

A Critical Discourse Analysis of Doctor Dickson Tsey's Speech on Quality Teacher Education in the 21st Century

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Abstract

Aim: Socio-education drives the growth and development of contemporary societies. Quality teacher education greatly influenced learning outcomes. The study aimed at exploring how language was employed to call for strategic partnership in the production of quality teachers in a speech by Doctor Dickson Tsey.

Methods: The study employed qualitative method specifically the critical discourse analysis to analyze Doctor Dickson Tsey's speech.

Results: The study found out that frequent use of simple present tense articulated the real issues of quality teacher education during the speech delivery. It was obvious that the speaker identified himself as a stakeholder of quality teacher education due to his frequent use of we/us; pronouns in the speech. Doctor Dickson Tsey's chose and used possessive adjectives such as my, our, your, his and her as modifiers in his speech to describe the ownership of AMECO. Figures of speech such as hyperbole, idiom, repetition and personification were used by Doctor Dickson Tsey to create mental images and sensory impressions for emotional effect and intensity. It was also found out that the speech called for stakeholders' support for quality teachers' education.

Conclusion: The roles of strategic partners in providing quality teacher education cannot be underestimated. Stakeholders such as government, the church, traditional leaders, principals of colleges of education, alumni, staff and students were addressed by the speech suggesting that partnership is very crucial for quality teacher education in the 21st Century.

Recommendations: The study recommend that Doctor Tsey's speech should be considered by policy planners of education to enable them factor quality teacher education programmes into the country's educational policies. Colleges of educations should incorporate quality teacher education activities into their curriculum to enhance their training. Stakeholders of teacher education should initiate programs to create awareness in the public on the need to support quality teacher education. There should also be unity among the stakeholders and the colleges since a strategic partnership cannot be built in the absence of strong collaboration and togetherness. This study shall serve as a basis for further research in areas that influence learning outcomes such as community-teacher relationship.

Keywords: *Critical discourse analysis, quality teacher education, Amedzofe, education, AMECO*

1.0 INTRODUCTION

Education determines the path of human development. Quality teachers provide the people with critical thinking ability to overcome challenges such as poverty, hunger and diseases for sustainable growth in the 21st Century. This study analyzed the speech of Doctor Dickson Tsey, the Principal of the Evangelical Presbyterian College of Education, Amedzofe (AMECO) in the Volta Region of Ghana in socio-educational context. The speech was delivered on the 29th of April, 2022 to climax the 75th Anniversary Celebration of one of the oldest colleges of education in Ghana. Analysis is a process in which complex issue/issues are investigated in order to understand its component units by breaking them down into pieces. Discourse Analysis simply refers to the linguistic analysis of connected writing and speech and the major focus in Discourse Analysis is the use of language in social context (Sipra & Rashid, 2013). With the motto 'Education for Service', Evangelical Presbyterian College of Education was founded on the 10th of February, 1946 on the top of the ancient fold mountain of the Akwapim-Togo Ranges at the Eastern part of Ghana. The geographical location of the institution was described by many as the highest point of human survival since its position is said to be at the summit of the second highest mountain range of the country. The location is 459-609 metres high and has interesting and fascinating features such as rolling hills and forested valleys (Kofifah, 2008). The hospitality of the Chief and people of Avatime has greatly affected teaching and learning in the college. As a Christian faith-based institution, its main objective was to train and prepare Africans for the propagation and teaching of the Gospel (AMECO, 2022).

The speech was delivered at a time the college was going through infrastructural challenges in terms of lecture halls, students' halls of residence, library facilities and lecturers' bungalows. Couple with these were inadequate basic facilities that can enhance effective teaching and learning to promote quality teacher education and training. The speech was to address the aggravated problems of the colleges due to the up-grading of the colleges of education in the country (Buabeng et al., 2020). The new reform was to enhance the introduction of the four-year bachelor in basic education degree which was to facilitate all basic school teachers in Ghana to be the holders of bachelor of basic education degree. This is in line with the Ministry of Education's vision of preparing and equipping all Ghanaians 'with relevant education and productive and adaptive skills to promote the socio-economic development of the country' and the adoption of the UN Sustainable Development Goal (ADG; Goal⁴) to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (T-TEL, 2017).

