.

Moreover, it will try to examine the linguistic differences in male and female presidential discourse.

1.3 Objectives of the Study

This study aims to:

- 1- Examine the different messages and values conveyed in each of the speeches.
- 2- Reveal how the three speeches were used for marketization.
- 3- Point out the different gender language traits presented by male and female presidents throughout the speeches.

1.4 Research Questions

The current study aims to answer the following questions:

- 1- What messages and values are conveyed in each of the speeches?
- 2- Were the speeches used for marketization, and if yes how?
- 3- What were the different gender language traits presented by female and male presidents in their speeches?

1.5 Significance of the Study

University commencement speeches are important because of their objectives and the specificity of their audience who are likely to be students, their families, and others in high positions such as politicians and high class people.

After reviewing the literature on presidential speeches on the commencement ceremony, the researcher revealed an absence of research analyzing the discourse of presidential speeches in terms of the different messages shared, the differences that are

caused by the different cultures of speakers, and the different language styles influenced by gender.

This study is significant as it fills a gap in research since it focuses on the speeches of very prestigious universities delivered by people of high positions with high-class education and who represent different cultures, religions, and societies. Moreover, it uncovers the values and messages that were conveyed in these speeches after a very serious and global crisis. Additionally, it clarifies how university presidents used those speeches for promoting their universities especially as there were no previous studies that examined how speeches could be used as a tool for marketization. Furthermore, it points out how male and female presidents discuss similar themes at the same ceremony and in the same year, yet use the language differently influenced by their genders.

1.6 Limitations of the Study

This research analyzed three selected presidential commencement speeches taken from two countries which are the United States of America and Palestine. There are two main limitations of the study. For one thing, the findings may not necessarily be generalized to all speeches delivered in other Palestinian and American universities. The other thing is that there is no guarantee that the three presidents were the ones who wrote the whole speeches themselves, so it can't be certain that all the ideologies expressed reflect their own personalities and beliefs.

1.7 Definition of Terms

Value: It refers to “the explicit or implicit beliefs about what is desirable” (Kinnier & Partch, 2011, 82).

Message: It refers to a communication containing some information, news, advice, request (Dictionary.com).

Gratitude: “It’s an emotion of thankfulness and recognition, an expression for what one has” (Hopper, 2024, 1).

Appreciation: It’s the act of recognizing or understanding that something is valuable, important, or as described (Cambridge Dictionary, n.d).

Chapter Two

Literature Review and Theoretical Framework

2.0 Introduction

This section briefly highlights the theoretical background regarding some elements of speeches, presidential discourse, discourse analysis, critical discourse analysis, Fairclough's (1992, 1993) models, and Deborah Tannen's (1990) adapted theory of gender. The purpose of the section is to develop a framework to guide the researcher throughout the process of conducting discourse analysis of the university presidential speeches. The review will mainly include the elaboration of the term speech, discourse analysis, CDA, Fairclough's (1992) model of CDA, marketization of public discourse, and Tannen's (1990) difference theory.

2.1 Speeches

Speeches are one form of the spoken language people use on certain occasions for certain purposes. Nst et al. (2022) defined speech as the act of verbally promoting certain ideologies and ideas to an audience in a significant event by using proper non-linguistic elements. According to Agustina and Novelly (2021), in most cases, important people who possess authority are those responsible for delivering a speech. Accordingly, they use it to further the goals the institutions they represent aim to achieve. Therefore, speeches usually receive special attention from those who might be considered. Asih, et al. (2023) added that nowadays, speeches are being more important as they've become a requirement in a lot of occupations. Moreover, during public speaking in front of other people, a speaker can display their future notions and ideas.

Speech functions have been elaborated in the field of linguistic pragmatics (Searle, 1969, as cited in Fatuase & Oladejo, 2022; Verschueren, 1999). According to them, they are related to the 'speech acts' which have been widely discussed in linguistic philosophy and linguistic pragmatics.

Nur (2019) reported that "speeches are not mere linguistic texts encoded in verbal or written form. They also carry covert ideologies which are embedded in a country's social, political, and cultural context" (p.107). To explain, he thinks that we should not look at what is being said in speeches without taking the context, cultural, and social aspects into consideration. Otherwise, our understanding will not be full and comprehensive.

Fairclough (2003) pointed out that it is challenging to judge someone's speech to be right or wrong. People's judgment regarding any kind of speech will surely cause different sides of agreement and disagreement. This can be mostly seen with political speeches, yet it's not likely to be noticed in educational ones. That is why there are different approaches that can be applied to help develop a better understanding of the speech.

Speeches, whether political or educational, are being an important part of certain events such as the presidential elections and commencement ceremonies in universities. Therefore, linguists have conducted research to analyze the discourse of speeches delivered by people in position like presidents, university presidents, and ministers to clarify how the use of language expresses different perspectives and lead to different performance of actions (Admassu & Nigatu, 2023; Afriyatna & Emelia, 2021; Fairclough, 2003; Rosa, et al., 2022).

2.1.1 Presidential Discourse

Decosmo (2019) argued that the chief spokesperson of any institution or the person in charge usually uses discourse for different reasons such as discussing issues that need direction and leadership, informing people who are concerned with the institutions' issues and problems, explaining important issues or giving feedback to a local audience, and influencing social perceptions. Wodak (2015) added that there is always a relationship between discourse and material institutions. It shapes them and is shaped by them as well.

Rutherford (2004) mentioned that presidential commencement speeches are important especially when given in an institution of cultural importance. Moreover, such speeches have recently received attention for marking the graduates' life transition and “calling attention to shared values and identity” (p.589).

In addition, Jiang (2023) pointed out that university presidential speeches are highly motivating for students. They also reflect the ideology of the institution and the culture of the society where the university is. To add, those speeches give university presidents a chance to help graduates set their priorities in life (Boyko & Colen, 1996, as cited in Kinnier & Partch, 2011).

2.1.2 Commencement Speeches as a Genre

A commencement speech is a “distinct writing genre that deserves more attention than it receives” (Mintz, 2004, 1). According to him, such speeches are the last lecture that graduates are likely to listen to. He added that those speeches are an important source of advice as university presidents consider them as an opportunity to provide the graduates with wisdom.

Moreover, he proposed that the commencement speeches are different from other literary genres for several reasons. For one thing, they aim to motivate others and inspire them. Another thing is that they usually have an optimistic tone. The other thing is that they has a sense of humor in it.

Solly (2012, as cited in Lazaro & Rosa, 2022) claimed that the features of this genre “have been greatly shaped by the marketization of higher education”. To illustrate, Lazaro & Rosa, 2022 explained that there are shared components every commencement speech has regardless of where this speech is given or by whom. First, congratulating the graduates for their successes and achievements. Second, telling them that the world needs them and accordingly asking them to use make the best of their potential, and reminding the graduates that graduation from college is just the beginning of a great career life awaiting for them.

Chang and Tanangkingsing (2022) suggested that speakers of commencement speeches such as university presidents should prepare their speeches very well in order to keep the audience focused and not distracted. Schimdt (1959, as cited in Chang and Taanngking, 2022) added that the purpose of those speeches in the first place is to encourage those young graduates and guide them. It’s not about tiring or delighting them throughout the ceremony.

2.1.3 Values in University Speeches

Kinnier and Partch (2011) stated that “values refer to the explicit or implicit beliefs about what is desirable” (p.82). They added that values of a certain community, culture, or group of people can be noticed by observing them.

To add, Durkheim (2005) mentioned that values of a specific group or society may be expressed by statements in different events and cultural phenomena such as the commencement speeches at universities. Mock and Pattanayak (2021) argued that those who deliver speeches at the commencement ceremonies often highlight the important values of that community in which the commencement takes place.

Durkheim (2005) mentioned that there are several values that could be reflected in commencement speeches, for example, belief in God, taking responsibility, and liberty. Rutherford (2004) conducted a study to examine the values that were shared by several commencement speeches delivered in American universities, and the findings of the study revealed that all the speeches reflected similar values that have to do with the traditional expectations of the American society for the graduates.

2.1.4 Messages in Speeches

Every speech is delivered for the purpose of getting messages across to certain people (Bariroh, 2008). Therefore, speakers should make sure that listeners are able to comprehend the content of the speech.

Rosa, et al. (2022) discussed how speeches are used to express certain ideas. According to them, some speakers would express them directly, and others would try to “hide the messages to make people think about it” (p.19). Brown and Levinson (1983, as cited in Agustina & Novelly, 2021) claimed that there are five speech strategies, and the fourth strategy is, according to them, “implied message delivery” (p.92). Rosa, et al. (2022) also proposed that when speeches are analyzed, the intended messages could be understood considering who the audience is. Otherwise, the meaning won’t be fully comprehended.

Moreover, Artiani (2019) argued that messages implied in texts whether written or spoken are always related to the context and should be understood with reference to it. For example, a speech delivered at a time when a certain issue has already taken place should be understood in light of what happened. Maghfiroh and Triyono (2020) also mentioned that there are different language styles that could be used by speakers to convey messages in speeches such as the use of diction and the figurative language.

Moreover, they stressed the importance of the speakers' choice of words when it comes to message delivery. To illustrate, those who deliver a speech such as university presidents need to be careful about their diction so they use it in a way to make their messages sound trusted and credible so the audience who are students and educators in this case are more likely to believe what they hear and maybe seem willing to do what they are expected to.

In their study, Maghfiroh and Triyono (2020) showed that the minister of education tried to use simple language so that the audience he was addressing would easily understand his messages. Only a few times that he used figurative language such as metaphors and similes to make his message more comprehensible especially when the message is cultural. Another study conducted by Agustian, et al. (2018) pointed out that speakers could make use of conjunctions to support them in conveying their messages.

According to Addaei, et al. (2022), when speakers want to sound convincing in their speeches, especially when they try to deliver a certain message to the audience, they might try to tell them personal stories that are related. In their study, President of Turkey; Recep Tayyeb Erdogan told the people a story just for the sake of convincing them.

Mock and Pattanayak (2021) reported that university presidents use commencement speeches to convey messages to the audience, and that is seen in the form of advice for graduates about their future. Similarly, Maghfiroh and Triyono (2020) mentioned that presidents of universities are likely to advise students about their future especially as they are more experienced than the graduates. However, it should be noted that there is not much research on the messages conveyed in commencement presidential speeches at universities (Kinnier & Partch, 2011). According to them, a reason for that was lack of documentation of speeches in the past. As for now, speeches are being documented which makes it easier for researchers to conduct studies on them.

2. 2 Discourse Analysis (DA)

Kamalu and Osisanwo (2015) mentioned that the term *discourse analysis* has been used in different academic departments in order to describe the reasons people say what they say. Cook (1989) argued that DA is searching for what makes discourse coherent. In addition, Rashid and Sipra (2013) described discourse analysis as "the linguistic analysis of connected writing and speech" (p.27). Similarly, Hodges, et al. (2008) reported that discourse analysis is concerned with studying how language is used in written and spoken texts.

The concern of DA is not only about the study of formal features of language. It's also about what language is used for in cultural and social contexts (Kamalu & Osisanwo, 2015). Trappes-Lomax (2006, as cited in Fatuase & Oladejo, 2022) added that discourse analysis is the study of communication in light of the use of language.

According to Fatuase and Oladejo (2022), DA is concerned with the meaning of the language created by speakers and writers and comprehended by listeners and readers in

our daily life. They also argued that DA is about interpreting speakers and writers' messages and showing how these messages were constructed.

Moreover, Hodges, et al. (2008) pointed out that there are different DA approaches that could be used, and that certain approaches can work best with discourse analysis in specific fields. Moreover, they explained that the main concern of all discourse analysis approaches is not about grammar, and that they don't use structured strategies to code every single word of texts. Their focus is rather on the socio-logical use of the language.

2.3 Critical Discourse Analysis (CDA)

Admassu and Nigatu 2023; Fairclough, 1992, 1995; Van Dijk, 1993 have all considered critical discourse analysis as an integrated and comprehensive approach used to analyze discourse.

Fairclough (2013) mentioned that Critical Discourse Analysis (henceforth CDA) is a branch of research that examines spoken and written discourse in order to identify hidden meanings and the connections between discourse and ideology especially with political discourse.

Desale (2021) added that CDA focuses on how social relations, identity, and power are pointed out through spoken and written texts. In addition, they reported that CDA can be used as a tool to illustrate the motives the language users have and justify their use of language.

Fairclough and Wodak (1997) stated that "discursive practices can help produce and reproduce unequal power relations between social classes, women and men, and ethnic or cultural majorities and minorities through the ways in which they represent things and position people" (p. 259). Language is not only used for the purpose of describing things.

It's rather used to make people do things and affect their attitude toward the issue discussed in the text (Brown & Yule, 1985).

2.4 Fairclough's (1992) Theory of Critical Discourse Analysis

Fairclough (1992) argued that his approach to discourse analysis combines both “close analysis of language texts with a social orientation to discourse” (p.12). He also added that his critical approach to discourse analysis describes how discourse may affect listeners or readers’ beliefs and social relations. Agustian, et al. (2018) stressed that Fairclough (1992) aimed to build an approach of discourse analysis that takes into consideration the social and cultural aspects of the language users' society.

According to Fairclough (1992), there are three dimensions of the CDA framework that he discussed in his book *Discourse and Social Change*. The first dimension is the micro-level that examines the usage of cohesion, coherence, modalities, and lexical structures in texts. The second dimension is mezzo-level which analyzes how the text is created and used by the writer or speaker of the text. In addition, it analyzes the production and consumption of the texts taken into consideration the connections between power relations. The third dimension is the macro-level which examines the social, situational, and institutional levels that have an influence on the texts.

Thompson (2004) argued that Fairclough’s three-dimensional framework to analyze discourse depends on three levels that examine how discourse is important in the social world. Fairclough (2001) also described the three dimensions of his analysis framework as description, interpretation, and explanation.

As for the first stage of analysis, Fairclough (1992) mentioned that the text is to be described and analyzed. To him, There are several aspects of the text that could be analyzed in the text dimension such as diction, grammar, metaphor, and cohesion . He stressed that by examining different aspects of the text, the themes expressed in the text can be pointed out.

Regarding the second stage of analysis which is the interpretation stage, Fairclough (2001) suggested three sub-stages to be examined. These are interpretation of the surface meaning of the text, the underlying meanings, and the implied messages. Rosa, et al. (2022) mentioned that this stage has to do with examining texts that are created and consumed by readers or listeners.

As for the last stage of analysis as argued by Fairclough (1992), it is a try to examine the relationship between the text on one hand and the social context on the other hand. “This type of analysis stresses the creativity of the discourse and its social effects in future” (p.12). For this stage, he proposed three different levels to be examined which are situational, institutional, and social. According to him, in the situational aspect, the situation in which the text was produced should be studied and examined. That is because understanding the situation helps the receivers of the text understand the text itself and the context in which text production took place in a better way. Considering the institutional aspect, it’s important to study how the text could be affected by the organization that is producing the text.

To elaborate, he added that every institution uses discourse in a way that helps it achieve its objectives especially when these organizations or institutions possess power.

About the third aspect which is the social aspect, Fairclough (2001) pointed out that the cultural, economic, and political elements of the society should be studied and taken into consideration. This helps uncover the ideas that are conveyed throughout the text. In this study, the researcher will focus on the three dimensions of Fairclough's (1992) approach, and the following aspects of the text will be examined.

2.4.1 Diction

Fairclough (1992) mentioned that vocabulary as one of the main aspects of texts have to do with the words speakers and writers use. To add, he suggested that “vocabulary may be of ideological significance” (p.29). According to him, diction is used to communicate certain ideas. Rosa, et al. (2022) also mentioned that diction shows the speaker's distinctive vocabulary used in their speech. Speakers' choice of words is connected to the set of themes included. For example, Rashid and Sipra (2013) analyzed a speech delivered by Martin Luther and they found out that there were certain words that were repeated by him such as *justice* and *equality*. Repetition of such vocabularies was for the purpose of conveying messages of justice and equality. Leech (1969) defined repetition as copying certain words or complete sentences exactly for a purpose.

In addition, one of the aspects to be looked at in the speeches according to Fairclough (2001) is the use of synonyms and antonyms in diction. They can be used to grab the audience's attention to what is said and make speeches more interesting. Moreover, they help speakers emphasize their points of view and convince readers with them.

2.4.2 Metaphor

Another stylistic feature that textual analysis examines is the use of metaphor. Fairclough (1992) mentioned that metaphors are one of the main textual aspects that need to be analyzed. He also described metaphors as “non-directed action clauses” (p.181).

Moreover, he argued that metaphors are naturalized within a particular culture to a great extent. Metaphors aren't randomly used by speakers and writers.

Metaphors are always included in discourse for a reason. Rashid and Sipra (2013) stressed that a metaphor is a stylistic device speakers tend to use to relate certain abstract ideas with the real images as doing so would add to the beauty of the speech.

Maghfiroh and Triyono (2020) suggested that using metaphors in speeches can also help speakers stress their ideas and convey messages they want the audience to understand.

2.4.3 Cohesion and Coherence

Fairclough (1992) considered coherence and cohesion as two of the textual aspects that form a framework that needs to be examined in a text. According to him, cohesion is one of the main headings that are analyzed while coherence is one of the further headings that can be also looked at in texts for textual analysis. He described cohesive texts as those texts whose clauses and sentences are linked together meaningfully. Halliday and Hassan (1976) also discussed how cohesion can be achieved throughout texts and its relation to the vocabulary. They claimed that this has to do with the use of "related vocabulary items which occur across clause and sentence boundaries in written texts" (p.4).

Agustian, et al. (2018) mentioned that conjunctions and connected words can be used in a text to achieve cohesion, and that can help writers and speakers make their ideas sound more organized. According to them, the use of pronouns can also achieve coherence and cohesion in a text. Ellah (2013) added that intertextuality can be also used to maintain cohesion by speakers and writers. That was defined by Fairclough (1992) as the use of prior texts by others in their speech and discourse.

Rashid and Sipra (2013) also added that cohesive speeches help speakers stress their ideas and have an important impact on listeners especially when there are certain messages that speakers aim to express. In addition, they mentioned that when there is an organized series of ideas in a speech, it becomes cohesive and coherent.

