

# **A CDA Al Gore's lecture at Nobel Peace Prize Award 2007= Phân tích bài phát biểu của AL Gore tại lễ trao giải Nobel vì hòa bình năm 2007 dưới góc độ phê phán. M.A. Thesis Linguistics: 60 22 15 \ Hoàng Nguyệt Anh ; Supervisor : Prof. Nguyễn Hòa**

## **1. Rationale**

In the 1970s, linguistics saw the appearance and then the emergence of a new approach of discourse analysis – critical discourse analysis (CDA) which fundamentally changed linguists' look on encoded messages, texts, and discourses. CDA has been asserted to be the critical study of language in which language is viewed as a tool of power and the imposition of speakers' or writers' ideology on their audience especially in politics and social affairs. In other words, doing a CDA is much in reference to exploring authors' power and ideology hidden in their choice and use of language units rather than the mere meaning conveyed by words and grammar structures.

By all means, doing a CDA is really always a challenge to learners of language in the sense that it requires an integrated background knowledge not only linguistically but also socially. The requirement of applying knowledge of various linguistic fields beside an understanding of social circumstances surrounding a discourse is obviously the inquiry of a serious working for a full grasp of a specific discourse and what it conceals. And that stimulates the writer of this thesis to do a CDA and take it as her graduation paper.

It is said that CDA targets at political and social-matter-related discourses; and the twenty first century is supposed to be the age of discourses concerning global matters such as globalization, nuclear weapon, population and anti-terrorism war... since those best describe the power relation in the modern world. And Albert A. Gore's lecture at the Nobel Peace Prize Award is an illustration. In this speech, Gore again mentioned and rang the bell warning a global hot issue which is climate changes and their

consequences – a negative effect of globalization. For these reasons, I adopted this discourse as a case for doing CDA.

## **2. Aims of the study:**

By doing the analysis of Al Gore's Nobel Peace Prize Lecture, I would like to seek for the relations among language, power and ideology. It is assumed that the relations of power and speaker's ideology are encoded within linguistic features. The analysis of the chosen discourse aims at clarifying Gore's power and ideology beyond his use of language.

## **3. Scope of the study:**

In this paper, I am going to make a sketch of CDA by covering principal theories and approaches by famous critical discourse analysts which are the background for every CDA works. Also their views on the relation between language, power and ideology – an important goal of CDA - will be recalled.

On the basis of the theoretical background set, I am about doing an analysis of Albert A. Gore's lecture at the Nobel Peace Prize Award 2007 to firstly explore his use of language, then and more importantly to make explicit his ideologies of climate changes expressed via words and structures he employed. At the same time, how he imposed those ideologies on his audience, in other words, how he exercises his power by force of language, will be under investigation.

## **4. Research questions:**

Obviously, Al Gore's Nobel Peace Prize Lecture is a political discourse which discusses an environmental effect of globalization – climate changes and their consequences. Since it turns out to be a matter of fact that politics is concerned with power, a political discourse is no doubt somehow an instrument of creating and reinforcing power and ideology. The questions are: in this discourse,

- in which way is language used to describe the power relation?
- In which way is Gore's ideology made 'common sense'?

## **5. Research methods and procedure**

This is a case study of CDA which examines how ideology and power relation are embedded in a discourse. Therefore, the analysis of the chosen discourse is meant to investigate linguistic features which carries the speakers' ideology and power in a contrastive comparison to CDA theory.

Hence, the procedure of conducting this study foremost concerns the collecting and summarizing the CDA theory to create a background for the analysis of the chosen discourse.

The analysis of the chosen discourse is carried out by means of Fairclough's theory and method. Hallidayan Systemic Functional Grammar is also an essential tool of analyzing in combination with Fairclough's CDA theory. This combination will help me to uncover the hidden ideology and power relation in the discourse.

The analyzing of the discourse will be in compliance with analyzing steps suggested by Fairclough.

## **Part B**

### **DEVELOPMENT**

#### **CHAPTER I**

#### **THEORETICAL BACKGROUND**

##### **I. Overview of Critical Discourse Analysis (CDA):**

##### **1. The notion of CDA, Power and Ideology:**

##### **1.1. Critical Discourse Analysis:**

Despite different ways of saying, scholars all seem to agree on the point that CDA is nothing rather than an effective tool to illuminate ways in which the dominant forces in a society construct versions of reality that favour their interests. Consequently, it helps the analysts understand the social problems which are mediated by mainstream ideology and power relationships perpetuated by the use of written texts.

##### **1.2. Power in language:**

For CDA, language is not powerful on its own; rather, it is a tool of manipulating power; in other words, it obtains power by the use powerful people make of it. And as per Wodak, this explains the fact that CDA often choose the perspective of those who suffer, and critically analyze the language use of those in power, who in her words are responsible for the existence of inequality and at the same time have the ability of improving the conditions.

In CDA, it is also admitted that a text is rarely the work of any individual. In texts, discursive differences are negotiated; they are governed by the differences in power which is in part encoded in and determined by discourse and by genre. As a result, texts are found to be site of struggle in that they show traces of differing discourses and ideologies which all contend and struggle for the dominance.

Briefly enough, it can be said that language and power exists in an entwined relationship in which language indexes power, expresses power and also challenge power. It is worth bearing in mind that power does not root from language but can be challenged by language. Further, it is realized that in a text power is signaled not only by grammatical forms but also the genre of a text which a person employs to control a social occasion.

### **1.3. Language and Ideology:**

So far it could have been seen the connection between language and power, language and ideology. Similarly, a close relation is found existing between power and ideology. It is a common claim that power and ideology are tightly tied together in the sense that ideology helps secure power, and vice versa, power makes ideology dominant and become “common sense”.

Jones & Peccei (2004) suggest that in the attempt of making people to act in an expected way, persuasion is a better choice in comparison to physical coercion. Indeed, by persuading, a person is to “*exercise power through the manufacture of consent ... or at least acquiescence towards it*” (Fairclough, 1989:4). To put it another way, persuasive language actually serves as an effective weapon which bring a person power and obedience, and more importantly, voluntary acts which mean nothing but that the speaker’s ideology has been commonly adopted.

## **2. Main approaches to CDA:**

It is confirmed that there are five main approaches to CDA recognized worldwide which are Socio – cognitive analysis, Discourse- Historical Analysis, Mediated discourse analysis, Duisburg School of CDA, and Functional – Systemic CDA.