In view of this, there were structural changes in Ghana's teacher development policies and practices following the adoption of a new education programme which took effect in 2018 with the intake of the first batch of 4-year degree students in the country's colleges of education (Buabeng et al., 2020). The speech covered a wide spectrum of challenges confronting quality teacher education and training. Some of the challenges call for the support of infrastructural development, the college's strategic plan, staff development, introduction of new programmes and the on-going development in the college.

1.1 Purpose

The purpose was to investigate the implications of Doctor Tsey's choice of certain lexical items in a discourse presented during the 75th Anniversary Celebration of the E P college of education and

to highlight the choice and use of certain grammatical patterns including verb forms, modal structures, nouns and pronouns.

1.2 Objectives of the Study

1. To provide textual analysis of Doctor Tsey's anniversary speech on quality teacher education.
2. To examine the implications of Doctor Tsey's choice and use of words on strategic partnership in quality teacher education of the 21st century.

1.3 Research Questions

1. How does the use of textual/stylistic strategies of Doctor Tsey reflect the state of affairs in terms of challenges confronting quality teacher education in the speech?
2. How do the stylistic features represent the views of stakeholders in developing the colleges of education for quality teacher education in the speech?

2.0 LITERATURE REVIEW

2.1 Theoretical Framework

Fairclough (1989) developed a framework for the analysis of social practice which contains three-dimensional models with a range of different concepts interconnected within the complex three-dimensional mode. The meaning of the concepts varied slightly across Fairclough's different works. Discourse was seen as both constitutive and constituted. Fairclough distanced himself from structuralism and came closer to more poststructuralist position. It is important to Fairclough's approach that discourse is an important form of social practice which both reproduces and change knowledge, identities and social relation including power relation and at the same time it is also shaped by other social practices and structures (Fairclough, 1992). Discourse is a dialectal relationship with other social dimensions. Critical Discourse Analysis aims at investigating critically social, political, economic and cultural inequality. The inequitable distribution of social good activities, subjects, and their social relations, instruments, objects, time and place are the areas of study by CDA. Forms of consciousness, values, discourse, money, wisdom, possessions, technology, control, academic intelligence, verbal abilities, age, knowledge, literacy and common sense are dialectically related as they are represented, expressed, signaled, constituted, legitimized and so on by language use (Wodak, 1989; Fairclough, 1992)

The linguistic theory that Fairclough based his framework on is referred to as Hallidayan Systemic Functional Linguistics (SFL). The theory of Halliday (2014) takes a functional approach towards analyzing a text. It aims at examining sentences in their context and finding the intended meaning expressed by the text. Despite his awareness of the point that textual features of discourse manifest themselves in linguistic properties, Fairclough takes an interpretive approach in analyzing a text instead of a descriptive one which is practiced widely by linguistic analysis. For Fairclough (2009) critical discourse analysis oscillates between a focus on structure and a focus on action between a focus on shifts in the social structuring of semiotic diversity (orders of discourse), and a focus on the productive semiotic work which goes on in particular texts and interactions. In both perspectives, a central concern is shifting articulations between genres, discourses, and styles of the shifting social structuring of relationships between them. This achieve a relative stability and permanence in orders of discourse, and the ongoing working of relationships between them in texts and interactions. The term 'interdiscursivity' is reserved for the latter: the 'interdiscursivity' of a

text is a part of its intertextuality, a question of which genres, discourses and styles it draws upon, and how it works them into particular articulations.