2.4.4 Pronouns

The use of pronouns is another aspect of discourse textual analysis as discussed by Fairclough (1992). According to him, referring to pronouns helps speakers clarify meanings. Halliday and Hassan (1976) added that "a pronoun or personal reference is defined by its function in the speech situation" (p.37).

Wahyuningsih (2018) mentioned that the way pronouns are used throughout a speech communicates certain meanings. He also added that when speakers tend to use personal pronouns such as *I*, they are willing to have an impact on the audience. To add, Beard (2000) pointed out that when speakers keep using personal pronouns such as *I*, they want to show that they are really involved in whatever they are telling others. Moreover, speakers tend to use the pronoun *I* in speeches for the purpose of conveying opinions. This can make the speech sound more subjective, and it can help the speaker show their authority (Pennycook, 2001). On the contrary, the pronoun *We* could be used when the

speaker is avoiding expressing personal opinions. They may aim to represent a group or an institution's opinion (Beard, 2000).

Another pronoun that is usually used in speeches delivered on different ceremonies such as the commencement ceremony at universities is *You*. According to Hakansson (2012), the pronoun *You* is used in “expressing the sense of institutional identity” (p.14). Similarly, Awawdeh (2021) argued that the pronoun *We* is used in speeches in order to represent an identity of a situation. In short, personal pronouns could be used to enable speakers share their experiences with whom they address. This can support them in convincing others of the messages conveyed in their speeches (Ekawati & Nasuha, 2021).

2.4.5 Modality

Fairclough (1992) focused on modality as one aspect of grammar. He proposed that modals can be used to mark social relations in texts. In addition, they can be used to represent the reality. He also added that modality could be either subjective or objective. On the one hand, modals could be subjective when the speakers' perspectives are explicitly expressed. In such cases, speakers may say *I think /doubt*. On the other hand, modals could be used objectively. In that case, the receptors of the text whether hearers or listeners may not clearly understand whose perspective the text is representing.

Modality was also examined by Halliday (2001, as cited in Nur, 2019) as he said that speakers' use of modals expresses their personal judgment. Fairclough (1989) mentioned that relational modality that can be applied by using modal verbs such as *would*, *could*, and *may* describes the status of the speaker's authority as regarded by their audience.

Cantwell and Olson (2023) examined what are called epistemic modals. According to them, modals such as *might* and *must* could be used to express uncertainty. Nevertheless,

they could be also used to indicate certainty. That always depends on the context. Hinterecker, et al. (2016) stressed that epistemic modals are also used to express possibilities which can convey the meaning of reasoning. Hirvonen, et al. (2021) also argued that epistemic modals are actually necessary for predictions as well as “control of causes” (p.5).

2.5 CDA and the Marketization of Public Discourse: The Universities

Fairclough (1993) conducted a study on the marketization of discursive practices in universities in Britain by examining undergraduate prospectuses, program materials, and advertisements. According to him, there are many changes that affected the institutions of higher education recently, and because of these changes, universities are not merely educational institutions anymore. He stated that universities “operate under government pressure as if they were ordinary businesses competing to sell their products to consumers” (p.143).

Mautner (2015) also studied the marketization of public discourse of universities. He stated that “the market is now no longer simply a place of exchange but an overarching social principle” (p.1). He argued that nowadays, there are many public domains that have become marketized such as education. According to him, educational institutions are now affected by business.

Fairclough (1993) stressed that universities tend to attract as many applicants as possible to the courses they offer. To do so, they use public discourse in a promotional way. One way of promotion as he mentioned is advertisements. Speeches could also be seen as a good opportunity for promotion. This can be clearly seen in the linguistic

features of the universities' discourse that focuses on promoting and advertising (Mautner, 2015).

Fairclough (1993) also discussed how a university considers attracting more good and distinguished students to apply for them as “an indicator of its success, and a factor which can affect how well it is funded” (p.156). In his study, he pointed out that he presented “his analysis in accordance with the three dimensional framework introduced earlier” (p.146). As mentioned by him, there are several language features that can be looked at while examining marketization in the discourse of universities. For one thing, the speakers or writers of discourse of universities can use certain promotional claims, for example, using the words *reputation* and *our logo*.

Another feature of the language has to do with personalization which can be achieved by the use of pronouns such as *we* for the speaker and *you* for the reader. The other feature as Fairclough (1993) concluded is using epistemic modality. Chang and Tanangkingsing (2022) added that metaphor could be also used in commencement speeches to achieve marketization.

2.5.1 University and Ideology

Van Dijk (1998) defined ideology as a group of ideas that could be social, religious, or political, and they are shared among certain groups. He added that such ideas “monitor their social practices” (p.5). According to him, the way language is used affects how people understand ideology. He also pointed out that there are several ideologies that could be shared such as equality, racism, and prestige.

Fairclough (1992) stressed that his model of CDA is centered upon ideology and how it's presented in texts. Written and spoken language express people's ideology. For

example, speeches that are delivered on special occasions or ceremonies are a great opportunity for speakers to show their opinions and present their ideology.

It's a sure thing that ideology is expressed more in political speeches, yet it is also expressed in commencement speeches. Barnett (2003) stressed that universities are becoming steadily more ideological. Mautner (2005, as cited in Reo and Ten, 2019) found that there are certain words that are related to the ideology market in academia such as *enterprise*. Ren and Teo (2019) found that universities tend to provide the audience with certain details that would create a value for them in the market of higher education institutions.

2.6 Language and Gender

linguists have become interested in studying the relationship between language on the one hand and the society and context on the other hand, so sociolinguistics emerged in the 1960's. Sociolinguistics is a field of linguistics that studies language in relation to society for the purpose of understanding how language "operates within and creates social structures" (Silberstein, 1988, 101, as cited in Carter & Nunan, 2001).

Artiani (2019) discussed that the field of sociolinguistics is focused on the use of language varieties within one community. It aims to explain and clarify this variation. Moreover, it examines how language reflects social structure influenced by several factors like the age, class, and gender of those who use the language. Wardaugh (2015) also stressed that people's use of language is affected by social factors as well as linguistic factors. According to him, social factors such as social status, education, and gender play a big role in determining the language that is used.

Ahmad, et al. (2020) pointed out that the attention of sociolinguists has been on the relationship between gender and language. With regard to the gender of language users, it's so clear that men and women speak differently just like everything else they do. Similarly, Juniana (2011) found that gender is a very important factor that highly affects how people communicate. "This assumption emerges some theories saying that there are kind of particular characters of men and women language" (Priyadi & Setiawan, 2015, 102).

Therefore, many linguists and sociolinguists such as Robin Lakoff (1975) and Deborah Tannen (1990) analyzed language with regard to gender, and they came up with theories that explain the differences between the language of males and females produced in different situations. According to those theories, "neither gender style is considered best, but obvious differences from childhood to adulthood should be understood and adapted" (Suandari, 2012, 40).

Coates (2004) argued that Lakoff's (1975) theory was one of the earliest works that examined the relationship between language and gender. Her work helped in "launching interest towards sociolinguistic research and gender studies" (p.6). Artiani (2019) mentioned that Robin Lakoff (1975) was the first sociolinguist to establish the science of gender and language by writing an essay about it in the mid-1970s. According to Lakoff, there are certain women's language traits like the use of empty adjectives, intensifiers, and hypercorrect grammar. However, there were other sociolinguists such as Deborah Tannen (1990) who had a different explanation for the differences in men and women's language.

2.6.1 Deborah Tannen's Gender Theory (1990)

In 1990, fifteen years after Lakoff's (1975) theory, Deborah Tannen published a book with the title of *You Just Don't Understand: Men and Women in Conversation*, and her book gained sociolinguistics' attention (Poranen, 2018). It has also been translated to 30 languages now. Furthermore, Cameron (1996, as cited in Poranen, 2018) pointed out that Tannen's book had a place on the list of *New York Times*' best seller for around four years. Her theory of gender "sparked a significant response in the scholarly community" (Edwards & Hamilton, 2004, 491).

Tannen (1990), who was a student of Lakoff in the first place, came up with a different theory that justifies the differences between the language of men and women as a result of belonging to different subcultures. According to her, women don't use a different language because they're being inferior to men as Lakoff (1975) proposed. Coates (2004) stressed that the change in approaches to women's language from considering them oppressed to just being different is a result of "women's growing resistance to being treated as a subordinate group" (p.6).

In her book, *You Just Don't Understand*, Tannen (1990) explained that there are different communicative and linguistics styles men and women use when they speak. She added that these differences may lead to misunderstanding between them in conversations. According to her, there are main different language traits for men and women; report talk vs. rapport talk, independence vs. intimacy, advice vs. understanding, information vs. feelings, orders vs. proposals, and compromise vs. conflict. The last difference in language won't be discussed as it can't be applied to the sample of the study.

2.6.1.1 Rapport Talk vs. Report Talk.

Tannen (1990) stressed that males and females have different speaking styles. According to her, the speaking style of men is characterized as report talk while the speaking style of women is featured as rapport-talk.

Tannen (1990) argued that women use language mainly as a way to establish connections and relations. They focus on sharing their experiences and stories so they may build relationships with others by showing that they are similar in a way or another. Tannen (1990) added that women try to seek others' confirmation and consent on whatever they are saying so that they feel a kind of support. However, men tend to show others their knowledge and skills so that they maintain status. To do so, they may try to joke, tell a story, or pass on information.

2.6.1.2 The Talkative Man and the Silent Woman in Public Speaking.

Tannen (1990) believed that women are more likely to be talkative when they are having a private talk with acquaintances and friends. On the contrary, she described men as mute in private speaking. However, she claimed that it's quite the opposite when men and women are to speak in public. According to her, it's always men who like to express themselves and talk more if they are to speak in front of a crowd of people. She argued that only few women are likely to "put themselves on display, claiming public attention for what they have to say" (p.114).

In addition, she pointed out that if both women and men are to speak in public, it's men who are likely to speak for a longer time. For example, in situations like public lectures, when the audience is being allowed to ask questions regarding the lecture, the first voice that is likely to be heard is "almost always a man's" (Tannen, 1990, 35). She

added that even when women and men make comments, it's men who would speak longer.

She also suggested that males have always wanted to have attention since childhood. Therefore, they feel comfortable to speak up even when they are surrounded by people whom they don't know well. Accordingly, they speak for a longer time compared to women. Karlsson (2007, as cited in Artiani, 2019) conducted a study to examine this difference in men and women's language, and he found that men are more talkative in work than women.

2.6.1.3 Independence vs. Intimacy

Tannen (1990) explained that women try to minimize differences that happen to be between them and those they address, and they try to reach a consensus as they seek support from those with whom they are speaking. They also aim to avoid any kind of superiority to others. She also mentioned that women like to influence others as they talk to them.

Unlike them, men have their focus on showing high status and independence. For instance, they don't seem to seek support from others as they address them. Tannen (1990) pointed out that people need both independence and intimacy in life, yet it's very clear that men have their focus mainly on independence while women on intimacy. This difference could be clearly seen in the cases of making decision. On the one hand, men are more likely to make a decision by themselves. On the other hand, women tend to consult others before making decisions.

Moreover, men and women's body language differ as each of them tend to use language differently; women, for example, are more likely to use gestures regularly and

keep eye contact, yet men don't use them much as they don't aim to establish relationship nor seek intimacy. Simon (2021) pointed out that in order to show intimacy, women tend to use personal pronouns such as *I* and *you*. They use such pronouns to make those they address feel that they are close to them.

Another linguistic feature that could be investigated in men and women's speech is the use of hedges. On the one hand, Coates (2013) argued that linguistic expressions such as *I think*, *sort of*, and *perhaps* are used to express uncertainty by the speaker. On the other hand, hedges could be used by women for the sake of showing solidarity according to Holmes (2008). In addition, he proposed that women use more hedges in their speech than men, and that tells that women's language shows more intimacy.

2.6.1.4 Advice vs. Understanding

As argued by Tannen (1990), men consider language as a means to solve problems. They use it to give advice for others in a way that helps them deal with challenges they may have. This also has to do with the fact that men like to show that they have knowledge regarding different areas.

Quite the opposite, women use language to show that they understand others and feel empathy for them. They are not really bothered with solving others' problems as much as they are deeply concerned with understanding them (Tannen,1990). Simon (2021) mentioned that women usually use words that show support for others.

2.6.1.5 Information vs. Feelings

Tannen (1990) stressed that another difference between males and females in language is that males are usually concerned with facts and clues. They talk about them. To add,

they seek opportunities to share and spread information to others. In their speaking, they tend to include numbers as if they are reading a report.

Nevertheless, she mentioned that females are clearly concerned with emotions and feelings as they are emotional creatures by nature. To elaborate, Priyadi and Setiawan (2015) pointed out that women are “more sensitive rather than men”, and accordingly, they will always try to “minimize dispraise of their hearer”, so that they won’t hurt their feelings (p.103). In addition, Simon (2021) argued that women tend to use exaggerated language by using adjectives, adverbs, and other expressions that express exaggeration. That shows that they are more emotional compared to men.

2.6.1.6 Orders vs. Proposals

Tannen (1990) also reported that men tend to use imperatives as they speak. They are being direct. They also seem to enjoy giving orders as to show a high status. Nevertheless, women tend to use hidden directives. They prefer to get their message across without expressing it in a direct way. They also prefer to use questions that imply their hidden messages instead.

Juniana (2011) discussed that women like to give suggestions to others. They might be using indirect ways of asking people to do things such as *why don't you* and *how about*. As for men, they don’t seem to like proposals. Instead, they use direct imperatives. Suandari (2012) described this difference between males and females’ language by saying that “little girls make requests; little boys make demands” (p.39).

2.7 Previous Studies

This section reviews several related studies, some of which examined commencement speeches and other speeches given by people in high positions. Others compared the language of men and women with reference to Deborah Tannen's (1990) gender theory.

Asih, et al. (2022) have applied Fairclough's model of CDA on a speech delivered by the minister of education in Indonesia. The title of the study is *Nadiem Makarim's Speech: A Critical Discourse Analysis at National Education Day*. The authors analyzed Nadiem's speech at the time of the National Education Day in 2022. They used the three-dimensional level analysis of Fairclough. The findings were categorized in light of each level. The social level showed that the reactions of the audience to the speech were very positive. The micro level revealed that the diction he used emphasized the position of all the participants in that day, and at the macro level, the speech was given during a ceremony.

Unlike the previous study, Chang and Tanangkingsing (2022) examined the figurative language in commencement speeches delivered by business people and entertainers. The study was the first to examine the use of figurative language by commencement speakers in relation to their professional background. The findings revealed that many types of figures of speech were frequently used such as metaphors, similes, and repetition. In addition, the authors found out that business people and entertainers were using figurative language differently and for different reasons. Therefore, the findings suggested that figurative language is used for different goals by speakers of different professional backgrounds.

Decosmo (2019) studied a university presidential speech given after an on-campus crisis. The study was titled with *University President Discourse After an On-Campus Crisis*. The methodology used by the author was content analysis. This study explored the university president's discourse after four types of on-campus crisis; environmental, intentional, accidental, and student protest. The author wanted to help presidents and crisis managers formulate a comprehensive crisis communication strategy with the intended audience by examining the elements of the speeches' discourse. The findings revealed that major themes identified in the presidents' speeches included positivity from the environmental crisis cases, and emotional messages of family and community from cases of the accidental crisis.

Kinnier and Partch (2011) conducted a study in which they analyzed 90 commencement speeches of American universities delivered between 1990 and 2007. The study aimed to examine messages and values shared among the speeches by applying content analysis. They found that there were several frequent messages shared such as helping others, being true to yourself, and cherishing special others. The authors also analyzed messages delivered by female speakers in women's colleges. They found that there were two messages more frequent which were cherishing special others and being true.

Ren and Teo (2019) examined marketization of Chinese universities by analyzing university presidents' messages that were published on a website. In their study, they analyzed those messages of the top 36 universities in China, and they came to a conclusion that higher education institutions are promoting ideologies that represent the government of China.

Ningrum, et al. (2023) investigated the different language styles of male and female influencers on TikTok in Indonesia. The study has the title of *the Analysis of Language Features Used by Male and Female Fitness Influencers in TikTok Videos*. Their study aimed to investigate the features of the language used by males and females in light of Deborah Tannen's (1990) difference theory and Lakoff's (1975) theory of gender. The data analyzed in this study was a video script. The findings pointed out that male influencers usually spoke with greater directness compared to females. Moreover, males were more likely to use simple and basic vocabulary. However, females tended to exaggerate when they speak. Therefore, the study findings go along with Tannen's theory. The authors of the study recommended further investigation on this topic.

Similarly, Simon (2021) examined the different language traits between male and female students of Widya Mandira Catholic University in Indonesia. The researcher aimed to find out the different language features of males and females in the university in addition to the reasons that lead them to speak differently. The participants were 26 students; half of them were males and half were females. A discourse completion test was used as a tool in the study to elicit a certain speech act, then the data collected was analyzed with accordance to Tannen's theory of gender. The findings revealed that female students used adjectives and adverbs that expressed exaggeration, and that supported Tannen's theory that women use more emotional and sympathetic language compared to men.

Blair (2000) conducted a study with the title of *Girl Talk and Boy Talk in a Middle Years Classroom*. The author applied Tannen's theory of gender to examine the different linguistic styles between male and female students in the eighth grade. To collect data for

the study, the teacher held a ten-minute discussion session before class every day. Within the first few weeks of the study, boys were to be the ones who started the conversation and spoke loudly to get the attention. They were often seen making comments or mocking others. The girls on the other hand were quiet and didn't talk much. The author proved Tannen's theory right as it was boys who wanted to get attention unlike girls who didn't prefer to be under the spotlight and talk in front of others.

2.8 Conclusion

As can be noticed from the literature review above, many researchers conducted studies to examine presidential speeches delivered by presidents of universities and ministers of education. To add, there were several studies that investigated the different language traits of males and females in light of Tannen's (1990) theory. It should be noted though that not many studies investigated the values and messages communicated in commencement speeches especially at Arab universities. All the available literature was mainly on American universities. To add, marketization of public discourse of universities was not examined by analyzing presidential speeches before. Moreover, there were no studies comparing the language of male and female university presidents so far. That gives importance to this study as it tries to fill a gap in knowledge regarding a topic that is not studied enough.