### **2.1. Socio-cognitive analysis (van Dijk):**

Teun van Dijk, a powerful scholar in CDA, is a pioneer who developed the socio-cognitive approach in which an important dimension incorporated is that of human mind. The central claim of the socio-cognitive approach is that discourse and social structure are mediated by social cognition. He assumes that social cognition is the bridge between discourse and society or social representations. For van Dick, social cognition is “*the system of mental representations and processes of group members*”

(1995:18). Social cognitions, which can be abstractly characterized as ideas, belief system, or ideologies, are then socially shared mental representations. For him, ideologies are “...*the overall. Abstract mental systems that organize ... socially shared attitudes*” (van Dijk, 1995:18).

## **2.2 Discourse-Historical Analysis (Wodak):**

The discourse-historical method emphasizes the history context and take it as a part of the interpretation of a discourse. In the process of analyzing, both theory and factual materials are required. Also, recontextualization has an important role to play in the uncovering the relation between genres and theme of a discourse.

## **2.3 Duisburg School of CDA:**

As per Duisburg CDA, discourses are institutionalized and conventionalized speech modes. Discourses therefore express societal power relations, which in turns are impacted by discourses.

## **1.4. Functional Systemic CDA (Fairclough):**

### **The stage of description:**

The description of text involves the answering 10 questions relating to Vocabulary, Grammar, and Text Structure which are respectively as follows:

#### **A. Vocabulary:**

- a. What experiential values do words have?
  - What classification schemes are drawn upon?
  - Are there words which are ideologically contested?
  - Is there rewording or overwording?
  - What ideologically significant meaning relations are there between words?
- b. What relational values do words have?
  - Are there euphemistic expressions?
  - Are there markedly formal or informal words?
- c. What expressive values do words have?

d. What metaphors are used?

B. Grammar:

e. What experiential values do grammatical features have?

- What types of process and participant predominate?
- Is agency unclear?
- Are processes what they seem?
- Are nominalizations, active/ passive sentences, and positive/ negative sentences used?

f. What relational values do grammatical features have?

- What modes (declarative, grammatical question, imperative) are used?
- Are there important features of relational modality?
- Are the pronouns 'we' and 'you' used? And if so, how?

g. What expressive values do grammatical features have?

- Are there important features of expressive modality?

h. How are sentences linked together?

- What logical connectors are used?
- Are complex sentences characterized by coordination or subordination?
- What means are used for referring inside and outside the text?

C. Textual Structure:

i. What interactional convention are used?

- Are there ways in which one participant controls the turns of others?

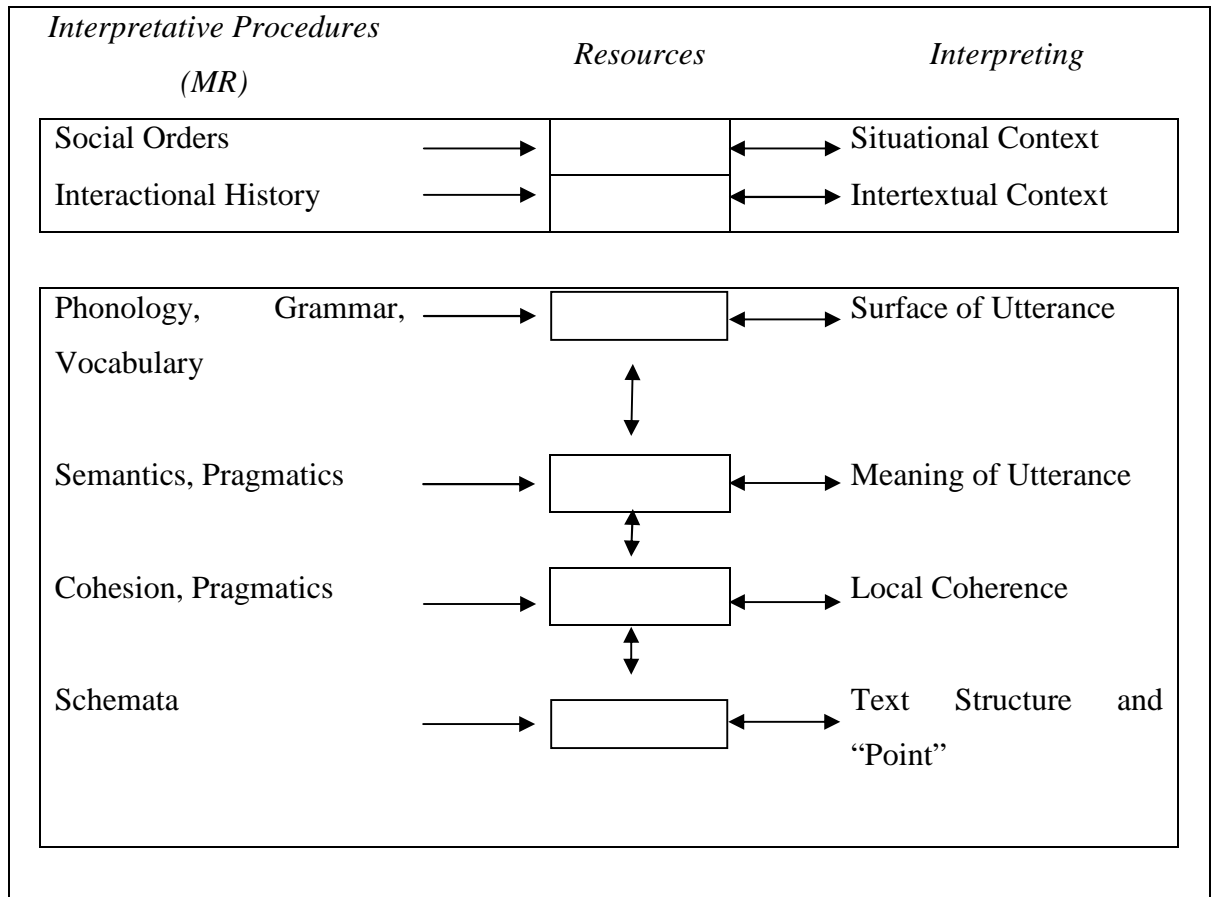
j. What larger scale structures does the text have?

### **The Stage of Interpretation**

The interpretation of discourse is exercised via the combination of what is in the text and what is in the interpreter. In that process, member's resources – MR (or

background knowledge) and discourse features (or described language) which are considered as CUES are factors activating interpreters' MR.