Chapter Three

Methodology

3.0 Introduction

This chapter discusses the methods of data collection and analysis utilized in this study. It also explores the sample of the selected speeches delivered by the three university presidents and justifies their selection. It further describes the theoretical framework used in analyzing the data and the procedures followed in the analysis.

3.1 Sample of the Study

During the widespread of Corona virus that took place from 2019-2021, there was a lockdown everywhere around the world, and accordingly, education shifted to the online platform, and students were asked to stay home (Collie, et al., 2023). In addition, no commencement ceremonies were held until the year of 2022. Therefore, presidential speeches delivered in that year were of importance as they included valuable messages for graduates, and they also pointed out the role of universities in such critical times. For this study, three presidential commencement speeches delivered in 2022 were selected to be analyzed.

The first speech was delivered by Brother Peter Pray, Vice Chancellor of Bethlehem University (BU) in Palestine on August 18th, 2022. The second speech was delivered by Lawrence Bacow; President of Harvard University (HU) in the USA on May 26th, 2022. The third and last speech was delivered by Mary Sou Coleman; President of Michigan University (MU) in the USA on April 30th, 2022. Both Presidents of Bethlehem

University and Harvard University are males. However, it should be noted that Michigan University President is a female.

The selection of these particular speeches was not random. First, all those universities are regarded as elite and prestigious. Accordingly, speeches delivered by their presidents get more attention and are usually of good structure and powerful language. Harvard is one of most prestigious universities around the world, and it actually was on top of the list of prestigious universities for two years in a row 2022-2023 according to *Times Higher Education*. As for Bethlehem University, it is considered as an elite university among Palestinians as it offers good quality teaching. Similarly, Michigan University has been always among the top 30 universities around the globe, and it was ranked 19th among the best global universities in 2022 as reported by U.S. News.com.

Second, this study is making a contrast between presidential commencement speeches that were delivered in universities that represent different cultures to find out the different values and messages each community represents. That was the reason the researcher chose an Arab Palestinian university which is Bethlehem University to be contrasted with two American universities that are Michigan and Harvard. Actually, Bethlehem University was chosen among the Palestinian universities for two main reasons. For one thing, unlike the other Palestinian universities, the speech of BU was delivered in English since the vice Chancellor is a native speaker of English, and that was preferable by the researcher. The other thing, it represents a religious and conservative community that happens to consist of Muslims and Christians.

Third, the reason for choosing the speech of MU as another American University alongside Harvard was that it was delivered by a female president, and this study is examining the different language styles between male and female speakers, so the selected speeches are suitable to fulfill the study objectives.

3.2 Sources of the Study

The sources of the data in this research are videos uploaded by the channels of Bethlehem University, Harvard University, and Michigan University on YouTube. Their channels are authentic sources. Those videos contained phrases, sentences, and words said by presidents of BU, HU and MU.

Data analyzed for this study is taken from the transcription of the speeches that match the videos to ensure accuracy. Moreover, the body gestures made by presidents and the applause were included as they were needed to answer the third question of the study that has to do with the different language traits between male and female speakers.

3.3 Types of Analysis

This study used both qualitative and quantitative methods. As for the qualitative method, it was used to describe the language utilized by the three university presidents in their speeches to enable the researcher to analyze them. According to Biklen and Bogdan (1982), qualitative research is descriptive, which means that the data needed for analysis is acquired using words, and this is the case with our research data. However, quantitative method of research, as Margam, et al. (2023) claimed, is a way to examine certain characteristics depending on numerical data. Numbers make results clearer especially

when the objective of the study is making a contrast and pointing the differences like the case in this study.

This study used a descriptive qualitative method by employing Fairclough's (1992) and (1993) model of Critical Discourse Analysis (CDA). According to Fairclough (1992), there are three dimensions of the text that need to be analyzed and examined. These are description, interpretation, and explanation.

Using Fairclough's (1992,1993) models, the researcher examined the speakers' diction and how it represented certain messages and values, cohesion, the effect of using certain stylistic features such as repetition and metaphor to support their speeches, and pronouns.

The study also used Tannen's (1990) adapted theory of gender as a framework to make a contrast between the speeches of HU and BU on the one side, and the speech of MU on the other side to examine the differences in language style. The researcher's analysis in light of this theory was done using both quantitative and qualitative research methods so that the different traits were illustrated descriptively with support of numerical data. In applying this theory, diction, pronouns, and modality were examined.

3.4 Data Analysis Procedure

The researcher watched the videos and listened to the speeches carefully, and then she got the transcription of each of them and matched them to the oral data for accuracy. After that, important quotations and statements were highlighted from each of them to be analyzed in order to examine the values, messages, marketization of university speeches, and different gender language traits of each of the speeches and finally make a contrast.

The analysis was made as the researcher applied the following frameworks; Fairclough's (1992) and (1993) model of CDA and Tannen's (1990) theory of gender.

Chapter Four

Findings and Discussion

4.0 Introduction

This chapter presents the findings of this study in light of the three research questions and provides discussion of the findings. This study aimed to analyze three university presidential speeches using Fairclough's (1992) and (1993) model of CDA in addition to Tannen's (1990) theory of gender. The researcher hypothesized that there were different messages and values conveyed in the speeches. In addition to that, each president used the speech as a tool for marketization differently. Moreover, the researcher assumed that since there are two male and one female university presidents, different language features were being used by them. Textual elements of the speeches such as diction, repetition, cohesion, pronouns, modality, and metaphors were examined to answer the questions.

4.1 Findings Related to the First Question:

Q.1. What values and messages were conveyed in the speeches?

The first question was answered by examining the first dimension of CDA model proposed by Fairclough (1992). To point out the messages and values conveyed in each of the three speeches, several aspects of the text were analyzed such as diction, cohesion, metaphors, and repetition.

Micro level of CDA

In this dimension of critical discourse analysis, which is also called description (Fairclough, 1992), textual elements are examined to uncover the messages and values each speech is aimed to convey to the audience.

4.1.1 Diction

By examining the diction used by each of the university presidents in their speeches, several values and messages were found. On the one hand, some values were shared among the three of them such as family, gratitude, and appreciation. On the other hand, other values weren't shared by the three university presidents. Similarly, there were many different messages each university president wanted to get across to the audience, especially the graduates. Quotations from the three speeches will be given below to elaborate on the values and messages that were conveyed.

4.1.1.1 Values that were shared among the three speeches

As mentioned above, the values of family, gratitude, and appreciation were found in the three speeches, yet, every university president used their own words to express them.

Table 4.1

Shared Values Conveyed in the Three Speeches by Examining the Diction

Values Shared among the three speeches
Family
Gratitude
Appreciation

4.1.1.1.1 Family value

The value of family was expressed by Presidents of HU, MU, and BU in their speeches as seen in the examples below.

“and I asked them, are your families going to be with you? And unfortunately some of them said 'No'” (Bacow, 2022)

“your family, your loved ones who actually helped you to make it to this moment” (Bacow, 2022)

“For your parents, I thank you for the way in which you have supported them” (Bray, 2022)

“their families for their unconditional love and encouragement they have provided” (Coleman, 2022)

As seen above, all the presidents talked about the importance of family for graduates. Bacow started his speech by saying that it is sad not to have all the families in this ceremony due to the pandemic. He used the word *unfortunately*. As for Bray (BU President), he said that parents are those who support their children the most. Regarding Coleman (MU President), she also talked about the value of family. She described their love and encouragement as *unconditional*. Expression of such value was expected as Kinnier and Partch (2011) claimed that values of groups are always expressed in ceremonies such as commencement speeches.

4.1.1.1.2 Appreciation value

As the researcher examined the expression of this value in the three speeches, she found that each president talked about appreciation. However, appreciation was not for the same thing in every speech as seen in the quotations below.

“And I think what we should all do, is now turn and wave and welcome a special hearty hello” (Bacow, 2022).

“where we recognize the work that has been done by students to get their certificate” (Bray, 2022).

“you’ve owned a degree from one of the country’s most rigorous universities during a global pandemic” (Coleman, 2022).

In the first quotation, it can be noticed that HU President meant to tell those who were joining this ceremony online because of the pandemic consequences that they were really appreciated, and that’s why he asked the audience to wave for them. However, in the quotations taken from MU and BU speeches, Presidents seemed to appreciate students’ hard work that has been done during their years of study. That was clear when President of BU used the word *recognize*. As for MU presidents, she mentioned the tough time students had during the pandemic in reference to students’ appreciated work.

4.1.1.1.3 Gratitude Value

All Presidents showed gratitude. Nevertheless, it was not for the same group, and that could be seen in the examples below.

“let’s turn and congratulate and thank all of them for helping you all get here” (Bacow, 2022)

“I thank you for bringing that to Bethlehem University” (Bray, 2022)

“I want to thank the students for welcoming me as a president” (Coleman, 2022)

Presidents of HU and BU expressed their gratitude for graduates’ families who brought their children to the University. However, MU President expressed her gratitude to graduates themselves. The value of gratitude was expressed by using the word *thank*.

4.1.1.2 Values that were not shared among the three speeches

As illustrated in Table 4.2, there were several values that were not conveyed in the three speeches such as spirituality, happiness and humility.

Table 4.2

Values that Were not Shared among the Three Speeches

Bethlehem University(BU)	Harvard University (HU)	Michigan University(MU)
Spirituality	Humility	Happiness
Determination	Ambition	Fairness
Flexibility		Balance

4.1.1.2.1 Values conveyed in Harvard University speech

As noticed in the examples below, humility and ambition were values stressed by the President of HU. In the first example, he told his graduates that they should be humble and not be proud as they had a degree from Harvard by saying that it would be *a waste*. In the second example, he was asking the graduates to dream big and be ambitious by saying *who knows?*.

“You could take that for granted. You could assume that you deserved it all along but what a waste that would be” (Bacow, 2022)

“Who knows? Someday one of you may find yourself standing up here. Like me” (Bacow, 2022)

4.1.1.2.2 Values conveyed in Bethlehem University speech

Spirituality and determination were among the values conveyed in the speech of BU as shown in the quotations below.

“I pray that God will bless you” (Bray, 2022)

“that sense of determination and resilience that I find very very inspiring among so many of you” (Bray, 2022)

It must be noted that spirituality was only expressed in this speech as seen in the first example. That is due to the fact that Bethlehem university, unlike HU and MU, represents a religious community that consists of Muslims and Christians. It was absolutely expected from President Bray to mention the words *pray* and *God* in his speech. As for the value of determination expressed in the second example, the speaker mentioned it as he was complimenting the graduates. According to him, it was inspiring to see how BU students were determined. However, there were values that were expected to be conveyed in this speech as it represents an Arab- Palestinian community but they weren't such as kindness. As a Palestinian, the researcher thought that the value of being kind would be stressed because it's a characteristic of Arabs in general and Palestinians in particular and it's also part of the teaching of both religions; Islam and Christianity. Another value that was missing in his speech is the value of peace. It was actually expected to see that peace was mentioned especially as Palestine is a country that is under brutal occupation and longs to see peace on its territories. There was little said about the occupation and sufferings of Palestinians.

4.1.1.2.3 Values conveyed in Michigan University speech

After examining the diction of MU speech, the researcher found that the values of fairness and balance were clearly stressed by President of MU.

“The country is dealing with racial unrest” (Coleman, 2022)

“That course correction we have undergone has given greater emphasis to balancing careers and lives” (Coleman, 2022)

In the first example, President of MU referred to the war of Vietnam that took place when she was young in the 1960s. She wanted graduates to call for justice and fairness as they live in a country where black people are being looked down by whites. Therefore, the expression of this value has to do with the culture of the USA that the speaker is taking into consideration. That finding actually is similar to the findings of Aasen, et al. (2004) that concluded that American commencement speeches convey the value of justice even though it wasn't conveyed in Harvard's speech. As for the second example, we can notice that the speaker is pointing to a very important value which is having balance. She stressed that our careers and social lives are equally important.

To wrap it up regarding the values conveyed in the three speeches, the researcher found that there were several values shared among them even though they represent two very different communities, religions and cultures. Among those were gratitude, appreciation, and family. Nevertheless, there were other values that were conveyed only by one of the speeches, and not conveyed by the others. For example, spirituality was only expressed in BU speech. Neither President of HU nor President of MU mentioned it. That finding doesn't go in line with the findings of Aasen, et al. (2004) that found that

presidential speeches delivered in the USA in the 19th and 20th century shared the expression of the value of belief in God.

4.1.1.3 Messages conveyed in the three speeches by examining the diction

Table 4.3

Messages Conveyed in the Three Speeches by Examining the Diction

Bethlehem University(BU)	Harvard University (HU)	Michigan University(MU)
To take memories of the wonderful and tough times.	To help others and give them opportunities.	To be mentally and physically healthy.
To help their community.	To make a difference in life.	To succeed professionally.
To be good ambassadors of BU.	To be kind and concerned.	To give priority to the loved ones.

As Bariroh (2008) claimed, every speech is delivered for the purpose of getting messages across to certain people. Therefore, the three university presidents wanted to give messages to their graduates. Some have to do with their academic and career future. Other messages have to do with graduates' social life. In general, messages conveyed were related to what each of the communities, which are Palestine and the USA, expects the graduates to do in the future. This goes in line with what Rutherford (2004) found when he examined speeches delivered for a century.

4.1.1.3.1 Messages in BU speech

By examining the three quotations below, messages of BU President to his graduates were revealed.

“and I hope that you take with you some wonderful memories of the time that you have had here even when it's been difficult” (Bray, 2022)

“Today, when you get your certificates, you leave us to serve your community, to serve your city or your town, and to serve your country” (Bray, 2022)

“And I challenge you to be good ambassadors for BU. The way you talk about your experience here has influence” (Bray, 2022)

BU President used the verbs *hope* and *challenge* to give graduates a clear and direct message that they need to be good ambassadors in order to keep the good reputation of BU. They should also be of help to their people and hometown. That was actually expected as it's known that Arabs and Palestinians are always there for each other. In addition, he wanted them to take not only the good memories, but also the bad ones as each affected them one way or another.

4.1.1.3.2 Messages in HU Speech

HU President's messages were concerning graduates' career life and morals as illustrated below.

“please be known as much for your humility, kindness, and concern for others as for your professional accomplishments” (Bacow, 2022)

“Today I wanna challenge you, members of Harvard class of 2022 to save a seat for others, to make room for others” (Bacow, 2022)

“You'll have more chances than most to make differences in the world” (Bacow, 2022)

In his speech, Harvard President also used words such as *please* and *challenge* to ask the graduates to be kind and concerned for others. Kindness was also a message conveyed in a commencement speech by Jeff Bezos in 2010 when he said “*kindness is a choice*” as mentioned by Chang and Tanangkingsing (2022). Bacow also challenged them to always give a hand and help others. Moreover, he wanted them to make a difference in the world and leave their print wherever they go with the degree they have. That message was also delivered in American speeches analyzed by Conan (2003, as cited in Kinnier & Partch, 2011).

4.1.1.3.3 Messages in MU speech

The examples below clarified how President Coleman was giving direct and indirect messages to the graduates.

“Everyone on this platform and in this stadium wants you to succeed” (Coleman, 2022)

“take care of your physical and mental health” (Coleman, 2022)

“always give priority to those you love and who love you” (Coleman, 2022)

In the first example, it was clear that Coleman wanted the graduates to be successful in their career life. To do so, she told them that everyone in the university is confident that they can and will be very successful. In the second example, she asked them to take good care of their health; mentally and physically. In fact, that was one of the best messages, especially that this speech was given in a time that people were hugely affected by the pandemic; physically and mentally. In the third example, Coleman reminded graduates of the importance of family, and she asked them to always make them a priority in their lives.

In short, there were several messages delivered in the three speeches. Some were different and others were similar such as asking graduates to help others. This message was conveyed in BU and HU speeches, yet not in MU speech. That is partially similar to the finding of Kinnier and Partch (2011). They found that helping others was the message delivered the most among 90 American commencement speeches.

4.1.2 Cohesion

Fairclough (1992) said that cohesion is one of the main text elements that can be examined in the micro level of CDA. Halliday and Hasan (1976) argued that if speeches are cohesive, speakers can convey certain messages more clearly. In this study, cohesion is examined through the use of linking words to convey messages.

“You have the chance to deal with three things. Firstly, you need to be aware of the things that you have complete control over, the things you can influence, and the things you have no control over” (Bray, 2022)

“Recognize the role that good fortune and circumstance have played in your life. And please, please work to extend opportunity to others just as it has been extended to you” (Bacow, 2022)

“Everyone on this platform and in this stadium wants you to succeed professionally, and we know you will, but at the same time never forget what truly matters, regardless of your salary, your title, or your zip code” (Coleman, 2022)

In the examples above, several linking words were used by Presidents of BU, MU, and HU. In the first example, BU President told graduates that they can deal with three things in life, and he used the word *firstly* in order to make his message clearer for them. The same conjunction was used by President Erdogan when he gave a speech and wanted to give a message to the people of Turkey as found by Agustian, et al. (2018). As for the second example, HU President wanted to give two messages, so he used the connector *and* between the two sentences. However, in the third example, Coleman asked graduates

to work hard in order to be successful in the future, then she wanted to remind them that career life should never be more important than family and social life. Therefore, she used the word *but* to make her message clear and to grab graduates' attention at the same time.

4.1.3 Metaphor

Figurative language is usually used in commencement speeches by Presidents of universities. Metaphor as a type of figurative language was used by Presidents of BU, HU, and MU. They used it to help convince the audience of the messages and values conveyed in speeches (Chang & Tanangkingsing, 2022).

In the speeches of HU and BU, metaphor was used only once, and it was used purposefully to convey two different messages as illustrated in the examples below.

“Now if that seems far- fetched, I guarantee you that when I graduated from this place, I never could have imagined this is where I would wind up” (Bacow, 2022)

In the statement above, Bacow wanted to give a message to all graduates and inspire them regarding their future. He wanted to tell them that nothing is impossible, and that they're capable of materializing all their dreams even if they seemed hard to be achieved back then. He used the metaphor of *far- fetched* to say that no matter how things seem hard and challenging now, they can still be achieved in the end. In short, the message he wanted to get across is having confidence and ambition.

“I'm very conscious that the road from enrollment through to graduation has not been a straight line. It's weaved all over the place” (Bray, 2022)

In the example above, BU President wanted to tell graduates that life is not easy, and that it's full of challenges. He used the metaphor *weaved all over the place* to describe

the journey students go through since they start their studies till the moment they make it to graduation. He wanted to give them an implied message that they need to be courageous to deal with whatever comes in their way. They are responsible to solve their problems. In fact, by saying so, Bray was also referring to the tough times students were facing due to the Pandemic as well. In this example, the use of metaphor is similar to the findings of Anastasia (2008, as cited in DeCosmo, 2019) who examined the use of metaphor in 20 commencement speeches and found that metaphor was used to convey the message of perseverance.

“Graduates, today is the final time you walked into the big house as Michigan students” (Coleman, 2022)

“The pandemic disrupted your studies and stole from your social lives.” (Coleman, 2022)

“At its worst, COVID robbed us of loved ones and left others with long-term health challenges” (Coleman, 2022)

“Now most college faculty frown upon administration, and equate it with going to the dark side” (Coleman, 2022).

The examples above are taken from the speech of Coleman, President of MU. She used five metaphors in her speech. They added to the beauty of it as they helped her strengthen her speech to make the audience believe it. There were also certain values and messages conveyed by using metaphors. Similarly, metaphor was used quite often by speakers of American universities to stress certain values such as the value of individuals as found by (Chang & Tanangkingsing, 2022).

In the first example given above, Coleman described Michigan as a *house*. By that, she wanted to stress the value of belonging. Students belong to their universities just like they belong to their homes. However, in the second and third examples, she was talking

about the pandemic and how it negatively affected people's lives in all aspects. She used the words *stole* and *robbed* as if COVID were a thief. By using those metaphors, she wanted to point out the value of health and life that were taken away due to the pandemic. Regarding the fifth example, she referred to administration as *the dark side*. She meant to say that other faculty members have wrong assumptions about administration, yet they didn't try it before. Then, she added that she found it an amazing job. Therefore, her implied message was that graduates should take risks and try new things. Actually, they might like them. It should be noted that it was the female President who used more metaphors, and that goes in agreement with Young's (2013, as cited in DeCosmo, 2019) findings.

4.1.4 Repetition

Repetition was used in the speeches as a way to stress messages and values. Presidents of HU, MU, and BU seemed to repeat certain words, phrases, and sometimes sentences.

“so I wanna ask you now to please rise, turn, and thank the people; your friends, your family, your loved ones who actually helped you to make it to this moment. Let's turn and congratulate and thank all of them for helping you all get here. Thank you, I love seeing the waves coming back in the opposite direction” (Bacow, 2022)

“Congratulations to moms and dads and spouses, and children and family and friends” (Bacow, 2022)

“Being here, being together at long last is, frankly, moving beyond words”(Bacow, 2022)

“You'll have more chances than most to make differences in the world, more opportunities to give others a chance at a better life.” (Bacow, 2022).

“And please, please work to extend opportunity to others just as it has been extended to you” (Bacow, 2022).

Table 4.4

Words That Were Repeated in the Speech of Harvard University

Message/Value	Repeated Words	Frequency
Family	<i>friends, family, loved ones, moms, dads, spouses, children</i>	11
Social life	<i>being here, being together</i>	2
To use the degree of HU to make a difference	<i>more chances to , more opportunities to</i>	2
To help	<i>please, please</i>	2

To start with the speech of HU, President Bacow seemed to use repetition quite often to stress certain values and messages. In the first and second examples, he repeatedly used several words that express the value of family such as *mums, dads, children, family, and spouses*. He kept saying that family is really important and that graduates should be always grateful to them. As for the third example, President Bacow repeated the word *being* twice. He was referring to the value of socializing and meeting in person. That statement was due to the pandemic consequences and how it hugely affected socializing everywhere around the world.

Looking at the last two examples, President Bacow was repeating the same word such as *please* and similar words such as *opportunities* and *chances*. In both statements, he wanted to grab graduates' attention to the responsibility they have as HU degree holders to make a difference in this world. He also used the word *please* twice in a row to ask them to help others as this is a very important message. It was also an indication of

politeness. That goes in accordance with Mubarak and Rhaif (2022) who concluded that all American university presidents use politeness strategies in commencement speeches.

As for BU, repetition was used by President Bray. However, it was used to stress totally different messages, some of which have to do with the current circumstances that sadly take place in Palestine such as the ongoing occupation of the Palestinian Territories.

Table 4.5

Words That Were Repeated in the Speech of Bethlehem University

Message/Value conveyed	Repeated Words	Frequency
Appreciation	<i>Mabrook</i>	2
Determination	<i>very very</i>	2
To not be passive about the occupation	<i>Occupation, control</i>	2
To be flexible	<i>you're gonna face</i>	2

“You're gonna face challenges, you're gonna face issues, and you just have to get on and live and get that done” (Bray, 2022)

“think they did a very, very good job under the circumstances. It doesn't mean there weren't challenges” (Bray, 2022)

“We have had no control over the pandemic, we have no control over the occupation, and we have no control over the restrictions arising from that occupation, but we do have and control over how we would respond” (Bray, 2022)

“that sense of determination and resilience that I find very very inspiring among so many of you” (Bray, 2022)

As it’s noticeable in Table 4.5, repetition was also used by President Bray. To start with, he used the word *students* ten times as the most repeated word as he wanted to make all graduates pay attention because all he was saying was being addressed to them. It was even more noticeable that the speaker tended to use the word *Mabrook* which is an Arabic word for congratulations twice even though the speech was delivered in English.

However, it was very appreciated that he did that because he wholeheartedly wanted each one of the graduates and their families to know that what they had done was appreciated. Therefore, he used the Arabic version of the word as he was addressing Arabs and he was expecting that not everyone understands English.

As for the first example given above, President Bray meant to emphasize the way life is. He told them that life is challenging. That's for sure and certain. Nevertheless, they should deal with it and be flexible to face whatever comes in their way. It should be noted that the word *challenges* was repeated in the second example as well. Yet, in that statement, it was to tell the graduates that BU as institution and staff faced challenges, and that was not mentioned by the Presidents of MU and HU. That finding didn't go in line with the findings of Jakubowska (2023). She said that it's cultural in America to speak about failures. However, that was only seen in the speech of the Palestinian University.

Considering the second example, and unlike the other two speeches, Bray surely wanted to talk about the occupations and its daily restrictions. He also wanted to point out the fact that even though We as Palestinians have no control over the Israeli occupation, yet we have control over the way we decide to respond to it. He repeated the words *control* and *occupation* twice as he was asking graduates to work hard so that they become successful and accordingly serve their holy land of Palestine. For any Palestinian, there is no way that a Palestinian university speech doesn't mention the occupation and the Palestinians' suffering due to it. Talking about the third example, President Bray was expressing the value of determination, and that was why he used the word *very* twice. He wanted to stress the importance of having such a trait among students. To end, repetition

was used for a reason by President Bray, and it’s actually a characteristic of Arabs in general. Yet, compared to Presidents Bacow and Coleman, President Bray wasn’t using repetition excessively and that is probably due to the fact that he is American himself.

Table 4.6

Repeated Words in the speech of Michigan University

Messages/ Values Conveyed	Repeated Words	Frequency
Gratitude	<i>Thank</i>	4
Family	<i>Families</i>	5
To always make happiness and health a priority.	<i>Health happiness</i>	8
To live life fully and make it worth it.	<i>One wild and precious life</i>	3

“Just as remarkable as today’s graduates themselves, are their families for their unconditional love and encouragement they have provided through the years. I wanna thank these families, the parents and grandparents, aunts, uncles, and siblings.” (Coleman, 2022)

“That course correction we have undergone has given greater emphasis to balancing careers and lives, happiness, health, family. This what truly matters. It might sound simple, but happiness, health, and family should also be at the core of your being” (Coleman, 2022)

“What will you do with your one wild and precious life? (Coleman, 2022)

What is it you plan to do with your one wild and precious life?”(Coleman, 2022)

Before discussing the examples, it should be noted that the word *thank* was used four times as President Coleman was expressing her gratitude to graduates, their families, and the university staff. As it’s clear in the first example and similar to the speech of HU, repetition of the words that express the value of family was used. President of MU used

several words such as *parents, families, grandparents, uncles, and siblings*. She was referring to the value of extended family. As for the second example, Coleman repeated the words *happiness* and *health* in two lines straight as she was trying to give a powerful message to graduates that they should really remember that happiness and health are to be always prioritized above all.

The last example above showed how Coleman repeated the same question with some changes. That question was quoted by her from a poet called Mary Oliver. To elaborate, she was using intertextuality, and that made her speech sound more thoughtful as she echoed another text in a useful and meaningful way as Ellah (2011) argued. Coleman repeated that quote to remind them that their lives are very valuable and precious. In addition, she was asking them to live them fully. The researcher concluded that repetition was used quite often by the three Presidents to emphasize their messages to their graduates. This is in agreement with Chang and Tanangkingsing's (2022) findings. They pointed out that repetition is one of the most frequently used figurative expressions alongside metaphor in American commencement speeches.

In short, there were different messages conveyed by each president. Some were expected taken into consideration the community addressed by each of them. Nonetheless, there were certain messages expected to be conveyed but weren't. For example, the researcher assumed that President Bray would tell his graduates to be tolerant in terms of dealing with others from a different religion because that is the case in the society of Bethlehem. The researcher was also expecting him to ask the audience to always challenge the occupation and to never surrender. Actually, the reason behind not stressing the responsibility towards our country might have to do with the fact that

President Bray is not Palestinian himself. He just lives in Bethlehem of Palestine. That also explains why presidents of other Palestinian university such as Hebron University would certainly dwell more on this matter.

All in all, it was remarked that the messages and values conveyed in the three speeches had to do with graduates' future, morals, and personal lives. Moreover, the three speeches referred to the pandemic and talked about its effect as Presidents were expected to mention it especially as the ceremonies took place when COVID was considered a pandemic. That was argued by DeCosmo (2019) as she stated that "post-crisis communication is also critical in that it impacts recovery efforts and the institution's reputation" (p.42). To convey the previously mentioned values and messages, Presidents used certain words, repetition, and metaphor. In addition, it was found that different values and messages were conveyed in relation to the different cultures those universities represent.

4.2 Findings Related to the Second Question

Q.2. How was marketization seen in the three university presidential speeches?

The second question was answered by examining the second and third dimensions of CDA that are the mezzo and macro levels of CDA in relation to Fairclough's (1993) approach of marketization of public discourse. To answer this question, diction, modality, and use of pronouns were examined.

4.2.2 Mezzo level of CDA:

This level, according to Fairclough (1992), is about how a text is used by the speaker. It's also concerned with the discursive practices. Fairclough (1993) argued that public speaking of universities can be analyzed in light of how it can be used for marketization. He believed that institutions of higher education are now part of the business field. He also said that they are under pressure from the governments. Therefore, such institutions use language on important ceremonies to represent their ideology and as a way of marketization. To examine both marketization of the institution and its ideology, diction, modality, and use of pronouns were analyzed in the speeches of BU, HU, and MU.

4.2.2.1 Diction

Presidents' choice of words was used for certain purposes. Among which was promotion for their universities, the academic staff, and graduates' achievements. It was also used to express certain ideologies that represent the speakers themselves, their institutions, and sometimes their governments.

Table 4.7

Marketization of Similar Aspects in the Speeches of HU, BU, and MU by Examining Diction

Promoted areas of the Universities	Universities
Distinguished Students	BU, HU
The qualified faculty staff	BU, MU, HU
The high quality of teaching	MU, HU

As shown in Table 4.7, the qualified faculty staff were promoted by the three presidents. To add, it was clear that both MU and HU Presidents were trying to promote the high quality of Harvard and Michigan’s teaching. However, Presidents of BU and HU were using their speeches as a tool for marketization of the distinguished students they have. On the contrary, there were different themes and ideologies being marketized as shown in Table 4.8.

Table 4.8

Marketization of different Aspects in the Speeches of HU, BU, and MU by Examining Diction

Harvard University	Bethlehem University	Michigan University
Privilege of holding an HU degree	The great experience of being a BU student	Ideology of environmentalism
Ideology of prestige	Ideology of religion	Ideology of equality

Examples from each of the speeches are given below to show how marketization was done by the three President for similar and different ideologies.

4.2.2.1.1 Harvard University

“And I think what we should all do, is now turn and wave and welcome a special hearty hello including to the prime minister's father who's also watching online from New Zealand”. (Bacow, 2022)

“I actually met last week with four graduating seniors, all international students”. (Bacow, 2022)

“So as you all know the motto of this university is 'VERITAS'”. (Bacow, 2022)

“Fortunately, our amazing staff, the people who really make this place run, who make it possible for all of us to gather, who support us in so many ways figured out a way” (Bacow, 2022)

“you're gonna have a degree from an institution whose name is known no matter where you go in the world, an institution whose name is synonymous with excellence, ambition, achievement, and maybe some other modifiers on which we needn't dwell on today. You'll hear those in the future”. (Bacow, 2022)

“Congratulations, class of 2022. You've accomplished great things just by being here” (Bacow, 2022)

By examining the quotes above, the researcher noticed that President of HU used his speech as a way of promotion. To illustrate, in the first example, he asked all the graduates to turn and wave to their families who couldn't attend the ceremony due to the pandemic, and he intentionally mentioned the New Zealand's' Prime minister's father. By mentioning him, he wanted to tell all those who were to watch or listen to him that among the graduates is the Prime Minister. That's evidence that his University is very elite and has very distinguished students who possess high positions like Jacinda Ardern.

Moreover, his statement represented the ideology of prestige. He put it simply that prestigious people attend prestigious universities. It was also remarked by the researcher that HU is an American university, yet the Prime Minister is New Zealander. Therefore, this tells the audience that HU might be favored over the local universities in New Zealand. Again, in the second example, he stressed that ideology and talked about four senior students who happened to be international students in reference to the fact that Harvard is a destination for many local and international students as well.

HU president also tended to mention the motto of the university which means 'truth'. That is a way of marketization as concluded by Fairclough (1993) when he said that British universities use words such *our logo* to make kind of advertisements.

As for the fourth and fifth examples, it was very clear that President Bacow was promoting the quality of Harvard teaching, its staff, and its degree. That finding goes

along with Barnett's (2003) as he said that universities try to make their teaching and learning ideological. Not surprisingly, Harvard was the university that promoted the high quality of its education the most. That was because it's truly one of the most prestigious universities in the world that provide a very high quality education.

In the fourth example, we can see him complimenting the faculty staff by using the adjective *amazing*. He meant to give them credit for handling the seating problem on the commencement day. He also said that they were such a support for the university. By that, he referred to the tough times the University went through during the pandemic and lockdown.

However, in the fifth example, he was referring to the privilege all graduates have by receiving a degree from Harvard University. By doing so, he was encouraging all other high school seniors who were watching to apply for Harvard so that they may guarantee a good career in the future with such a degree. That finding was pointed out by Fairclough (1993) as he mentioned that attracting good students to a university is important as it plays a role in its success. Considering the last example, Bacow was expressing the ideology his university has regarding accomplishments. He congratulated the graduates for the great accomplishments they have done throughout their study. Armstrong and Kotler (2011) also pointed out that promoting a university with reference to graduates' accomplishments is considered societal marketing.

To wrap it up, it was very clear that President of HU intended to make his speech eye opening on the high quality of Harvard's education. The researcher personally thinks that if students who never heard of Harvard before watch that speech, they will tell that this

university must be among the most prestigious universities in the world. Moreover, they might hope to apply for it in the future.

4.2.2.1.2 Bethlehem University

Moving to the speech of Bethlehem University, there were noticeable similarities between it and the speech of Harvard in terms of what's been marketized and promoted. There were also differences between them. To elaborate, the quotes below were examined.

“And fortunately, we had a creative group of faculty who very quickly decided that it was important to keep the education program going” (Bray, 2022)

“I think they did a very, very good job under the circumstances” (Bray, 2022)

“I'm sorry to say that your education here at Bethlehem University was disrupted, and I'm very sorry for that because you have not had the chance for four years to experience what it is to be a student here at Bethlehem University” (Bray, 2022)

“What BU has tried to do for you is provide you with the best opportunities that we can under the circumstances for you to learn and to grow” (Bray, 2022)

“and with you I welcome your Excellency, the governor of the Bethlehem governorate, also a proud graduate of Bethlehem University” (Bray, 2022)

“And I challenge you to be good ambassadors for BU. The way you talk about your experience here has influence. Be careful about what you say and how you say it” (Bray, 2022)

“I pray that god will bless you, will give you the wisdom and the courage to take advantage of what you have gained from being here at Bethlehem University and enrich the lives of those that you come in contact with” (Bray, 2022)

As seen in the first and second examples, and similar to Harvard President, Bray was promoting the staff of the university whom he described as very qualified. He pointed out that the faculty staff were *very creative*, and that they handled the situation pretty well when teaching was supposed to shift to the online platform due to the pandemic.

As for the third and fourth statements, Bray meant to promote the institution of BU. He said that it's sad that students' learning experience was disrupted because the experience there is always great. It should be noted that we can't conclude that he was referring to the high quality of education though. Therefore, this speech is different from the speech of HU.

However, in the fifth example, and similar to what HU President did, we can see that President Bray, and at the very first beginning of his speech, welcomed 'Kamel Hmaid'- the governor of Bethlehem city. He didn't just welcome him, yet he also told the audience that the governor is one of Bethlehem University's graduates. By that, he referred to the distinguished graduates of BU as a kind of advertisement.

Regarding the sixth statement, Bray asked graduates to be *good ambassadors*. That was clearly his way of referring to the good reputation Bethlehem University has. He wanted them to keep the good reputation of BU and represent it in the best possible way. That finding goes in accordance with Fairclough's (1993). He found that British Universities' advertisements used the word *reputation* as a way of self – promotion.

As for the last example, and unlike Harvard and Michigan Universities' Presidents, Bray represented the ideology of religion as he himself is a catholic Christian. He told them that he prays to God that he gives graduates his blessing. That representation of religion was not seen in the other two speeches. That was mainly because Brother Peter Bray is representing the only Catholic university in Palestine that is sponsored by the Vatican as reported in the website of Bethlehem University News in 2012. He also has a very long experience in the Catholic teaching. To add, he was addressing an audience

half of which are Christians. It was noted though that he mentioned nothing regarding the Islamic teachings even though about half of the graduates are likely Muslims. Therefore, we could say that he was representing the institution as well as his personal religious ideology.