The procedure of interpretation is well described in the following figure suggested by Fairclough (2001:119):



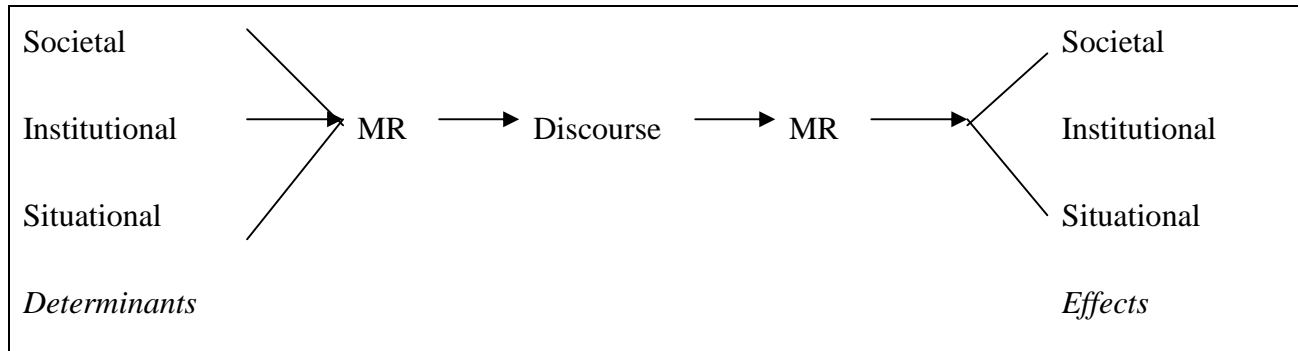
**Figure 1: Interpretation**

### **The Stage of Explanation**

The procedure of explanation aims at proving that discourse is a part of social practice; and as a social practice, discourse is determined by social structures, and at the same time and more importantly, has reproductive effects on those structures: sustaining or changing them. According to Fairclough, these social determination and effects are “*mediated by MR in such ways that social structures shape MR, which in turn shape discourse; discourse can either sustain or change MR, which in turn sustain or change structures*”. Explanation is therefore “*a matter of seeing discourse as part of social*



*struggle, within a matrix of relations of power*” (Fairclough, 2001:135). Correspondingly, the emphasis of the explanation process is on two dimensions: the social effects of discourse and the social determinants of discourse. These two dimensions is to be examined at three levels of social organizations: Societal, Institutional, and Situational which are illustrated as in following figure:



**Figure 2: Explanation**

(Fairclough, 2001:136)

In brief, Fairclough has well shown a picture of CDA in full which covers a sharp and comprehensive look at the relationship between language and power, and a typical framework of analyzing a discourse critically. That explains why Fairclough’s theory has been so far of favor in practicing CDA. Coming into the line with foregoing practitioners, I will take Fairclough as the theoretical background with the backup of Halliday’s Systemic Functional Grammar for the analysis of Al Gore’s speech delivered in Nobel Peace Award 2007.

## **II. Halliday’s Systemic Functional Language (SFL):**

Systemic Functional Language (SFL) has been developed since 1960s by M.A.K Halliday with the emphasis on the notion of language function.

Starting at social context, SFL looks at how language acts upon and is constrained by social context. And right here, Halliday shares with CDA theorists the idea that there exists a dialectal relationship between society and language in which language is seen as creating and being created by social identities, social relations and systems of knowledge and beliefs. For this common assumption, Halliday’s Systemic Functional Grammar (SFG) has been widely accepted and adopted in doing CDA by most

linguistic analysts such as Fairclough (2000, 1995, 1992, 1989); Chouliaraki and Fairclough (1999), Kress (1989), and Kress and van Leeuwen (1996).

The covering notion in SFL is that of “stratification”. Language, as of SFL, is considered as a social semiotic organized in four strata in such relationships as ‘realization’ and ‘instantiation’. Such strata are recognized as: **Context, Semantics, Lexico-Grammar, and Phonology – Graphology**.

## CHAPTER II:

### ALBERT A. GORE AND THE NOBEL PEACE PRIZE 2007

#### **1. Al Gore's Biography:**

Albert Arnold Gore, Jr. (born March 31, 1948) is an American Democratic politician who serves as the forty fifth Vice President of the United States from 1993 to 2001.

Gore graduated from Boston's Harvard University where he majored in Government. At Harvard, Gore met Roger Revelle, a professor for geophysics and oceanography. Revelle was one of the first to prove that CO<sub>2</sub> was increasing in the atmosphere.

Al Gore served in Vietnam War as an army journalist from Christmas 1970 until May 1971.

He decided to study theology and philosophy at Vanderbilt University Divinity School at Nashville, Tennessee from 1971 to 1972. In retrospect, Gore asserted that this period was extremely valuable since it gave him the possibility to ask the right questions. At Divinity School, he made an important step in the direction of environmental politics.

In 1976, Gore officially started his politic career by running for a seat in the U.S. House of Representatives when he found out that his father's former seat in the House was about to be vacated.

Gore began serving in the United State Congress at the age of 28 and stayed there for the next 17 years, serving in both the House (1976-1984) and the Senate (1984-1993).

In 1992, Gore accepted the position as Clinton's running mate for the 1992 United State presidential election. And they were the youngest ever team in US history to be in the White House. Clinton stated that he chose Gore for his foreign policy experience, work with the environment, and commitment to his family.

Under Clinton's and Gore's administration, the American economy was incredibly expanded, the numbers were uniformly impressive. Besides the record-high surpluses and the record-low poverty rates, the economy could boast the longest economic

expansion in history; the lowest unemployment since the early 1970s; and the lowest poverty rates for single mothers, black Americans, and the aged.

Gore formally announced his candidacy for president on June 16, 1999, in Carthage, Tennessee. In the election 2000, he was defeated by G. Bush, Jr.. He won the national popular vote but was denied the Presidency when the United States Supreme Court halted all legal recounts in the state of Florida. Studies since the 2000 election have shown clearly that if all votes had been counted fairly, Al Gore would have won decisively.

Since the loss in the presidential election 2000, Gore has almost been absent in official political activities. Instead, he has been more concentrating on environmental ones.

## **2. The environmental activities and the Nobel Prize 2007:**

Environment has always been of Gore's concern ever since he was a student of Harvard. And today he is known as one of the most active environmental activists over the world.

In his first years in the House, he fought the then still legal practices of scandalous "disposals" of toxic waste.

In his first presidential run 1988, one of his two theme in the official campaign debut was about the ozone hole, which was of course then not a theme catching the attention of the broad public.