4.2.2.1.3 Michigan University

After examining the use of words in Michigan University's commencement speech, the researcher found that President Coleman tended to promote the high quality of education of the University and its staff. However, and in contrast to HU and BU Presidents, she aimed to advertise different ideologies that weren't marketed in the previous two such as the ideology of equality and environmentalism. The quotes below are taken from her speech on the commencement ceremony.

"Not only have you owned a degree from one of the country's most rigorous universities". (Coleman, 2022)

"You have a university of Michigan education. If we've done our jobs as faculty and administrators, you have the critical thinking skills to succeed". (Coleman, 2022)

"This anxiety and loss have unfolded in tandem with a long overdue reckoning about race and a treatment of African Americans and people of color in this country" (Coleman, 2022)

"We've seen senseless deaths of everyday citizens; George Floyd" (Coleman, 2022)

"Maybe you'll work for a nonprofit to find ways to protect our planet" (Coleman, 2022)

"I want to thank the students for welcoming me as a president, and reminding me what I have always known that it's great to be Michigan wolverine". (Coleman, 2022)

"For today, goodbye, for tomorrow, good luck, and forever go blue" (Coleman, 2022)

In the first statement, Coleman was promoting the university by describing it as one of 'the most rigorous universities' in the USA. By giving such a description to Michigan University, Coleman meant to tell everyone listening back then or to listen to the speech

later that this University is extraordinary and one of the elite universities in America. That was a representation of the prestige ideology similar to HU speech. Therefore, it should be noted that it's expected that people representing the same culture which is the American culture in this case share some facts and express similar ideologies as argued by Clark (1996, as cited in Jakubowska, 2023).

Nevertheless, Coleman promoted the faculty staff of Michigan University and the high quality education in the second example. She stated that lecturers and administrators helped graduates become critical thinkers and provided them with what's needed to succeed.

Unlike the other two speeches, Coleman promoted the ideology of equality as seen in the third example. She talked about the African- American people and how they have been looked down by whites in the USA in reference to racism. She made it very clear that nowadays, there must be a call for equality especially when it comes to dark skinned people. It must be noted that it was brilliant of President Coleman to mention the killing of George Floyd; that incident that took place in 2020 (two years earlier than the speech). She knew how that incident hugely affected people, so she was steering the audience toward her personal perspective and belief as no act of injustice, racism, or prejudice should take place on or off campus. That same ideology was actually promoted by Spielberg, who is the Apple CEO when he delivered a commencement speech in 2016 at the Massachusetts Institute of Technology as reported by Jakubowska (2023). He talked about the crucial need of equality between people of different religions such as Muslims, Christians, and Jews.

Not surprisingly, it was seen in the fifth statement that Coleman was advertising for the ideology of environmentalism. She indirectly suggested that graduates could work to protect the planet. Since President Coleman has a PHD in microbiology, it seemed that environmentalism is a personal ideology she has based on her study.

As for the last two examples, Coleman wanted to promote the University of Michigan. Therefore, she ended her speech by saying the slogan of the university *Go blue* that is also shared by fans of the football team of the university. That was also found in HU speech when President Bacow mentioned the motto of the university.

In summary, the diction of Harvard, Bethlehem, and Michigan Universities' speeches was partially used for the aim of marketization. Each of the presidents wanted to promote their universities in order to encourage other students to join them in the future. It was clear that promoting the universities was found in the three speeches. There were strong matches between the three Universities examined and the Chinese Universities as found by Ren and Teo (2019). They mentioned that Chinese Universities are influenced by the ideology of Marketization. However, there were different ideologies advertised in the speeches. For example, the ideology of religion was only promoted in the speech of BU. Moreover, the ideology of environmentalism was only found in the speech of MU.

4.2.2.2 Modality

Fairclough (1993) claimed that epistemic modals such as *might* and *must* could be used by speakers to justify their claims and convince others with them especially when they mean to promote certain themes or ideologies.

Table 4.9

Epistemic Modals Found in the Speeches for the Purpose of Marketization

University	Modal Verbs	Semantic Meaning
Harvard	<i>Will, must, may</i>	Facts- probability
Bethlehem	<i>Will</i>	Truth
Michigan	<i>Will, must,</i>	Strong belief – necessity

4.2.2.2.1 Will

“You will have more chances than most to make differences in the world” (Bacow, 2022)

“I pray that god will bless you, will give you the wisdom” (Bray, 2022)

“You leave here today with energy and enthusiasm and the accomplishment of earning a Michigan degree. Everyone on this platform and in this stadium wants you to succeed professionally, and we know you will” (Coleman, 2022)

“When you leave, you will do so as Michigan alumni. You’ll say goodbye to a period of your life that can never be repeated” (Coleman, 2022)

By examining the examples above that were taken from HU, BU, and MU speeches, it was clear that Presidents Bacow, Bray and Coleman used the modal *will*. In the first example, *will* was used by Bacow to tell the graduates that it’s a truth that they will have more opportunities than any other graduates due to the degree they have. However, in the second example, Bray used *will* when he was promoting the ideology of religion. He was referring to God’s super power and control. That was in agreement with Awawdeh’s (2021) finding when he said that Trump use of *will* was to symbolize power.

Regarding the statements of Coleman, it’s noticeable that she used the modal verb *will* three times. First, she wanted to tell them that she, alongside all the staff in MU, were

very sure that graduates will succeed and accomplish in life because they have gained a high quality education. So, she was expressing her strong belief. Second, she used the modal *will* twice as she meant to stress her point of view that it's a sure thing that graduates were leaving a place where they had spent an unrepeated time, and by that she was promoting the great experience graduates are likely to have at MU. Just as marked by Awawdeh (2021), Trump also tended to use the modal verb *will* when he was expressing his strong belief in himself or his people.

4.2.2.2.2 Must

“And the travesty of their deaths must drive us to create a more just society”.
(Coleman, 2022)

In the above example, President Coleman strongly promoted the ideology of equality with reference to racism that is taking place in the USA. By using *must* she was telling the audience that justice and equality are very necessary in the American society. Similarly, Collins, (2009, as cited in Awawdeh, 2021) claimed that *must* is used to indicate strong necessity. For her, she had evidence on why justice is important. She reminded the audience of the killing of several black people. She wanted to persuade everyone listening to her with her point of view. It was actually very brave of her to talk about black people, especially as she herself is not one of them, she didn't say what she said out of belonging.

4.2.2.2.3 May

“But with your degree in hand, you may often find yourself invited to sit and stay a while” (Bacow, 2022)

In this statement, President Bacow used the modal verb *may*. It seems that he is contradicting himself to some extent as he previously tended to use the modal verb *will* to

talk about the privilege of having a degree from Harvard. However, here we can see that he used *may* which indicates objectivism and possibility. Therefore, we could conclude that he was saying that there is a chance that HU graduates will be invited to say something or share experiences. The likeliness in this statement is less than it is the case in the previous one when *will* was used. Nevertheless, President Bacow was also promoting the privilege of holding HU degree.

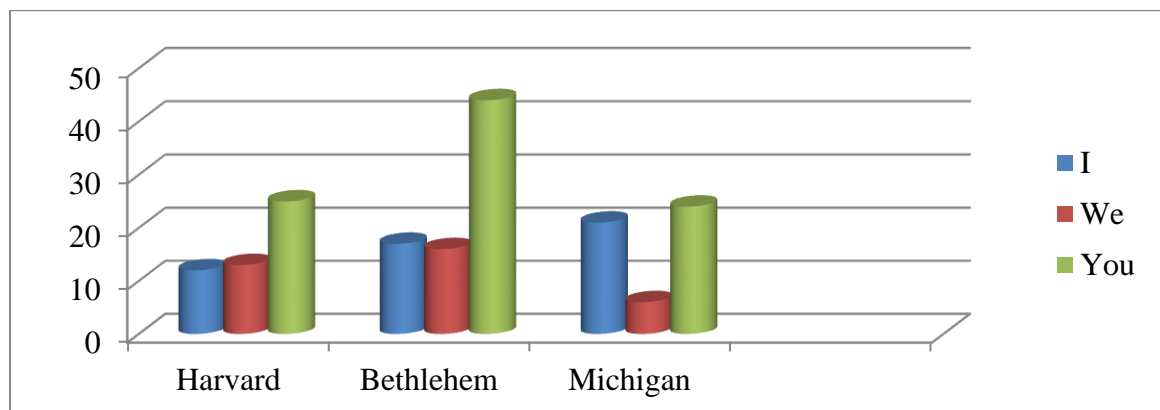
In short, all the speakers used epistemic modals for promotional aims. They wanted to convince graduates in specific and the whole audience in general of what they were saying about the privilege of holding a degree form HU and MU.

4.2.2.3 Pronouns

Awawdeh (2021) claimed that the use of pronouns is of importance, especially when speakers are representing an institution. As seen in the chart below, the three pronouns that were mainly used by Presidents of HU, BU, and MU were *I*, *We*, and *You*

Chart 4.1

The Pronouns Used in the Speeches of HU, BU, and MU for the Purpose of Marketization



4.2.2.3.1 You

Quite clearly, Presidents of Harvard and Michigan tended to use *You* quite often, yet not as much as it was used by President of Bethlehem. All of them used it to refer to graduates to express an identity of the institution, which was pointed out by Hakansson (2012).

“Now I'm telling you all of this because this is likely the last time in your lives that you almost did not get a seat” (Bacow, 2022)

“You leave here today with energy and enthusiasm and the accomplishment of earning a Michigan degree” (Coleman, 2022)

In the first statement above, Bacow used *you* three times to address graduates and assure them that they as graduates of Harvard will always have a seat in the future. As for the second statement, Coleman used *you* to tell the graduates that they really accomplished having a very good degree. In both statements, there was a marketization by expressing the university's identity.

4.2.2.3.2 We

As clearly shown in Chart 1, the pronoun *We* was not used as much as *I* or *You*. It was rather the pronoun used the least by the three speakers. In addition, it was not used equally by the three Presidents. To illustrate, Coleman used it only 6 times while Bacow used it 13 times and Bray used it 16 times.

“And fortunately, we had a creative group of faculty who very quickly”. (Bray, 2022)

“We've seen senseless deaths of everyday citizens; George Floyd, Breonna Taylor, Patrick Lyoya, and too many others with black and brown skin. We should all grieve for the loss of their promise and potential”. (Coleman, 2022)

In the first example, President Bray might have used this pronouns as he wanted to express a sense of identity of the University especially as he was advertising the staff of

BU. That was concluded by Hakansson (2012). However, in the second example, the use of pronoun *We* was totally different. Coleman was addressing the audience regarding the ideology of racism and equality. She wanted to tell them that it's not only her personal point of view. The necessity of equality in the USA should be in fact the ideology of everyone listening to the speech. That use of the pronoun *We* was also reported by Ekawati and Nasuha (2021) as they mentioned that Trump also meant to use *We* when he was referring to all the Americans and involving them in his speech. Personally, the researcher sees Coleman's use of pronouns very clever and on spot.

4.2.2.3.3 I

The pronoun *I* is what makes the speech more subjective, and it also gives a message that the speakers themselves are involved in what they talk about. Just like the other pronouns, *I* was not used similarly by the three presidents. As shown in Chart 1, Coleman was the President to use it the most and Bacow was the one to use it the least.

“And I think what we should all do, is now turn and wave and welcome a special hearty hello including to the prime minister's father who's also watching online from New Zealand” (Bacow, 2022)

“It reminds me of an interview I did with a young woman before graduation a few years back” (Bray, 2022)

“I served as president from 2002-2014, and I never imagined I would have the opportunity to address another exceptional graduating class. It's been an unusual experience for all of us” (Coleman, 2022)

In the first example, Bacow was asking the audience to turn back and wave to the families especially New Zealand's Prime Minister's father. He was promoting the high quality of the university's graduates. Using the pronoun *I* indicated that he himself is to be involved in the waving act which tells that he was really appreciating having graduates

who were of high political positions. He also wanted to have an impact on the graduates so that they all wave. That was argued by Wahyuningsih (2018).

Unlike Bacow, President Bray used the same pronoun for a different reason. He was telling his graduates about an interview he made with a student years ago. Actually, he was promoting his role as a President of HU which helps develop a good reputation about him and his institution. He showed the audience that he as a President is considerate about his graduates.

Almost similar to President Bray, Coleman used *I* in the example above to make a self- promotion and institution marketization at the same time. She told the audience that she's served as a President for a long time, and she also said that she is addressing a great group of graduates which is in a way promoting for the university. The use of *I* to share a personal experience was also reported by Ekawati and Nasuha (2021).

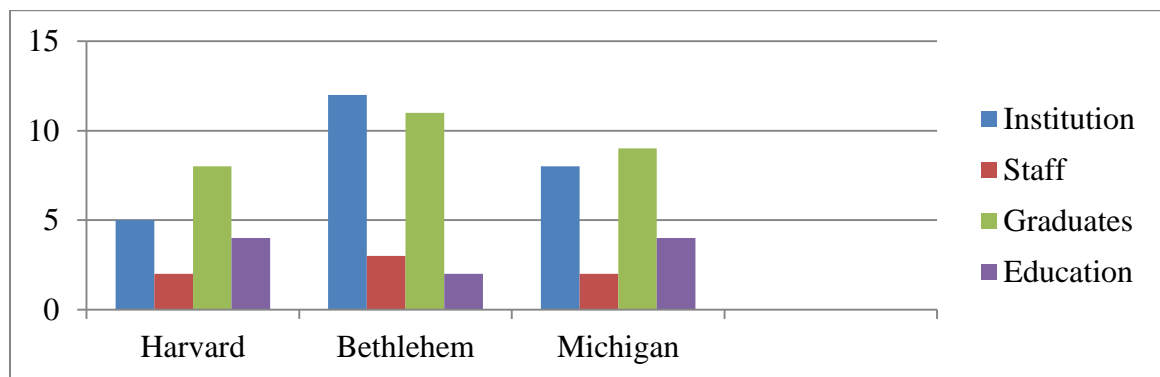
To wrap it up, the three pronouns of *I*, *We*, and *You* were used by the three speakers. Clearly, *You* was used the most compared to the other two pronouns. That was not in accordance with Fairclough's (1993) findings about the use of pronouns in the advertisements of Sheffield City Polytechnic University. He mentioned that the pronouns *We* and *I* were mostly used for the aim of personalization and marketization of the institution. The other thing to mention is that only HU President used the pronoun *We* more than he used *I*. That was also noticed in a political speech delivered by Trump in 2020 on the effects of COVID as reported by Awawdeh (2021).

4.2.2.4 Repetition

The researcher examined how repetition of certain words was used by the presidents as a means of marketization. The words related to institution, staff, education, and graduates were examined to see what has been marketized the most by each President.

Chart 4.2

Frequency of Words that Represent Institution, Staff, Graduates, and Education



As shown in Chart 2, there were different words repeated by each of the Presidents of HU, BU, and MU. The words that have to do with marketization of the institution are *institution* and *university*. President Bray was the one who used them the most while President Bacow used them the least.

As for staff marketization, the words of *faculty*, *staff*, and *group* were examined. The findings showed that they were the words used the least by the three presidents, which meant that none was trying to make the staff the core of their promotion. It was also shown that President Bray was the one that still mentioned them the most.

Graduates were certainly the core of marketization. The words *students*, *seniors*, and *graduates* were used quite often by all of them. Presidents were addressing their graduates the most. Moreover, they were trying to show how distinguished their graduates were.

As for the quality of education, and based on the chart above, it was marked that Presidents of MU and HU equally promoted the high quality of the education the Universities provide and the privilege of holding those degrees. To add, it was also noticeable that President of BU didn't promote BU education as much. That was expected as MU and HU are more prestigious than BU, and they are much more known for the high quality of their education.

In sum, Presidents of HU, BU, and MU used their speeches on the commencement ceremonies as a way of marketization. They were aware of the impact of their public speech on the audience, especially their current graduates and those to be in the future. The core of their marketization was the university's reputation. In addition, they promoted the faculty staff and the high quality of their education. Moreover, they meant to promote certain ideologies such as religion, equality, and accomplishment. To do so, they used diction in a certain way. They also used modals and personal pronouns to add personalization to the speech, so they could convince the audience of different ideologies.

4.2.3 Macro Level of CDA:

There are three levels that go under the macro level of CDA. These are situational, institutional, and social. Each of the three speeches is analyzed in light of the three levels.

4.2.3.1 Situational

All the speeches were given on the commencement ceremony, and since the three speeches were given in 2022 after a lockdown of universities, each University President talked about the current situation back then and its effect on people and life in general.

That was clear when HU President said the following quote;

“I can't actually believe that we finally did it. We all managed to come together in person like this. It's just wonderful” (Bacow, 2022)

He meant to point out that the commencement ceremony was the first to be held on campus after COVID. However, he only talked about the pandemic three times in reference to the online teaching COVID led to and how many families couldn't join the ceremony in person. Therefore, the researcher could say that he didn't speak enough about the situation especially as it was not usual by all means. Nevertheless, the rest of the speech was about graduates, leaving the university, and pursuit of dreams. That what a commencement speech is usually about.

Unlike HU speech, by examining BU speech, it was noticeable that BU President gave extra time to talk about the pandemic and how it affected academic and social life. Actually, about third of his speech was about COVID. For example, Bray started his speech with greeting, then he shared a story with the audience to talk about the pandemic. That was seen in the following quote;

“We were talking about the number of people here in Bethlehem who were afflicted with Covid, and during that time, we heard the news that the Palestinian authority had decided to close all of the schools and all of the universities in Palestine” (Bray, 2022)

He also meant to talk about the graduates' achievements and career lives. Therefore, his speech was given in accordance to the situation and the ceremony.

As for MU speech, it was also given in accordance with the situation. President Coleman talked about the education MU provided its graduates with and graduates' accomplishments, and she discussed the effects of the pandemic on life. That was marked in the quote below;

“Not only have you owned a degree from one of the country’s most rigorous universities, you’ve owned a degree from one of the country’s most rigorous universities during a global pandemic. It’s been an incredibly unsettling time”. (Coleman, 2022)

In short, the three speeches were given on the commencement ceremonies, and all of them were mainly about graduates, graduation, degrees, and future careers. All of them also handled COVID and its effect, yet to different extents. That was also similar to the speech of the Minister of Education- Nadiem Makarim- that was given on the National Educational Day. His speech was mainly about the national day of education (Asih, et al. 2022).

4.2.3.2 Institutional

The speakers of the speeches are University Presidents who possess power. They gave a speech that represented the Universities of Harvard, Bethlehem, and Michigan. They used the speech to represent the ideology of each of the institutions and to do marketization as explained in the mezzo dimension. Each of them wanted to show that their university did an excellent job, convince the audience of how great it is, and accordingly call for more distinguished students.

4.2.3.3 Social

The speeches were given after the second semester was over. The ceremony was to announce each of the students as a graduate after fulfilling all the academic requirements. Presidents were happily expressing gratitude for their graduates. Consequently, graduates

were enthusiastically reacting toward the speeches and they were applauding and cheering from time to time. That tells that Presidents were giving engaging speeches.

“To everyone who is assembled here today to celebrate the class of 2022, welcome” (Bacow, 2022).

“friends and family of the students, and especially the students, welcome to this graduation ceremony where we recognize the work that has been done by students” (Bray, 2022)

“Good morning! Congratulations, graduates, you did it!!” (Coleman, 2022).

By examining the quotes above, it was very clear that Presidents started their speeches by announcing the main goal for holding the ceremony which was giving graduates their certificates. Enthusiasm, motivation, and appreciation were seen in all the quotes.

4.3 Findings Related to the Third Question

Q.3 What were the different gender language traits presented by the female and male presidents in their speeches?

The researcher answered this question in light of Deborah Tannen’s (1990) adapted theory of gender. According to her, there are six main different traits men and women’s language are characterized by. Those differences, according to her, have nothing to do with men’s feeling of superiority. However, she claimed that men tend to speak differently than women because they themselves are different.

Since the speech of MU was delivered by a female President and the other two speeches of HU and BU were delivered by male Presidents, analysis of the speeches revealed the different linguistic features of their language. Each of the traits was examined in the language of Presidents Coleman, Bray, and Bacow.

4.3.1 The Talkative Man and the Silent Woman in Public Speaking.

Men are more likely found to speak less than women in private talks (Tannen, 1990). Nevertheless, it's quite the opposite when it comes to public speaking such as giving a speech. In this study, two speeches were given by men and one was given by a woman. Therefore, it was supposed to see that President Bray of BU and President Bacow of HU spoke for a longer time than President Coleman of MU. The table below demonstrates how long each of the Presidents took to give their commencement speech.

Table 4.10

Time Duration of Each of the Speeches of HU, BU, and MU

University President	Duration of Time
Bacow, Harvard University	7 min
Bray, Bethlehem University	8 min
Coleman, Michigan University	10 min, 31 sec

As shown in Table 4.10 above, President Bacow gave a commencement speech for seven minutes, and President Bray gave a commencement speech for eight minutes. However, President Coleman spoke for ten minutes and a half which made her speech the longest among all. It was noticeable that President Coleman was making some kind of interaction with the audience. She would say stuff like *wooooh* and *yaaaaay* so that the audience applaud and react to her enthusiasm, and that contributed to the long time it took her to speak. That actually was not seen in the other speeches delivered by male Presidents; Bacow and Bray.

On one hand, this finding surely contradicts Tannen’s (1990) theory that claimed that women don’t tend to speak for a long time publically, especially when they are under the spot. It was men who are considered talkative according to her. It also doesn’t match the findings of Suandari (2013) that concluded that women talk less when it’s in public.

4.3.2 Rapport Talk vs. Report Talk.

Tannen (1990) claimed that women’s language is characterized by rapport talk. To elaborate, they tend to share their personal experiences with others to try to build relations. They also seek support as they speak. Men, on the other hand, try to show that they have knowledge and skills. Therefore, their talk is characterized as report- talk. By examining the diction in the speeches of Presidents of HU, BU, and MU, the researcher investigated the use of rapport talk and report talk.

Table 4.11

The Use of Rapport and Report Talk in the Expressions of Presidents

Expressions of President Coleman	Expressions of Presidents Bacow and Bray
“I remember it from when I was in graduate school and your grandparents may remember it too”	“Now if that seems far- fetched, I guarantee you that when I graduated from this place, I never could have imagined this is where I would wind up”. (Bacow, 2022)
“At its worst, COVID robbed us of loved ones and left others with long-term health challenges, unemployment and depleted bank accounts”	“we actually had problems finding enough chairs. Half of you almost wound up sitting on blankets today. I’m not going to tell you which half. Hahahahaha”. (Bacow, 2022)
“There was a point in my career when I faced the decision about what to do next. I was a professor of biochemistry”	“We have had no control over the pandemic, we have no control over the occupation,”. (Bray, 2022)
	“and we were talking about the number of people here in Bethlehem who were afflicted with Covid, and during that time”. (Bray, 2022)

By examining the examples in Table 4.11, it was clear that President Coleman was mainly using rapport talk in her speech as she was sharing her personal experiences with the graduates. In the first example, she was talking about a musical show that she knew long time ago. She referred to the graduates' grandparents who are likely her age to tell the graduates that she and their relatives are quite connected. As for the third example, she told them another personal story about her career decisions. She wanted to explain to them that everyone might get confused when it comes to choosing careers. She went through such times herself. What matters is that she took a risk, and that what she wanted them to do. Similarly, in the first statement from Bacow's speech, he shared a personal experience about his career with the graduate. He also wanted them to believe in themselves and be ambitious.

As for the second example from Coleman's speech, it was noticed that even though she was talking about the consequences of the pandemic, she was using rapport talk. She said that *COVID robbed us of loved ones*. She meant to point out that everyone including her lost someone because of the pandemic. By saying so, she was aiming to make the speech sound and feel more intimate even though she represents the University as its President.

Moving to the examples from the speeches of Bacow and Bray, it was seen that they were using report-talk to talk about facts whether it was about COVID, Israeli occupation, or university relevant matters as seen in examples (2,3,4). This finding is actually similar to Ningrum, et al.'s (2023) who found that female influencers used rapport talk to influence their authors whereas males used report talk as they were communicating facts and information.

Table 4.12

Sharing Personal Experiences and making Jokes by Presidents of HU, BU, and MU

	Coleman (F)	Bacow (M)	Bray (M)
Personal Experiences	3	1	1
Jokes	0	1	0

As shown in Table 12, on the one hand, the only president who made a joke was Bacow who is one of the two male Presidents. That was in accordance with Tannen's (1990) theory. On the other hand, it was President Coleman who is the female President that shared three personal experiences with the graduates. That is also consistent with Tannen's (1990) claims that women tend to share personal experiences in order to make relationships with the graduates so that they listen more to her and believe her.

In a word, Coleman actually used rapport talk as she was addressing the class of 2022. She meant to establish a good relationship with them so that they hear her speech out and engage with it. However, Presidents Bray and Bacow were mainly using report- talk. Their talk was mostly about facts and giving information. Nevertheless, each shared a personal experience with the graduates.

4.3.3 Independence vs. Intimacy

It was argued by Tannen (1990) that men don't seek intimacy as they speak. They rather show independence. Yet, women tend to seek intimacy when they speak with others. Use of pronouns, body language, diction, and hedges were analyzed to examine this trait.

Table 4.13

The Use of the Pronouns I and You by the Presidents of HU, BU, and MU

University President	Pronoun I	Pronoun You	Total
Coleman (F)	21	22	41
Bacow (M)	12	22	34
Bray (M)	16	44	60

As noticeable from Table 4.13, President Bray was the one who used the personal pronouns *you* and *I* the most. He used them 60 times. Coleman comes second as she used them 41 times, while Bacow comes third as he used them 34 times. Therefore, it was concluded that based on their use of pronouns, President Bray was showing intimacy in his speech more than Coleman. That finding doesn't match Tannen's (1990) claim.

Table 4.14

Use of Gestures and Eye Contact by Presidents of HU, BU, and MU

	Coleman	Bacow	Bray
Gestures	√√√	√√	√
Eye Contact	√√√	√√	√

After examining the body language of Presidents Coleman, Bacow, and Bray, the researcher found that Coleman was the one who used gestures the most. She was excessively using her hands all the time. She also maintained an eye contact with everyone among the audience. She kept looking at all angles so that she doesn't neglect any group. She was also smiling most of the time. That actually showed intimacy.

However, looking at President Bacow, it was clear that he was using gestures, yet not as much as Coleman did. As for maintaining eye contact, and in contrast to Coleman, he didn't manage to maintain a good eye contact with the audience, especially as he was reading half of the time.

Regarding President Bray, he was the President to use gestures the least. He mainly used his hands when he was pointing to the graduates, families, and faculty staff as he was greeting them only at the beginning of the speech. Similar to President Bacow, he didn't maintain a good eye contact though he was not reading. Yet, he was looking at a certain group the whole time. In short, the researcher discovered that Coleman's body language showed that she was really showing intimacy in contrary to Presidents Bacow and Bray. That finding actually goes in agreement with Tannen's theory. It's also similar to what Suandari (2012) pointed out.

Table 4.15

Expressions that Show Intimacy and Independence by Presidents of HU, BU, and MU

Expressions of Intimacy	Expressions of independence
<i>“Thank you for sharing them with us and in doing so, enriching our university” (Coleman, 2022)</i>	<i>“The view from here is really, really amazing. I can't actually believe that we finally did it”(Bacow, 2022)</i>

In Table 4.15, two expressions indicated independence and intimacy. In Coleman's statement, she thanks the parents for sending their children to MU and so enriching it. It was very clear that she meant to show no superiority over parents and graduates. On the other hand, the statement of Bacow in which he was talking about the great view he sees from his place could be an indication of the high status Bacow had as a President.

Table 4.16

Use of Hedges by Presidents of HU, BU, and MU

Coleman	Bacow	Bray
<p><i>“I want to believe these difficult days also have brought some clarity to the dilemma of what should matter in your lives”</i></p>	<p><i>“And I think what we should all do, is now turn and wave and welcome”</i></p>	<p><i>“I think they did a very, very good job under the circumstances”</i></p>
	<p><i>“Who knows?”</i> <i>“So as you all know the motto of this university”</i></p>	<p><i>“and I think you have good cause to be proud of these young people</i></p>

The findings in Table 4.16 revealed that Coleman was the president who used hedges the least. She only used the verb *believe*, and it was only used once throughout her speech. She wanted to tell the audience that she has this personal thought that the pandemic taught people a lesson about what matters in life. She meant to express her feeling of uncertainty regarding her thought, and that was discussed by Holmes (1995). Unlike Coleman, Presidents Bacow and Bray were noticed to use more hedges in their speech. Bacow used two verbs that are *think* and *know*. As for Bray, he used the verb *think* five times as he seemed to hedge in his speech. That finding doesn't go with Coates (2013) as men were the ones who hedged more than the female president.

In sum, President Coleman as a woman seemed to seek intimacy in her speech as shown by examining her body language and use of pronouns. However, Presidents Bacow and Bray as men seemed to seek independence as it was very clear from their body language. Yet, President Bray's use of pronouns and hedges indicated seeking intimacy even more than Coleman. Therefore, this finding partially matches Tannen's claims.

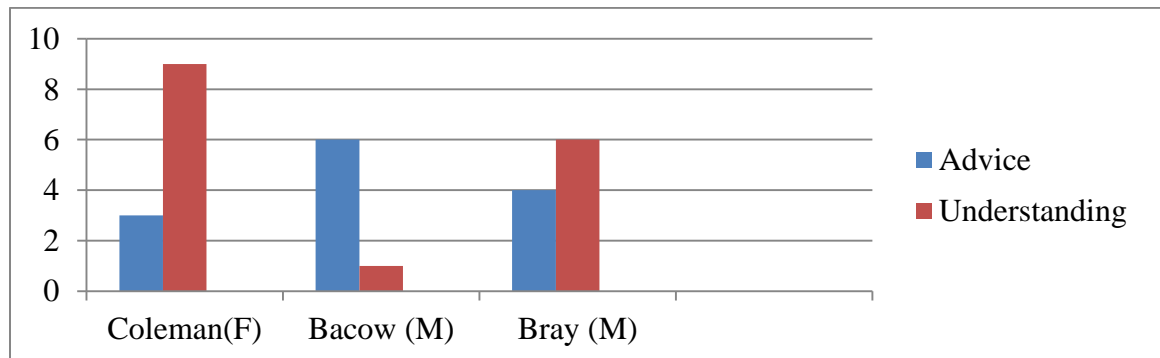
4.3.4 Advice vs. Understanding

According to Tannen (1990), women always mean to show others that they are concerned and that they understand them. Nonetheless, men consider themselves to be problem solvers, so they tend to offer advice.

Since the speeches were addressing graduates who likely had problems especially as they were still affected by COVID, they needed advice and the feeling of being understood, so the researcher examined how advice and understanding were found in the speeches.

Chart 4.3

Frequency of statements that Expressed Advice and Understanding by Presidents of HU, BU, and MU



Based on Chart 4.3 above, it could be seen that all Presidents used their speeches to give advice and show understanding, yet there were slight differences. First, Coleman was found to show understanding the most. There were nine statements in her speech where she told graduates that she really understand what they've been through, especially the hard times of COVID. Bray also showed understanding, yet not as much as Coleman.

There were six statements that expressed understanding of graduates' problems and challenges. Contrarily, Bacow didn't seem to bother show graduates of Harvard that he understands their problems. That was consistent with Tannen's (1990) claims.

As for giving advice, Chart 4.3 clearly showed that both male Presidents were giving advice more than Coleman did. Bacow gave six pieces of advice and Bray gave four. Yet, Coleman gave three.

What matters is that in Coleman's speech, more talk was for showing understanding than giving advice, and that was what Tannen (1990) proposed. In addition, the findings of Bacow's speech were consistent with Tannen's claims as he was giving advice and didn't really care about showing understanding. However, when it comes to Bray's speech, it was seen that more statements in his speech showed understanding rather than giving advice, yet the difference was slight.

What the researcher found in Coleman's speech was supported by Juniana's (2011) that found that women actually meant to express understanding more than suggesting solutions. In short the finding of the speeches of HU and MU proved Tannen's claims right, yet the findings of Brays' speech didn't go along with her claims.

In Table 4.17, there are examples of statements where Presidents showed understanding and gave advice.

Table 4.17

Expressions Related to Giving Advice and Showing Understanding

Understanding	Giving Advice
<i>“The pandemic disrupted your studies and stole form your social lives” (Coleman, 2022)</i>	<i>“Happiness, health, and family should also be at the core of your being” (Coleman, 2022)</i>
<i>“And unfortunately some of them said 'No', because given the pandemic, some of their families could not travel and be sure that they could not only get into the country” (Bacow, 2022)</i>	<i>“Please be known as much for your humility, kindness” (Bacow, 2022)</i>
<i>“I’m very consciosus that the road from enrollment through to graduation has not been a straight line” (Bray, 2022)</i>	<i>“You’re gonna face issues, and you just have to get on and live and get that done” (Bray, 2022)</i>

The statements above in Table 4.17 presented some pieces of advice such as making family a priority, being humble and kind, and being courageous to face challenges. Moreover, they showed how each president showed understanding of the challenges graduates have been through. For example, Bray said *I’m consciosus* to tell the graduates that he really understands them and he is aware of their problems.

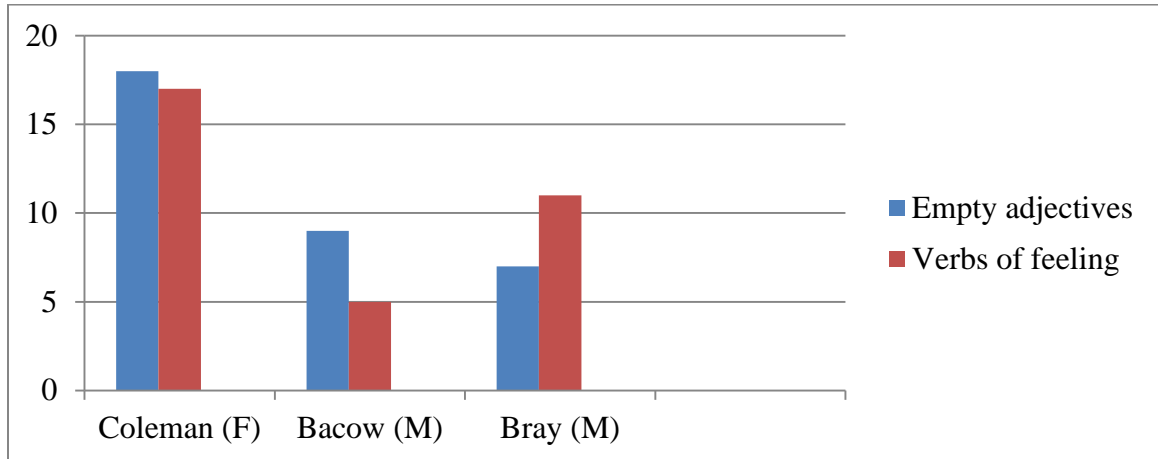
4.3.5 Information vs. Feelings

Tannen (1990) pointed out that women tend to express their feelings as they speak because they are emotional by nature. However, men like to share information. Verbs of feelings such as *love, like, hope, need, want* and empty adjectives such as *wonderful, impressive, good, amazing* were examined in the three speeches.

Empty adjectives are a language trait of women as proposed by Lakoff (1975). Such adjectives make their language sound more emotional.

Chart 4.4

Use of Empty Adjectives and Verbs of feelings by Presidents of HU, BU, and MU



As noticeable in Chart 4.4 above, there was no significant difference between Bray and Bacow in the use of empty adjectives. As for the use of verbs of feelings, Bray was the one who used more verbs of feelings. Nevertheless, by comparing their use of both empty adjectives and verbs of feelings to Coleman's, it became very clear that she as a woman used them much more than both of them as she was being emotional in her speech. That findings goes in line with Tannen's claim. It was also concluded by Ningrum, et al. (2023) who found that female influencers used empty adjectives more than males.