In 1992, his book *Earth in the Balance: Ecology and the Human Spirit* was published, and it soon reached the top of America's bestseller list, and has been translated into 33 languages. The book is about the global environmental crisis which he says endangers our civilization in its present form. At its core is the human-caused change of the global climate. He identifies the greenhouse effect and the ozone hole as the two most important "strategic dangers".

During the late 1990s, Gore strongly pushed for the passage of the Kyoto Protocol, which called for reduction in greenhouse gas emissions.

In 2004, Gore co-launched Generation Investment Management, a company for which he serves as Chair, to seek out companies taking a responsible stance on big global issues like climate change.

Beginning in 2006, Gore starred in *Inconvenient Truth* - the documentary on the topic of global warming, which made him increasingly popular after its release. The film later won the Academy Award for Documentary Feature.

On October 12, 2007, Gore was awarded the Nobel Peace Prize, which was shared by the Intergovernmental Panel on Climate Change. The award was given for their efforts to build up and disseminate greater knowledge about man-made climate change, and to lay the foundations for the measures that are needed to counteract such change.

### CHAPTER III:

## **A CDA OF AL GORE'S LECTURE AT NOBEL PEACE PRIZE AWARD 2007**

### **I. The Lecture:**

As previously mentioned, the Nobel Peace Prize was shared by Al Gore and the Intergovernmental Panel on Climate Change. The speech was made and delivered on December 10, 2007 in Oslo, Norway.

The lecture is a composition of 57 paragraphs, eleven of which are one sentence ones.

The lecture can be divided into four parts:

- The first paragraph inclusive of the salutation which pays respect to the participants and the audience as it often goes in a speech is the author acknowledgement, and the assertion of the purpose that the author has pursued and served faithfully for years which helps him to win the prize.
- The second part spreading from line 23 to line 114 raises the problems that we human species are facing.
- The third part (from line 115 to line 249) suggests some solutions for the climate crisis.
- The rest (and also the ending part) of the speech is an appeal for counteracting the climate changes.

Throughout the speech, there is no longer the shadow of a moderate politician found but a determined environmental activist with a broad knowledge and a good persuasion which is expressed by the statements of facts and reasons as well as the clever use of language. The hearer can realize the overall ideology in Gore's speech that we human beings have done wrong and unconsciously waged a war against the earth of which the

consequence is the climate crisis; and that despite, still we have the power to change it and to save a good earth for future generations.

## **II. The Analysis of the Lecture:**

### **1. Analyzing Framework:**

Among different viewpoints of CDA and correspondingly different approaches to CDA, I am going to take Fairclough's framework in combination with Hallidayan systemic functional grammar as the instrument of my analysis for following reasons:

Firstly, in comparison with other approaches and frameworks, Fairclough sounds to me more comprehensive. While the discourse historical CDA, for examples, is more in favor of the social context around the discourse, socio-cognitive analysis puts a stress on social cognition, Duisburg School emphasizes the speech modes, functional systemic CDA and Fairclough's frameworks, meanwhile, show a fair concern about linguistic features and social structure.

Secondly, as per Fairclough's framework, the analysis of discourse's linguistic features is put in the relation with social context. Therefore, it will, in my opinion, bring a better view of discourse. Moreover, the combination of linguistic features and social context, I think, will best describe the relationship between language, power, and ideology.

As the procedure of a CDA (as of Fairclough's framework) often goes, the analysis of this lecture is done at three steps: Textual Description, Interpretation, and Explanation of the discourse.

At the stage of Description, the lecture is analyzed in terms of Vocabulary, Grammatical Features, Transitivity, and Thematization. The analysis of grammatical features deals with the use of personal pronoun, modes of sentences, modality, and coherence of the text.

At the stage of Interpretation, the situational context, the intertextual context, and presupposition will be of concern in the attempt of investigating the relationship between the productive and the interpretative process.

The relationship between discourse processes and social processes will be under examination at the stage of Explanation.

However, for a better understanding of the language use as well as the relations between the three major concepts Language, Power, and Ideologies, the stages will be intertwined in my analysis.

## **2. Textual Description and Explanation:**

What makes a discourse differ from others is its own register. Thus, to a certain extent, the analysis of a discourse is that of the three variables: **Field, Mode, and Tenor**. Field concerns the experiential meaning of a discourse; it deals with the question “what is the discourse about?”. Hence, analyzing a text for its field is to examine the lexical items. Meanwhile, Mode is an element of textual metafunction of a text. It is to do with the mood and modality, the transitivity system, and the thematization of the text. Tenor involves the interpersonal meaning of the text. It therefore expresses the relation among the participants in the text.

The idea is that the speaker’s ideology is realized from the Field and Mode of the text, whereas, Tenor is the conveyer of the power relations. In terms of field, the chosen discourse appears to be a speech of acceptance. However, the speaker Al Gore tactfully and wisely turns it into a speech of an environmental issue through which he expresses his ideology and power.

### **2.1. Vocabulary Analysis:**

#### **a. The Experiential Value of Vocabulary in the Lecture:**

It can be realized that this is a political speech concerning environmental issues. Hence, words and expressions which sound political and scientific are naturally found in the text

In terms of classification scheme, by the different use of negative and positive vocabularies, Gore successfully painted two contrasted pictures: the darker one is that of the war between human being and the earth, and the brighter is the belief that human being has the power to change the dull situation and to create a better life in a better relation with the earth.



The appearance of the negative words and expressions in the speech effectively illustrates Gore's belief that we human being have been doing wrong to the earth and, at the same time, backs his attempt of raising hearers' awareness of environmental catastrophes.

Another remarkable point in Gore's vocabulary using technique is the use of synonymous and nearly synonymous words and expressions.

All of the above expressions were used to refer to the global climate change. Using those words consistently and repeatedly throughout the discourse engraved on audience's mind the inconvenient truth. In fact, it left hearers no time to neglect that truth.

Gore's attitude towards act method in the war for peace with the earth was also clearly showed up in this discourse. The negative words "*abandon*" and "*conceit*" (line 145) were used to discuss about "*individual, isolated, private actions*"; whereas, he emphasized that we "*need*" an alliance, a collective action, and "*mobilizing globally*". Obviously, when these words and phrases are placed closely to each other, they can create certain vocabulary effect on hearers. They stimulate an immediate comparison between the two in the hearers' mind, and evaporate a great discrepancy, even a contrast, between the two in term of effectiveness.