Both Presidents Bacow and Bray were telling stories to give information. For example, President Bray talked about the closure of universities due to the pandemic by storytelling. Bacow told two stories to talk about the restrictions of transportation and the seating problem. However, when Coleman told the story of 'Claude', she kept expressing her feelings and sympathizing with the character as he symbolizes all young men. In

short, this finding confirms to Tannen’s (1990) theory. It also goes in line with the findings of Abidin, et al., (2012).

4.3.6 Orders vs. Proposals

Tannen (1990) argued that women tend to be indirect when they suggest things or convey messages. They think that doing so is better than giving orders. They are trying to be more polite. Contrarily, men prefer to be direct and give orders. They like to use imperative verbs. By giving orders, they have this feeling of high status. The statements below are examples of orders and proposals. By examining them, the researcher found that the three presidents used both types of orders; direct and indirect. However, it was noted that Coleman used the indirect way to ask graduates more than the direct way. However, Bray and Bacow used direct and indirect orders almost equally.

Table 4.18

Examples of Proposals and Orders Made by Presidents of HU, BU, and MU

Coleman (F)	Bacow (M)	Bray (M)
<i>“please join me in applauding your families” “And please come back to campus”</i>	<i>“so I wanna ask you now to please rise, turn, and thank the people”</i>	<i>“I hope that you take with you some wonderful memories”</i>
<i>“We should all grieve for the loss of their promise “the travesty of their deaths must drive us to create a more just society”</i>	<i>“Recognize the role good fortune and circumstances have played in your life”</i>	<i>“Be careful about what you say and how you say it” “be alive choose life”</i>
<i>“happiness, health, and family should also be at the core of your being”</i>	<i>“I think what we should all do, is now turn and wave”</i>	<i>“And I challenge you to be good ambassadors for BU”</i>

To start with the statements given by male presidents, it was clear that Bacow and Bray used both direct and indirect orders. To give direct orders, they used imperative

verbs such as *choose, be, recognize*. However, to use indirect orders, they used expressions such as *I waana ask you, I think that we should, I challenge you to, and I hope that you*.

Moving to talk about Coleman's use of language to give orders, it should be noted that she also used direct and indirect orders similar to Bacow and Bray. Nevertheless, she was the one to use only two direct orders in the whole speech. She meant to be indirect in the rest of it. That was clear as she used modals such as *must* and *should*. She also used the expressions *join me in* and *please*. She wanted to sound very polite. She also meant to not be superior to graduates. In short, this finding partially conforms to Tannen's (1990) argument. Neither does it strongly match the findings of Aghaee, et al., (2015) who found that females tend to be indirect while males tend to be direct.

In summary of the findings of the third question, the researcher concluded that not all Tannen's (1990) claims were proved right. In fact, only two traits which are the first and fifth ones were. It was also found that the insignificant differences between the speeches of Bacow and Bray on one side and Coleman's on the other side regarding certain traits such as the proposals vs. orders didn't prove Tannen's claims either right or wrong. However, there were traits claimed by Tannen that were proved wrong in this study such as the amount of talk of men and women. To add, two traits were partially proved right such as intimacy vs. independence and advice vs. understanding. To end, there were certain differences in language due to gender.

Chapter Five

Conclusion and Recommendations

5.0 Introduction

This chapter presents a conclusion for the whole study and the findings that the researcher has come up with. It also includes some recommendations the researcher has regarding further research.

5.1 Conclusion

This study has shown that commencement speeches delivered by the three university presidents were used for different purposes. For one thing, presidents got certain messages across to their graduates. They also used them to stress important values that represent their communities. The researcher found that some values and messages were shared among them, and others were different in relation to the differences between Arab and American communities and cultures.

The other thing the study found is that universities considered the commencement speech as a tool for marketization. They used it to promote their distinguished students, faculty staff, and high quality of education. Moreover, they used it to promote certain ideologies that are related to the institutions, the governments, or even the university presidents themselves. The researcher also inferred that each University of the three had in mind certain aspects of the institution to be marketized. For example, HU was mainly promoting the high quality of its education and its distinguished students while BU didn't mention the high quality of education at all even though it's quite known for it. MU, on

the other hand promoted the ideology of prestige as it is known for its excellence and rigor.

Additionally, this study has shown how the two genders have their own language styles with reference to Tannen's (1990) theory of gender. Nonetheless, the researcher couldn't come to a conclusion that her theory is proved to be completely right or wrong. There was a clear difference between the two male presidents and the female president in terms of certain language traits, and that difference was in accordance with Tannen's (1990) theory. However, there was no significant difference between them regarding other language traits. On top of that, the findings of other traits proved Tannen's theory wrong. Anyways, it was very clear that Coleman's speech was the most engaging of all of them.

In a nutshell, the three presidential commencement speeches used powerful language to have an influence on the audience and sound convincing. Each President of the three was representing the community, culture, and institution as best as possible. There were still differences in the values and messages in the two American speeches though. In addition, the language of the three Presidents was somehow different with reference to their gender. The main difference was that Coleman's was characterized by intimacy and rapport while their language was more of report talk. To sum up, this study added to the knowledge regarding the hidden uses of language used in commencement speeches.

5.2 Recommendations

After conducting this study, the researcher would like to recommend the following:

Further research is recommended to analyze more than three speeches given by the two genders, so that the results can be more generalized.

Further research is also recommended to analyze more commencement speeches given by presidents of different Arab universities because there is a lack of research on such samples. Such analysis could reveal how universities that represent almost similar cultures might convey different values and messages.

Moreover, further research is recommended to compare between a high prestigious and a low prestigious university to find out how the commencement speech is being used for marketization differently.

References

- Aasen, P., Dannenbaus, S., Kernes, J., Kinnier, R., & Lee, D. (2004). Values extolled in U.S. presidential inaugural addresses, *Counseling and Values*, 48(2), 126-130.
DOI: 10.1002/j.2161-007X.2004.tb00239.x
- Abidin, H., Amir, Z., Darus, S., & Ismail, K. (2012). Gender differences in the language use of Malaysian teen bloggers. *Online Journal of Language Studies*, 12(1), 105-124.
- Addae, A., Alhassan, H., & Kyeremeh, Y. S. (2022). Discursive strategies of ideological representations in political speeches: A critical discourse analysis of selected speeches of Kwame Nkrumah. *European Journal of Literature, Language and Linguistics Studies*, 6(2), 141-162.
- Admassu, M. T. & Nigatu, B. A. (2023). Critical discourse analysis of the second inaugural speech of Ethiopia's Prime Minister Abiy Ahmed, *Cogent Arts & Humanities*, 10(1), 1-27. DOI: 10.1080/23311983.2023.2172805
- Afriyatna, Y. & Emelia, T. (2021). *Register Realization on Nadiem Makarim Speech* [Bachelor's Thesis, University of Muhammadiyah Sumatera Utara].
- Aghaee, R., Aliakbari, M., & AzimiAmoli, F. (2015). Directness vs. indirectness: A study of the linguistic choices of Persian speakers when giving advice. *English Linguistic Research*, 4(2), 55-65. Doi.org/10.5430/elr.v4n2p55
- Agustian, P., Aisyah, L., Marpaung, B. A., Muchtar, M., Nasution, M. M., Salim, A., & Tambunan, R. W. (2018). *Critical discourse: Applying Norman Fairclough*

theory in Recep Tayyip Erdogan's balcony speech [Paper presentation]. ICOELT-6, 174-183

Agustina, A. & Novelly, Y.(2021). Speech act used by Nadim Makarim, the Minister of education, culture, research, and technology about independent learning policy. *Journal of Cultura and Lingua*, 2(3), 180–190. DOI: [10.37301/culingua.v2i3.99](https://doi.org/10.37301/culingua.v2i3.99)

Ahmad, A., Srinoviati, I., & Yuliani, S. (2020). Sociolinguistics perspectives on gender patterns in Instagram, *Journal of Education and Learning*, 14(1), 103-113. DOI: [10.11591/edulearn.v14i1.14090](https://doi.org/10.11591/edulearn.v14i1.14090)

Armstrong G & Kotler, P. (2011) *Principles of marketing*. Pearson Education Limited

Artiani, F. (2019). *Upper-Class Men and Middle-Class Women's Language Variations Found in the Movie Script 'Pride and Prejudice (2005)* [Bachelor's Thesis, Universitas Negeri Semarang]. https://lib.unnes.ac.id/35636/1/2201412125_Optimized.pdf.

Asih, Y. U., Obos, A. I., & Suhatmady, B. (2023). Nadiem Makarim's speech: A critical discourse analysis at National Education Day. *Script Journal: Journal of Linguistics and English Teaching*, 7(2), 2502-6623. DOI:[10.24903/sj.v7i2.1024](https://doi.org/10.24903/sj.v7i2.1024)

Awawdeh, N. A. A. F. (2021). A Critical discourse analysis of President Donald Trump's speeches during the coronavirus pandemic crisis. *World Journal of English Language*, 13(5), 392-402. DOI: [10.5430/wjel.v13n5p392](https://doi.org/10.5430/wjel.v13n5p392)

Bariroh, A. (2008). *Teun Van Dijk's discourse analysis of speeches, analyzed from rhetoric elements* [Degree of Strata, Islamic University of Syarif Hidayatullah Jakarta]

- Barnett, R. (2003). *Beyond All Reason: Living with Ideology in the University*.
Buckingham: Open University Press.
- Beard, A. (2000). *The language of politics*. London: Routledge.
- Bethlehem University. (2022, Aug 18). *Vice Chancellor Peter Bray Address. Bethlehem Commencement 2022*[Video]. <https://fb.watch/qJWcdWGIMf/>
- Biklen, S.K. & Bogdan, R.C. (1982). *Qualitative research for education: An introduction to theory and methods*. Allyn and Bacon, Boston
- Blair, H. A. (2000). Genderlect: Girl talk and boy talk in a middle-years classroom. *Language Arts*, 77(4), 315–323.
- Brown, G. & Yule, G. (1985). *Discourse analysis*. Cambridge: Cambridge University Press.
- Cambridge Dictionary (N.D). Appreciation, Cambridge Advanced Learner's Dictionary & Thesaurus. Cambridge University Press.
- Cantwell, J. & Olsen, N. S. (2023). Norm conflicts and epistemic modals. *Cognitive Psychology*, 149, 1-30. DOI: [10.1016/j.cogpsych.2023.101591](https://doi.org/10.1016/j.cogpsych.2023.101591)
- Carter & D. Nunan (Eds.), *The Cambridge guide to teaching English to speakers of other languages* . Cambridge University Press.
- Chang, Y. L. & Tanangkingsing, M. (2022). Figurative language in commencement speeches: Speakers in the entertainment and business industries. *Journal of English and Applied Linguistics*, 1(2), 26-41. DOI:[10.59588/2961-3094.1019](https://doi.org/10.59588/2961-3094.1019)
- Coates, J. (2013). *Women, men and language. A sociolinguistic account of gender differences in language*. New York: Routledge.

- Coates, J. (2004). *Women, men, and language : A sociolinguistic account of gender differences in language*. Pearson Longman
- Collie, R., Ginns, P., & Martin, A. (2023). University students in COVID-19 lockdown: The role of adaptability and fluid reasoning in supporting their academic motivation and engagement. *Learning and Instruction*, 83(6), 1-10. DOI: [10.1016/j.learninstruc.2022.101712](https://doi.org/10.1016/j.learninstruc.2022.101712)
- Cook, G. (1989). *Discourse*. Oxford: Oxford University Press.
- Decosmo A. R. (2019). *University president discourse after an on-campus crisis* [Dictorial Dissertation, University of Northern Colorado] <https://digscholarship.unco.edu/dissertations/578>
- Desale, S. W. (2021). Ideological polarity of Ethiopian people's revolutionary democratic front coalition parties: A critical discourse analysis on the parties' mottoes of the 2018 annual congresses. *Cogent Arts & Humanities*, 9(1), 1-11. Doi.org/10.1080/23311983.2021.2012955
- Dictionary. (n.d). Message. <https://www.dictionary.com/browse/message>
- Durkheim, E. (2005). The dualism of human nature and its social conditions. *Durkhemian Studies*, 11, 35-45
- Edwards, R. & Hamilton, M. A. (2004). You Need to Understand My Gender Role: An Empirical Test of Tannen's Model of Gender and Communication. *Sex Roles*, 50(7):491-504. DOI: [10.1023/B:SERS.0000023069.93583.8b](https://doi.org/10.1023/B:SERS.0000023069.93583.8b)
- Ekawati, R. & Nasuha, N. (2021). The use of personal pronoun in Donald Trump's speech. *Leksika Jurnal Bahasa Sastra dan Pengajarannya*, 15(2), 86-76. DOI: 10.30595/lks.v15i2.9971

- Ellah, S. M. (2022). Intertextuality in political discourse: A study of President Muhammadu Buhari's 2015 inaugural speech. *Journal of Languages, Linguistics and Literary Studies*, 11(1), 9-17
- Hopper, K. (2024). Gratitude: Why is it important?. Chapters Health System. <https://www.chaptershealth.org/chapters-of-life-blog/families-caregivers/gratitude-why-its-important/>
- Fairclough, N. (1989). *Language and Power*. London: Longman.
- Fairclough, N. (1992). *Discourse and Social Change*. Cambridge, UK: Polity Press.
- Fairclough, N. (1993). Critical discourse analysis and the marketization of public discourse: The universities. *Discourse & Society*, 4(2), 133-168. DOI: 10.1177/0957926593004002002
- Fairclough, N. (1995). *Critical discourse analysis: The critical study of language*. Longman Publishing.
- Fairclough, N. & Wodak, R. (1997). Critical discourse analysis. DOI: [10.4135/9781446289068.n17](https://doi.org/10.4135/9781446289068.n17)
- Fairclough, N. (2001). *Language and power*. Longman Inc., New York
- Fairclough, N. (2003). *Analyzing discourse. Textual analysis for social discourse*. Routledge. London and New York
- Fairclough, N. (2013). Critical discourse analysis and critical policy studies. *Critical Policy Studies*, 7(2), 177-179, DOI: [10.1080/19460171.2013.798239](https://doi.org/10.1080/19460171.2013.798239)
- Fatuase, A. & Oladejo, T. O. (2022). A critical discourse analysis of Wole Soyinka's 'telephone conversation'. *Humanus Discourse*, 2(2), 1-12.

- Hakansson, J. (2012). The use of personal pronouns in political speeches: A comparative study of the pronominal choices of two American presidents [Bachelor's degree, Linnaeus University].
- Halliday, M. A. K., & Hasan, R. (1976). *Cohesion in English*. English Language Series, London: Longman
- Harvard University. (2022, May 26). *President Larry Bacow Address Harvard Commencement 2022*[Video]. YouTube. <https://www.youtube.com/watch?v=s8flQ1-turQ>
- Hinterecker, T., Knauff, M., & Laird, P. N. (2016). Modality, Probability, and Mental Models. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 42(10), 1606–1620. Doi.org/10.1037/xlm0000255
- Hirvonen, I., Koskinen, R., & Pättiniemi, I. (2021). Epistemology of modality: Between the rock and the hard place. *Acta Philosophica Fennica*, 97, 33-53
- Hodges, B. D., Kuper, A., & Reeves, S. (2008). Discourse analysis. *British Medical Journal*, 337, 570–578. DOI: [10.1136/bmj.a879](https://doi.org/10.1136/bmj.a879)
- Holmes, J. (1995). *Women, men and politeness*. New York: Routledge.
- Jakubowska, E. B. (2023). Establishing common ground with the audience: An analysis of American commencement addresses. *Journal of Language Studies*, 23(2), 23-42 DOI:[10.17576/gema-2023-2302-02](https://doi.org/10.17576/gema-2023-2302-02)
- Jiang, X. (2023). A Comparative Study on Attitude Resources of University Presidents' Graduation Speeches in China and America. *Proceedings of the 3rd International Conference on Language, Communication and Culture Studies*, 169–178. DOI.org/10.2991/978-2-494069-27-5_20

- Juniana, C. A. A. (2011). An investigation of Deborah Tannen's theory of male and female language on Facebook. *Lingua Scientia*, 18(2), 47-68.
- Kamalu, I. & Osisanwo, A. (2015). Discourse Analysis, *Issues in the Study of Language and Literature* (169-195). Ibadan: Kraft Books.
https://www.researchgate.net/publication/343214812_DISCOURSE_ANALYSIS
- Kinnier, R. T. & Partch, J. J. (2011). Values and messages conveyed in college commencement speeches. *Current Psychology*, 30(1), 81–92. DOI: 10.1007/s12144-011-9101-6-
- Lakoff, R. (1975). *Language and woman's place*. Cambridge University Press.
- Lazaro, L. M. & Rosa, V. M. D. L. (2022). Legitimizing meritocracy as part of the American dream through the ritual of commencement speeches. *Linguistics and Education*, 72(2), 1-11. DOI: [10.1016/j.linged.2022.101117](https://doi.org/10.1016/j.linged.2022.101117)
- Leech, G. N. (1969). *A linguistic guide to English poetry*. New York: Longman.
- Maghfiroh, A & Triyono, S. (2020). The ideological embodiment on Nadiem Makarim's speech: A critical discourse analysis. *Indonesian Journal of EFL and Linguistics*, 5(1), 96-111. DOI:10.21462/ijefl.v5i1.229
- Margam, M., Pandey, P., & Singh, B. (2023). Quantitative research approach and its applications in library and information science research. *International Journal of Nepal Library Association*, 2(1), 77-90. DOI: 10.3126/access.v2i01.58895
- Mautner, G. (2015). The marketization of public discourse. In C. Ilie (Ed.), *International Encyclopedia of Language and Social Interaction* (968 - 972). Wiley-Blackwell.

- Michigan University. (2022, Apr 30). *University of Michigan President Mary Sue Coleman Commencement Remarks*. Michigan University. [Video]. YouTube. https://www.youtube.com/watch?v=30m-LXy_Ifo&t=464s
- Mintz, S. (2024, May 15). Caps off to a new beginning. Inside Higher Edu. <https://www.insidehighered.com/opinion/blogs/higher-ed-gamma/2024/05/15/commencement-address-distinctive-literary-genre>
- Mock, A. & Pattanayak, C.(2021). *A quantitative analysis of commencement speeches* [Honors thesis, Wellesley College]. <https://repository.wellesley.edu/object/ir1742>
- Mubarak, A. S. & Rhaif, K. K. (2022). Politeness strategies in motivational storytelling by American commencement speakers. *Journal of Language and Linguistic Studies*, 18(1), 22-39. DOI: 10.52462/jlls.164
- Ningrum, I. A. F., Padmadewi, N. N., & Utami, L. P. (2023). The Analysis of Language Features Used by Male and Female Fitness Influencers in TikTok Videos. *SOSHUM : Journal Social Dan Humaniora*, 13(2), 182–192. DOI.org/10.31940/soshum.v13i2.182-19-
- Nst, H., Nurlala, N., & Setia, E. (2022). Transivity Analysis of the “Campus Merdeka” Speech by Nadim Makarim. *East Asian Journal of Multidisciplinary Research*, 1(5), 813-824. DOI:[10.55927/eajmr.v1i5.571](https://doi.org/10.55927/eajmr.v1i5.571)
- Nur, S. (2019). The struggle this time is the struggle for our independence: A critical discourse analysis of Bangabandhu Sheikh Mujibur Rahman’s historic 7th March speech. *Advances in Language and Literary Studies*, 10(2),107-120. DOI:[10.7575/aiac.all.v.10n.2p.107](https://doi.org/10.7575/aiac.all.v.10n.2p.107)

- Pennycook, A. (2001). *Critical applied linguistics: A critical introduction*. Lawrence Erlbaum, Mahwah, NJ.
- Poranen, L. (2018). *How gender affects gossip and conversation: Examining the assumptions in Deborah Tannen's "You Just Don't Understand!"* (1990) [Bachelor's thesis, University of Jyväskylä]. <https://jyx.jyu.fi/bitstream/handle/123456789/57941/1/URN%3ANBN%3Afi%3Ajyu-201805112541.pdf>
- Priyadi, S. & Setiawan, S. (2015). Features of man and woman language used by two main characters in *Winds of Evil* novel: Gender perspective. *Journal of Language and Literature*, 3(1), 102-109. DOI: [Org/10.26740/lh.v3n1.p%25p](https://doi.org/10.26740/lh.v3n1.p%25p) –
- Rashid, A. & Sipra, M. A. (2013). Critical discourse analysis of Martin Luther King's speech in socio-political perspective. *Advances in Language and Literary Studies*. 4(1), 27-33. DOI: [10.7575/aiac.all.v.4n.1p.27](https://doi.org/10.7575/aiac.all.v.4n.1p.27)
- Ren, S. & Teo, P. (2019). Marketization of universities in China: A critical discourse analysis of the university president's message. *Discourse & Communication*, 13(5), 539–561. DOI: [10.1177/1750481319856203](https://doi.org/10.1177/1750481319856203)
- Rosa, C. H., Satria, R., & Susanto, J. (2022). Donald J. Trump's Speech on the Orlando Shooting: Critical Discourse Analysis. *Professional Discourse & Communication*, 4(3), 19–28. DOI: [10.24833/2687-0126-2022-4-3-19-28](https://doi.org/10.24833/2687-0126-2022-4-3-19-28)
- Rutherford, M. B. (2004). Authority, autonomy, and ambivalence: Moral choice in twentieth-century commencement speeches. *Sociological Forum*, 19(4), 583–609. DOI: <https://doi.org/10.1007/s11206-004-0697-2>

- Simon, E. (2021). The different language use between male and female university students, *Journal of Language and Language Teaching*, 1(1), 13-18.
- Suandari, M. S. (2012). Communication analysis of men and women in Ngayah activity at village temple of Panji Village. *Lingua Scientia*, 19(2), 38-47.
DOI: <https://doi.org/10.23887/l.s.v19i2.16062>
- Tannen, D. (1990). *You Just Don't Understand: Women and Men in Conversation*. New York, NY: William Morrow.
- The Clear Qur'an*. (M. Khattab, Trans.). (2015). Book Of Signs Foundation.
- Thompson, M. (2004). ICT, power, and developmental discourse: A critical analysis. *The Electronic Journal on Information Systems in Developing Countries*, 20(4), 1-25.
 DOI:10.1007/978-0-387-35634-1_17
- Van Dijk, T. A. (1998). *Ideology: A Multidisciplinary study*. London: Sage Publication.
- Van Dijk, T. A. (1993). Principles of critical discourse analysis. *Discourse & Society*, 4(2), 249–283.
- Verschueren, J. (1999) *Understanding pragmatics*. London: Edward Arnold.
- Wahyuningsih, S. (2018). A Discourse Analysis: Personal pronouns in Donald Trump's inauguration speech, *English Language and Literature International Conference* (346-350).
- Wardraugh, R. (2002). *An introduction to sociolinguistics*. Blackwell Publisher
- Wodak, R. (2015). Critical Discourse Analysis, Discourse-Historical Approach. In Karen Tracey (Ed.), *The International Encyclopedia of Language and Social Interaction* (pp.275-288). Chichester: Wiley Blackwell. DOI: [10.4135/9780857028020.d6](https://doi.org/10.4135/9780857028020.d6)

Electronic References

<https://www.usnews.com/education/best-global-universities/university-of-michigan-170976>

<https://www.timeshighereducation.com/student/best-universities/top-50-universities-reputation>

<https://www.bethlehem.edu/2012/01/10/supporters-of-bu/>

Appendices

Appendix 1

Transcription of President Larry Bacow speech at Harvard Commencement 2022

To everyone who is assembled here today to celebrate the class of 2022, welcome.

(Applause)

Congratulations to moms and dads and spouses, and children and family and friends, cheerleaders and champions all, and a special congratulations, and I really mean this, to all of you who are joining us online. I actually met last week with four graduating seniors, all international students, and we talked about this day, and I asked them, are your families going to be with you? And unfortunately some of them said 'No', because given the pandemic, some of their families could not travel and be sure that they could not only get into the country, but return home, so many of them are watching online.

And I think what we should all do, is now turn and wave and welcome a special hearty hello including to the prime minister's father who's also watching online from New Zealand. So on the count of three, let's all turn towards the camera and wave. 'welcome'.

Clapping

So as you all know the motto of this university is 'Veritas' so let me begin by sharing something that actually happens to be true. The view from here is really, really amazing. I can't actually believe that we finally did it. We all managed to come together in person like this. It's just wonderful.

Being here, being together at long last is, frankly, moving beyond words, but to our graduates, you guys did not get here alone, nobody in the world accomplishes anything

on their own, so I wanna ask you now to please rise, turn, and thank the people; your friends, your family, your loved ones who actually helped you to make it to this moment.

Let's turn and congratulate and thank all of them for helping you all get here. Clapping

Thank you, I love seeing the waves coming back in the opposite direction. So now that you're all settled in your seats, let me share another truth with you, something very inconvenient happens when we combine a pandemic with a global supply chain shortage, and problem, and that is not enough folding chairs and seats to go around.

I'm actually, I'm not kidding you, with all the commencements that are going on, and dual commencements, and extended commencements just like we're doing here, we actually had problems finding enough chairs. Half of you almost wound up sitting on blankets today. I'm not going to tell you which half. Hahahahaha

Fortunately, our amazing staff, the people who really make this place run, who make it possible for all of us to gather, who support us in so many ways figured out a way around the Great Seat Scramble of 2022.

Now I'm telling you all of this because this is likely the last time in your lives that you almost did not get a seat. Soon, you're gonna have a degree from an institution whose name is known no matter where you go in the world, an institution whose name is synonymous with excellence, ambition, achievement, and maybe some other modifiers on which we needn't dwell on today. You'll hear those in the future.

But with your degree in hand, you may often find yourself invited to sit and stay a while, invited to share your thoughts and ideas, invited to participate, to contribute. Yes, to lead.

Who knows? Someday one of you may find yourself standing up here. Like me,

welcoming a future graduating class, and congratulating them on their accomplishments. Now if that seems far- fetched, I guarantee you that when I graduated from this place, I never could have imagined this is where I would wind up.

Now, what have you all to make of all that? The fact that people are gonna make room for you, basically to find a seat for you. You could take that for granted. You could assume that you deserved it all along but what a waste that would be!

Today I wanna challenge you, members of the Harvard class of 2022, to save a seat for others, to make room for others, to ensure that the opportunities afforded by your education do not enrich your life alone. You'll have more chances than most to make differences in the world, more opportunities to give others a chance at a better life. Take advantage of these opportunities when they arise.

Whatever you do with your Harvard education, please be known as much for your humility, kindness, and concern for others as for your professional accomplishments. Recognize the role that good fortune and circumstance have played in your life. And please, please work to extend opportunity to others just as it has been extended to you.

That actually is how you will sustain the pride and joy you feel today, and that's also true. 'Applasse'. Congratulations, class of 2022. You've accomplished great things just by being here and I'm confident you're gonna accomplish even more. Good luck to each and every one of you and Godspeed. Clapping

Appendix 2

Transcription of Vice Chancellor Brother Peter Bray's speech at Bethlehem

Commencement 2022

Your excellency , the Apostolic Delegate and chancellor of Bethlehem university, welcome, and with you I welcome your Excellency, the governor of the Bethlehem governorate, also a proud graduate of Bethlehem University, our distinguished guests, faculty and staff, friends and family of the students, and especially the students, welcome to this graduation ceremony where we recognize the work that has been done by students to get their certificate.

Around lunch time on Thursday the fifth of March 2020, a group of students was standing outside the main gate, the entrance to Bethlehem University, there were other students around the fountain, and others standing down towards the science room, and we were talking about the number of people here in Bethlehem who were afflicted with Covid, and during that time, we heard the news that the Palestinian authority had decided to close all of the schools and all of the universities in Palestine, so very quickly, the people left this campus, and for three semesters we had no students on this campus.

And fortunately, we had a creative group of faculty who very quickly decided that it was important to keep the education program going, and so moved very quickly to have classes to teach online and for the students to learn online.

I think they did a very, very good job under the circumstances. It doesn't mean there weren't challenges, and over the three semesters, I think they coped very very well, but for three semesters, you students weren't on campus, and in the time that you have been

at Bethlehem University, that is a significant portion, and so is the disruption from COVID, with the students' strike, and the employees strike, I'm sorry to say that your education here at Bethlehem University was disrupted, and I'm very sorry for that because you have not had the chance for four years to experience what it is to be a student here at Bethlehem University. However, you are here today. You've finished your assignments, you've set your exams, and you've qualified to receive your certificates today, so very sincere Mabrook to you all. Applaud

I'm very conscious that the road from enrollment through to graduation has not been a straight line. It's weaved all over the place, You've had challenges, there've been times when there haven't been enough resources, when there has been a lack of time. When there has been a lack of access, where you've been stressed. All of those sort of things because of the conditions that you had to deal with, but the important thing is you came through that to get to today, and that's life.

You're gonna face challenges, you're gonna face issues, and you just have to get on and live and get that done. To sit around groaning and complaining is dangerous because it diverge you from what your challenge is or what your focus is. You have the chance to deal with three things. Firstly, you need to be aware of the things that you have complete control over, the things you can influence, and the things you have no control over.

We have had no control over the pandemic, we have no control over the occupation, and we have no control over the restrictions arising from that occupation, but we do have and did have control over how we would respond, and that is a choice that each of us might, and I think the important thing for us to remember as we're making those choices is that

it's our responsibility, and we have to be creative in the way we resist the things that are closing us off from what we are capable of being.

It reminds me of an interview I did with a young woman before graduation a few years back, and she was talking about all the challenges she had, all the restrictions that she had to deal with in getting to Bethlehem University, but she said in the midst of all that, I'm a 20 year old girl. I wanna do what I wanna do, and I think it's that sense of commitment, that sense of determination and resilience that I find very very inspiring among so many of you, and I thank you for bringing that to Bethlehem University. Applause. Thank you.

The fact is that the way forward is going to be difficult for you, but that's life ".tone" Staying where we are or looking back is disastrous. What BU has tried to do for you is provide you with the best opportunities that we can under the circumstances for you to learn and to grow, and I hope that you take with you some wonderful memories of the time that you have had here even when it's been difficult, memories of the learning, not only in class, but the learnings that you have gained about yourself, about your peers, about Bethlehem university, and the society from having to deal with the challenges that you faced, learnings that you take with you. Remember, you entered to learn. Today, when you get your certificates, you leave us to serve your community, to serve your city or your town, and to serve your country. Choose life, choose to live fully as you possibly can as you do that.

And I challenge you to be good ambassadors for BU. The way you talk about your experience here has influence. Be careful about what you say and how you say it. But be alive, choose life. For your parents, who four years ago, gave us your children to be here

at BU, I thank you sincerely for doing that. I thank you that we have had the privilege of having these young people here at BU, and I think you have good cause to be proud of these young people in the way that they have coped with the challenges that they have faced, and on their behalf, I thank you for the way in which you have supported them as they faced those challenges over these last years that they have been here at Bethlehem University. Shukran to you all.

And dear students, as you leave us, I pray that god will bless you, will give you the wisdom and the courage to take advantage of what you have gained from being here at Bethlehem University and enrich the lives of those that you come in contact with.

Mabrook. Shukran

Appendix 3

Transcription of President Mary Sou Coleman Speech at Michigan University

Commencement 2022

Thank you Lindsie, and congratulations. Good morning!

Congratulations, graduates, you did it! Yay, Woo (She applauded)

Just as remarkable as today's graduates themselves, are their families for their unconditional love and encouragement they have provided through the years. I wanna thank these families, the parents and grandparents, aunts, uncles, and siblings. Your students are beyond impressive. Thank you for sharing them with us and in doing so, enriching our university.

Graduates, please join me in applauding your families for everything they have done to make this celebration possible. Yaay. Woo. Graduates, today is the final time you walked into the big house as Michigan students. When you leave, you will do so as Michigan alumni. You'll say goodbye to a period of your life that can never be repeated and one that you will never forget for its uncertainty.

Not only have you owned a degree from one of the country's most rigorous universities, you've owned a degree from one of the country's most rigorous universities during a global pandemic. It's been an incredibly unsettling time. A few weeks ago, our musical theatre students staged a production of the show 'Hair'. (Yay)

This is a rock musical that grew out of another turbulent unsettled time in the 1960s. I remember it from when I was in graduate school and your grandparents may remember it

too. Its theme is timeless. The lead character is a young man named 'Claude', and he is wrestling with what to do with his life. The country is dealing with racial unrest. Sexual morals are shifting.

Young men are being drafted to fight in an unpopular war. Claude can't decide whether to wait for his number to be called, and to prepare for Vietnam, or to burn his draft card and drop out of society with all of its obligations. He's torn. I don't want to be a dentist, Claude says. Or a lawyer, or a bomb, or an IBM machine, or a rock and roll hero, or a movie star, I just wanna have lots of money. He's not the first young person to say that. Claude also wants to be invisible, a free spirit of sorts, who merely drifts in and out of people's lives.

Claude is hardly the first young person to feel anxious about their future and their place in it. Young or old, none of us knows what will happen tomorrow, or the day after, or how we will make a difference in the world, but these last few years, the days and nights you spent as a student have been a revelation. We have faced a public health challenge unlike anything the world has seen in a century.

The pandemic disrupted your studies and stole from your social lives. It made planning all but impossible. It divided our society over vaccines and masks and rules of behavior. At its worst, COVID robbed us of loved ones and left others with long-term health challenges, unemployment and depleted bank accounts.

This anxiety and loss have unfolded in tandem with a long overdue reckoning about race and a treatment of African Americans and people of color in this country. We've seen senseless deaths of everyday citizens; George Floyd, Breonna Taylor, Patrick Lyoya, and

too many others with black and brown skin. We should all grieve for the loss of their promise and potential. And the travesty of their deaths must drive us to create a more just society. It's been difficult, emotional, and sobering, and the work has really just begun.

So, it's been a hard few years to be a college student preparing to enter the world on edge, but I want to believe these difficult days also have brought some clarity to the dilemma of what should matter in your lives. That course correction we have undergone has given greater emphasis to balancing careers and lives, happiness, health, family. This what truly matters. It might sound simple, but happiness, health, and family should also be at the core of your being. I think of the words of the poet Mary Oliver

Tell me, she asks

What is it you plan to do with your one wild and precious life?

You have a university of Michigan education. If we've done our jobs as faculty and administrators, you have the critical thinking skills to succeed. Maybe you're planning on graduate school, or have already lined up a new job. Perhaps you're starting your own business. Maybe you just don't know what comes after today.

There was a point in my career when I faced the decision about what to do next. I was a professor of biochemistry and had envisioned a life working in the lab, and mentoring students, but I was given the opportunity to leave that behind and become an administrator. Now most college faculty frown upon administration, and equate it with going to the dark side, but I wanted to experience a different aspect of the university and you know what?

I enjoyed it. I really enjoyed it and I was good at it. I was making a difference and it made me happy, and I've never regretted my choice. The decision to reverse the trajectory of my career has made it possible for me to stand here as president of this great university and tell you how important it is to find balance and purpose.

What will you do with your one wild and precious life?

You leave here today with energy and enthusiasm and the accomplishment of earning a Michigan degree. Everyone on this platform and in this stadium wants you to succeed professionally, and we know you will, but at the same time never forget what truly matters in your life and the lives of others, regardless of your salary, your title, or your zip code. Whatever your choice is, seek out and celebrate your happiness, take care of your physical and mental health because it will sustain you, and always, always give priority to those you love and who love you.

We're all moving to a new normal, and we don't know what to expect other than life will be different. You may make lots of money, or be a free spirit, or try a new job. Maybe you'll work for a nonprofit to find ways to protect our planet. Whatever your choice is always know that your one wild and precious life is just that, so make it a happy, healthy one filled with purpose surrounded by those you cherish most.

And please come back to campus and tell us about your lives because your success and impact are what give purpose to our mission as a university. It is certainly been my honor to come back to campus. I served as president from 2002-2014, and I never imagined I would have the opportunity to address another exceptional graduating class. It's been an unusual experience for all of us.

I want to thank the students for welcoming me as a president, and reminding me what I have always known that it's great to be Michigan wolverine (cheering and applauding) – Hahahaha. In the past, I've always closed my commencement remarks with the same words. While I did not anticipate the honor of celebrating the class of 2022, it's a privilege for me to say once again: for today, goodbye, for tomorrow, good luck, and forever go blue.