#### **b. The Relational Values of Vocabulary in the Lecture:**

As it turns out from the text that Gore showed his great respect to the scientists when he mentioned them in the very first part of the speech. He acknowledged, shared with and showed his sympathy towards Alfred Nobel – the father of the most famous academic prizes:

Gore also honored the scientists with whom he shared the award when describing them as "*distinguished*" (line 23). And the phrase "*the greatest honor of my life*" (line 24) was enough to affirm his appreciation of science and scientists. Here we can see an Al Gore with a passion for science.

Gore did express indirectly his admiration to such a person who worked for peace as Cordell Hull by borrowing the beautiful words from others:

*“In the last year of that war, you gave the Peace Prize to a man from my hometown of 2000 people, Carthage, Tennessee. Cordell Hull was described by Franklin Roosevelt as the “Father of the United Nations.” He was an inspiration and hero to my own father, who followed Hull in the Congress and the U.S. Senate and in his commitment to world peace and global cooperation”.*

He showed his proud when getting the same prize as Cordell Hull:

*“Eight weeks ago, when you announced this prize, the deepest emotion I felt was when I saw the headline in my hometown paper that simply noted I had won the same prize that Cordell Hull had won...”*

### **c. The Expressive Values in the Lecture**

What is remarkable in this lecture is the quotation of archaic prophet, proverb and poetic sayings of great writers from the beginning to the end of the speech which add expressive values to the text.

One of the values of rhetorical words and phrases is their ability of creating emotional effect on audience. In that sense, the phrase “thou and thy seed” meaning “you and your children” has accomplished its duty which is to create a sense of nostalgia and a proposition that this is an eternal truth. The expressive values obtained here arises from the combination of archaic words and metaphor.

It comes to me that, from the above examples, the metaphoric saying “*Pathwalker, there is no path. You must make the path as you walk*” is the most expressive and implicative one. It indicates that the way to the new, often the better, is never paved. We can easily find Gore’s ideology that it is not easy at all to change the world and to solve the climate crisis. On that way, there is no guider. We have to experience ourselves, and we should be ready for any challenges, difficulties and obstacles. Again, he is calling for courage, enthusiasm and intelligence.

### **d. Metaphor**

In this lecture, the audience could feel of the irony, the pain in the phrase “*political obituary*” (line 15) which is used when Gore recalls the judgment of his service after eight years in the White House as the vice president.

Such expressions cause a feel of worry and fear as well as the imagination of the danger of what we are doing to the earth. A painful picture of consequences which is not less destructive than a war is painted. Moreover, the verb ‘locked’ in (3) suggests an impasse; and seemingly there is no way out.

It is clearly that those metaphors well served their author’s purpose of giving warnings.

## **2.2. Grammatical Analysis:**

### **2.2.1. The relational values of Grammatical Features:**

According to Fairclough (1989), the relational values of grammatical features are obtained by the use of personal pronoun, mood, and modality. We will examine those values in this lecture respectively.

#### **The use of personal pronoun:**

The text witnesses an interesting sudden shift from the personal “I” in previous sentences to the inclusive “us” in line 24. By that shift, Gore makes his audience involved in the “fateful choice”. Also, that shift releases the idea (which is a major idea of the whole speech) that the responsibility of creating a fine future is not that of any single person but of the whole society as a united entity.

By the predominant use of the inclusive “we”, Gore successfully transmitted his ideology which is the solidarity, the union, the alliance are needed on the way to “*make it right*”. By that “we”, he confirmed that on the difficult way ahead, not only the world leaders, the scientists but also every single person counts. And thus, he makes every hearers feel being part of his lecture.

Of course, still in the speech, we can find some other personal pronouns such as I, He, They. However, they are not used for either the separation or the differentiation. Rather, they serve for exemplification.

#### **Mood**

In Fairclough’s viewpoint (1997), there are three major modes: Declarative, Grammatical Question, and Imperative.

Remarkably, most of the sentences are declaratives. They are reasonably used to serve the author's purpose of sharing scientific evaluations and warnings of the climate change as well as his suggestions of what are supposed to do to solve the climate crisis.

In the total of hundreds of sentences in this speech, there is no appearance of questions and only two inclusive imperatives were found:

- *Let us acknowledge that if we ... (line 241-242)*
- *So let us renew it, and say together ... (line 264)*

Yet, these imperatives are not functioning as commands; they sound more like suggestions or appeals to hearers for the courage, generosity, and readiness to sacrifice.

### **Modality**

It comes to our attention that in this speech, modality is used widely, especially in the third part of the speech where Al Gore discusses the solutions for the climate crisis.

We can find thirteen appearances of "will" in lines 20, 40, 44, 136, 146, 154, 194, 230, 233, 258-260. In some places, will is used to express Gore's willingness:

But more importantly, in most places it occupies, it is used to show his certainty about fact and future. For examples:

With the semantic implication of the auxiliary WILL here, Gore is somehow exercising his power. He is giving the audience no chance to doubt or to argue about the certainty of his propositions.

That kind of power relations between the speakers and the audience is also expressed via the use of such other modal auxiliaries and verb as MUST, SHOULD, and NEED.

The modal auxiliary MUST is utilized in this speech with the purpose of clarifying humankind's responsibility, for examples:

"Need" and "Should" are the next two modal words used several times in this speech. With the appearance of the verb "Need" and the auxiliary "Should" which can be treated as conveyers of Gore's suggestions, the audience could see the shadow of an advisor, the job he has done well since he was the vice president of the United State:

As it is observed, modality is used quite regularly in this speech as a tool of power. Pragmatically, the above propositions with the use of MUST, SHOULD, NEED can be interpreted as direct requests/commands, and advices which call for bold, decisive, and quick actions. Among the three, the modal auxiliaries MUST is used most often. Semantically, MUST implies an obligation. Using MUST here, Gore is leaving his audience no alternative choice. He is demanding them. And as a matter of fact, Gore has the power to make requests. In this speech, Al Gore is standing on the position of the winner. He is the winner of the Nobel Peace Prize 2007, of course, but more importantly, he is representing the winners in the struggle over the manmade climate change. Al Gore and those who love peace and work for the global environment won. This makes him powerful over his audience, which explains such a determinative, decisive, and tough language. By the using of the above modal verb and auxiliaries, Gore makes the audience aware of their situation and responsibility.

### **2.2.2 The experiential values of grammatical features:**

Referring to Hallidayan Grammar, transitivity (process and participant), voice (passive/ active), negative/ affirmative sentences are of concern in the investigation of the experiential values of grammatical features.

#### **a. Transitivity**

Transitivity generally refers to how meaning is represented in the clause. It plays a role in showing how speakers encode in language their mental picture of reality and how they account for their experience of the world around them. Since transitivity is concerned with the transmission of ideas it is considered to fall within the realm of the ideational function of language.

With respect to transitivity, it is noticed that the three major types of process used in this lecture are material process (13.7%), relational process (43.6%), and verbal process (31.2%), and the rest is mental process and existential process which count few in so are not to be discussed here.

#### **b. Use of active/passive**

Concerning the use of passive and active, it is remarkable that of the total more than 130 sentences, there are only seven passive ones. That the active voice is used

predominantly is absolutely reasonable when warning and appealing are purposes of the speech which results in the necessity of emphasizing the agent. Mostly, the agent of the actives in this text is “we” human beings ourselves. In this speech, Gore confirms that we are the cause of the climate changes for what we have done, and that no one but we are the one who has the duty to repair it: “*we are what is wrong, and we must make it right.*”

E.g.:

- *We dumped another 70 million tons of global-warming pollution into the thin shell of atmosphere... (line 38)*
- *we will dump a slightly larger amount, with the cumulative concentrations... (line 40)*
- *we shared that same worthy goal when we began burning massive quantities of coal, then oil and methane (line 74)*
- *we must quickly mobilize our civilization with the urgency and resolve ... (line 115)*
- ...

### **1.2.3. The expressive values of the grammatical features:**

As a means of emphasis, the inversions in this text create particular emotional effects on the hearers: they bring a sense of certainty of the imminence. For examples:

- *But neither need be our fate. (line 114)*
- *Now comes the threat of climate crisis. (line 131)*
- *... so too can we find our greatest opportunity in rising to solve the climate crisis. (line 180)*
- *... so too must be their solutions. (line 189)*

The structure repetitions are quite popularly used in this text:

- *The truth has the power to set us free (line 140)*
- *Truth also has the power to unite us and bridge the distance between “me” and “we”. (line 141)*
- *we have the ability to solve this crisis ... (line 31)*

- *we have the opportunity to gain the moral authority and vision ... (line 184)*
- *we have everything we need to get started... (line 262)*

The above repetitions help to create and transmit a belief to the audience which is that we have the chance to success.

An interesting point in this speech is the situational repetitions and corresponding word and phrase repetitions which create a strong emotional effect on hearers. For instances:

By recalling historical events, Gore is making comparisons. He is creating a feeling that apparently there are historical repetitions. And apparently he is making rhetorical questions: if Nobel found the way to make up for his mistake, why couldn't we?, and if Hull's generation succeeded in solving his time problem which was fascism, why couldn't we succeed in solving our time problem? And obviously, he is also implying that the climate change today is as dangerous as the wars in the past.

#### **1.2.4. The cohesion of the text:**

We can see that the main style of developing ideas in this discourse is the deductive organizing pattern which entails the anaphoric reference as the key cohesive device. This kind of reference ensures the unity of the topic throughout the speech. For example:

- *"We, the human species, are confronting a planetary emergency – a **threat** to the survival of our civilization that is gathering ominous and destructive potential even as we gather here. But there is hopeful news as well: we have the ability to solve **this** crisis and avoid the worst – though not all – of **its** consequences, if we act boldly decisively and quickly."*

The statistic of the sentence/clause references shows that the anaphoric references counts up to approximately 87%. In a genre of a speech, this kind of reference makes it easier for audience to follow the speaker's ideas. The prominence of this type of reference realizes Gore's concern about the hearers. As it is observed, the anaphoric reference is used among sentences and clauses discussing the threat of climate change and its consequences, and those discussing the new consciousness of action methods against that challenge:

... “ we must ensure that ... we do not invite the establishment of ideological conformity and a new lock-step “ism” .... **That** means .... **This** new consciousness...”

As a means of cohesion, lexical repetitions play an important role in keeping up the main theme: the climate change problem.

### 1.2.5. Thematic analysis of the text:

It is found in this text that in most of the clauses, what is supposed to be the given information are regularly located in the theme. This is an absolutely usual happenings in declarative clauses (which claims for a great account in this text). Organizing information in such order, the author is leading his audience to the news which is unheard or unexpected. By doing so, he is exercising his power over the hearers in the sense that he is informing, then warning them, especially when he is reporting the probable consequences of the climate change as exemplified below:

Line 48-50	<i>Last September 21, as the Northern Hemisphere tilted away from the sun</i>	<i>Scientists reported with unprecedented distress that the North Polar ice cap is “falling off a cliff”</i>
	Theme	Rheme
	Given	New
Line 56-58	<i>Major cities in North and South America, Asia and Australia</i>	<i>Are nearly out of water due to the massive droughts and melting glaciers.</i>
	Theme	Rheme
	Given	New

This conflation is also found when Al Gore suggests solution for the global climate crisis. He convinces the world by directing the way to go:

Line 156-	<i>We</i>	<i>must ensure that entrepreneurs and inventors everywhere on the globe have the change to change the world.</i>
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157	Theme	Rheme
	Given	New
Line 189- 191	<i>We</i>	<i>must begin by making the common rescue of the global environment the central organizing principle of the world community</i>
	Theme	Rheme
	Given	New

Concerning the markedness of theme, it is noticed that there is a prominence of unmarked themes. Out of the total 133 sentences and clauses counts only 41 marked themes. - *seven years from now (line 54)*

- *in the last few months, it has been ... (line 55)*

In some others, by the time circumstance topical theme, the speaker means to prove that the warnings of the climate changes and its consequences was given before. Definitely, those warnings are not newly reported, instead, the world has known about those warnings:

- *last September 21, as the Northern Hemisphere tilted away from the sun, ... (line 48)*

- *even in Nobel's time, ... (line 77)*

- *seventy years later, ... (line 83)*

- *more than two decades ago,... (line 103)*

- *fifteen years ago, ... (line 192)*

This time circumstance topical themes suggest a continuity of scientific warnings.

As for the unmarked themes which conflates with the Subject, the participant is mostly the inclusive 'we', 'scientists' (and its equivalent 'science', 'research',...), *future* (and its equivalent 'they').

In short, the power relation between the speaker and participants in this text has been expressed by the conflation of thematic structure and information structure. Besides, the speaker's ideology of the climate problem as well as the human's responsibility has been well embodied in the markedness of themes.

### **1.3. The macrostructure of the discourse:**

This lecture was delivered in such a context that people are more concerned with the matter of environment when there are more and more natural catastrophes reported to be in connection with human activities. However, it is the fact that a lot of people including respected leaders are ignoring our impact on the earth and our own environment. Gore delivered this speech in a Nobel Peace Prize Award. He wisely took it a chance to disseminate the idea of the manmade climate change and appeal for a counteraction against such change.

This speech, as part of the efforts to disseminate greater knowledge of the climate crisis, was made to give warning of the probable threats, and to convince people to gather and stand against climate changes. And for the sake of persuading, in this text, the organizing pattern of problems (illustrated by scientific arguments and evidences) – solution was used. This pattern helps improve the persuasiveness of the whole text and reveal the author's ideology.

As typically in speeches delivered in an Award, the very first part is the recipient's acceptance and acknowledgement. However, here far more than that, Gore tactfully set the background for the whole discourse in his acknowledgement which extents from the beginning to line 27. The background evaporates the idea of our responsibility for our future and our seed. As well it orients the audience to "*the choice to serve the cause of peace*":

- *Sometimes, without warning, the future knocks on our door with a precious and painful vision of what might be. (line 5-6)*
- *The distinguished scientists ... have laid before us a choice between two different futures... "Life or death, blessings or curses. Therefore, choose life, that both thou and thy seed may live." (line 23-27)*

That the problems are listed in succession makes us believe that we are really in a problematic situation, and more seriously we are facing the problem of life and death. It can also be seen that the more problems are stated, the more clearly the threats are described. By stating problems and obvious inconvenient truths, Gore leaves on the audience an impression that we humankind and the earth are now at two different sides on the battle. Thus an emotional effect has been successfully created.

It can be said that this text is a part of the struggle over the climate threats. And to a certain extent, it has been proving its effectiveness in that struggle. We know that during the year 2008, the environment issues have been of the most crucial topics to be discussed in international conventions and meeting with the focus on manmade climate crisis. And the year 2009 is made the important transitional year of the climate acts as a result. It can be said that this discourse (of course in combination with various environmental document) partially has certain effects leading to changes in leaders' attitude toward the basic challenge. Besides, recently, on December 6, 2008, people around United States gathered in solidarity with other 92 countries around the world to demand climate actions. Gore's prayer in the Nobel Peace Prize Award that "*those who can hear me will say, "we must act"*" (line 21) has become true. And that is the way the discourse affects the social structures: it is changing the social superstructure.

### **3. Interpretation of the discourse:**

#### **3.1. The situational context of the discourse**

It can be realized that there exists a close relationship between this discourse and Gore's famous book: **Earth in the Balance: Ecology and the Human Spirit** which had taken him three years to write and was published in 1992. The two discourses share the description of the severity of today's environmental crisis. They two launch the urgency of solutions to re-establish the balance between humankind and the earth. It can be said that the analyzed speech is a successive discourse of "**Earth in the Balance: Ecology and the Human Spirit**"

As far as participants are concerned, it is easily realized that the speaker and audience are the principal participants expressed via the inclusive "we". Most of the sentences in this speech have "we" as the subject, which serves to confirm the ideology that we are

the actor, the cause of all the climate changes, consequently we are the due victims of natural catastrophes resulting from such change. And therefore, no one but we should be the actor of repairing activities. Particularly, in this speech, there are participants who are the direct victims of the consequences:

- *Desperate farmers are losing their livelihoods. (line 58)*
- *Peoples in frozen Artic and on low-lying pacific islands are planning evacuations... (line 59)*
- *Climate refugees have refugees have migrated into areas already inhabited... (line 63)*

They are the specific evidence for the claim of the imminent threat and likely consequences.

### **3.2. Gore's stance and his ideology:**

It is believed that the speaker's/writer's personality or stance has much influence on his ideology. In this speech, we can see that the interests of environmental issues and science brought Gore scientific and sharp speculations when he was reasoning. Apart from that, decades working as a politician, especially his time of vice presidency make him realize the power of the leaders and their role. Therefore, in this speech, he emphasizes the world leaders' reactions and their decisive role in the counteraction against global warming and climate changes:

### **3.3. The language use**

This lecture sees Gore as a skillful user of syllogism, which helps him create convincing argument. As an example, it should be reminded here that in this speech, Gore makes use of the glorious event which is the war against fascism and the corresponding historic comparisons as weapon of persuading. He awakes the pride of history within each person on one hand, and raises an awareness of responsibility on the other. He makes a comparison between the social circumstances of the two historical time: the fascism crisis of the years 1940s, and today's climate crisis. The two generations share the same social situation which is facing the global challenges.

The father generation accomplished the responsibility for us, and we will complete our mission for our next generation:

*“Just as Hull’s generation found moral authority in rising to solve the world crisis cause by fascism, so too can we find our greatest opportunity in rising to solve the climate crisis.”* (line 179-181)

### **3.4. Presuppositions**

It can be seen that while the first two sentences presuppose the consequences of the climate crisis, the two later contain presupposition of our attitude towards the challenge.

By the presupposition trigger “Climate refugees”, Gore affirms and makes audience accept the truth that there exist people who are suffering from the flood, draught, and wildfires and are unwillingly trying to flee away from their own home to avoid the severity of such consequences. This is a phrase of much expressive and imaginative value. It activates the image of flows of tired and starved people with a vague hope of future.

Whereas, the phrase “stronger storms” is an assumption of natural disasters with greater and greater destructive potential which have been common in the last decades. Together with “climate refugees”, “stronger storms” are an undeniable truth which serves as evidence for the argument that “the catastrophe now threatening us is unprecedented”

The last two examples contain the assumption of our insensibility to the probable challenge.

The third example conveys the assertion that either intentionally or unintentionally, we are ignoring the impact of our cumulative actions, and shamefully that is a truth. It reminds audience of a common knowledge that the leaders of the big countries who have great influence on the world have been always delaying the approval of Kyoto Protocol and similar treaties concerning the emission of CO<sub>2</sub>.

As it is presupposed in (4), a dangerous illusion is existing among us. That is the *“misleading assurance that the threat was not real or imminent; that it would affect*

*others but not ourselves*". (line 120). Ironically, that illusion is controlling our mind and our action, it imprisons us. It prevents us from making right decision and act decisively.

In short, making use of presupposition, the author has activated the MR at the audience for one proper interpretation of the text. He is trying to persuade audience of the imminent threat and consequences. On the other hand, he is indicating and proving that "*we are what is wrong*", and indirectly appealing us for correction activities.

## Part C

### CONCLUSION

#### 1. The findings:

The analysis of vocabulary used in the text has shown Gore's attitude towards the problem of the climate change: it is a real threat, however, we the human species have the power to solve it. Negative vocabularies are used to describe the danger of such threat, whereas, the belief in human strength and ability is expressed by positive ones. The analysis of vocabulary also reveals the social relations within the text which conveys the speaker's respect to science and scientists who provide evidence of the climate change, and his concerns about audience and audience's strength. Besides, this analysis also proves the persuasiveness of the discourse via the linguistic unit and metaphors utilized.

As well, grammatical features are also means of sending the speaker's message in which he values the solidarity, union, and coalition by the inclusive pronoun 'we', raises the awareness of climate crisis, expresses the belief of our responsibility via the use of declarative mood and such modal verbs as *need*, *must*, and *should*.

In terms of transitivity, the three major processes utilized are material process, relational process, and verbal process. In the material process, the human beings are assigned the actor with an implication that we are the actor of the changes to the climate. The relational process expresses the seriousness of the climate crisis, as well as the belief that we are capable of fixing the problem. Meanwhile, the verbal process improves the convincing of the discourse by the objectiveness that the sayers who are scientists bring to the warnings and evaluations in the discourse.

As far as the thematization is concerned, the conflation of the thematic structure and information structure bears the power relation between the speaker and hearers in which the speaker is more powerful in the sense that he is informing the hearers of the news and by doing so, he is warning, convincing and demanding them. Meanwhile, the markedness of themes is ideologically made use of. While the marked circumstance themes are used to

emphasize the existence of the continual scientific warnings of the climate change, the unmarked theme conflating with the subject 'we' expresses the concern of our role and responsibility of the global problem.

The macrostructure of the discourse which is organized in the pattern of problem-solutions helps Al Gore perform his purpose which is to disseminate the greater knowledge of the manmade climate changes and to convince people to counteract such change.

The interpretation of the discourse makes it clear that the central topic is the climate crisis and our duty. The relationship between the speaker and other participants are that of companions, and coalition. Language is used to send the message of the imminence of the threats and the urgency of our decisive actions. The interpretation also unpack the power relation between the speaker and the hearers in which the speaker shows his superiority by making direct requests to the hearers.

The explanation of the discourse shows that this discourse is part of the social process. It is determined by the social process and shaped by the social relations of power. In it turns, it contributes to the changes in hearers' attitude and hence changes the social structure.

## **2. Conclusion:**

In this thesis, I have built up the background for the analysis of the Nobel Prize Lecture 2007 by collecting and gathering viewpoints of CDA scholars about language, power and ideology. My analysis has been much based on Fairclough's (2001) guideline questions on doing CDA and Halliday's (1994) Systemic Functional Grammar as a back up. In analyzing the discourse, I have concentrated on the most relevant factors which have contribution to the production and interpretation of the discourse. An attempt has been made to uncover the relationship between language, power, and ideology within the discourse.

The findings of the study serve as the answer for the research questions.

Concerning power, the speaker's power is explicitly expressed in the discourse via the popular use of modality most of which convey direct requests/demands. This power relation also arises from the conflation of thematic structure and information structure. On a whole, Gore does make his audience convinced by the use of expressive language in combination with the toughness and decisiveness in presenting the evidences, problems



and solution which make up the eloquentness of the discourse. And in that way he executes his power.

Ideologically, Gore's worries about the global warming effects and their probable consequences as well as his belief in human's ability of solving the problem have been clearly expressed by means of vocabulary, the predominance of relational processes and marked themes. The absolute use of the inclusive pronoun "we" also release his ideology of the solidarity and union and their strength on the difficult way to solve the global climate crisis.

The analysis of this lecture has been proving the effectiveness of Fairclough's framework as an instrument of CDA. It looks into every facets of language from vocabulary to grammatical features and their values to uncover the relationship between language, power, and ideology in discourse. However, it seems to me that Faiclough's framework much concentrates on the experiential values, expressive values, and relational values of linguistic units. Whereas, the persuasive values of language which much count for making explicit of the power relation within discourse; despite, apparently they are not clearly paid attention to in this frameworks. Persuasive values have a particularly significant role in political discourses. *"Politicians throughout the ages have owed much of their success to their skillful use of rhetoric, whereby they attempt to persuade their audience of validity of their views by their subtle use of elegant and persuasive language"* (Jones & Peccei, 2004:39). They exercise their power by means of persuasive language, and their power is improved when their audience is convinced. Therefore, in my opinion, a deeper look into persuasive values would make the analysis more thorough.

In conclusion, the analysis of the Nobel Prize Lecture 2007 has shown that this lecture well serves as an example for CDA scholars' viewpoint of the relationship between language, ideology and power.

### **3. Implications and suggestion for further study:**

#### **3.1. Implications:**

In the practice of teaching and learning language, especially foreign languages, the relationship between linguistic features and their meanings should be properly paid attention to. Teachers are to provide their students with linguistic resources to approach

and understand the real meaning underneath the chosen linguistic features and to discover speakers'/ writers' attitude via such use of language. For example, in the chosen discourse of this thesis, the speaker Al Gore mostly utilize the active voice. To properly interpret his intentional meaning throughout the speech, the learners should bear in mind the meaning of active voice which emphasizes the role of agent. Another example is the use of metaphors. Apart from being a rhetoric comparison, metaphor is a means of transmitting speakers'/writers' attitude towards and view on certain issues, which has been evidenced in the analysis of Gore's speech. Obviously enough, the understanding of linguistic features and their meanings help learners properly negotiate the intentional meaning of discourses and response correctly.

In short, in the teaching and learning language, teachers should explain explicitly the meanings and values of linguistic features to learners and instruct them to make use of them in combination with background and social knowledge for a full interpretation of discourse. Thus, in the acquisition of language, learners are able to use language creatively rather than merely to do imitation.

### **3.2. Suggestion for further study:**

Due to the size of a minor thesis, the work only deals with the relation of power and speaker's ideology through the relational values, experiential values and expressive values of the linguistic features. However, in the process of analyzing this discourse, it comes to me that this is a discourse of high persuasiveness. The persuasion in this discourse lies in the speaker's personality and stance, the arousal of emotion, and the rhetorical means. Therefore, I believe that power and ideology in the light of persuasive values would be an interesting topic to do a study on.

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