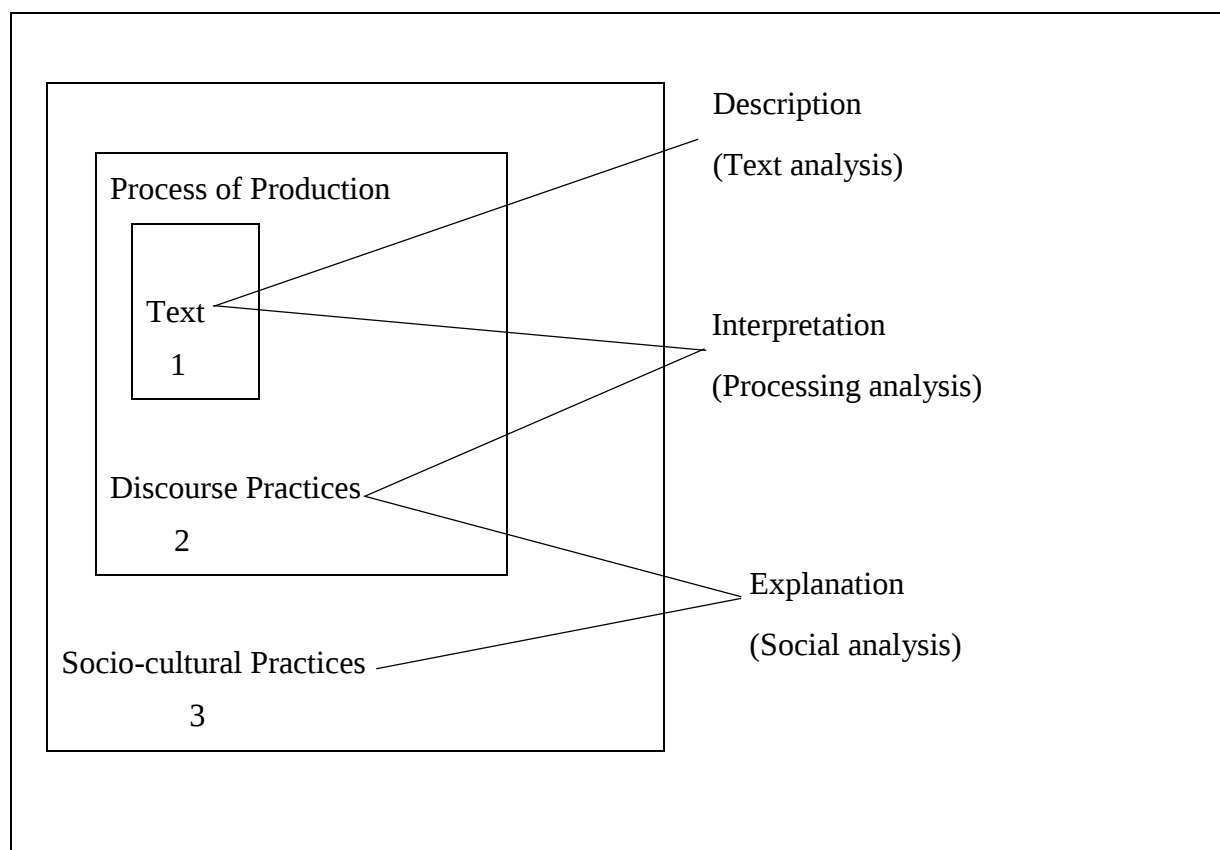


Figure 1: Dimensions of discourse analysis

Source: Fairclough (1992)

Texts: Speech, writing, visual image or all the above mentioned (description)

Discursive practice: This relates to the process of production, distribution and consumption of text and also mediates relationship between social practice and text (interpretation).

Social practice: This is where the communicative event belongs. It analyzes the discourse and genres which articulate the analyses of linguistics structure as well (explanation).

The general purpose of the three-dimensional model is to provide an analytical framework for discourse analysis. The model is based and promotes the principle that text can never be understood or analyzed in isolation. They can only be understood in relation to webs of other texts and in relation to the social context. The text under study follows the three-dimensional model theory of Fairclough (1992). The analysis has demonstrated the theorization and description of both the social processes and structures which give rise to the production of a text. The social structures and processes within which individuals or groups as social (historical) subjects, create meanings in their interaction with the texts and the semiosis (Fairclough, 1992). According to Wodak (1989), Text-Power relations and discursive practices that CDA chooses is the perspective of those who

suffer most and it critically analyses those in power, those who are responsible, and those who have the means and the opportunity to solve such problems.

2.2 Empirical Review

2.2.1 Critical discourse analysis

Critical Discourse analysis as a new field of research has been investigated by many authors and scholars. According to Aschale (2013), Critical Discourse Analysis is a “transdisciplinary approach” to the study of discourse and discourse analysis. This views “language as a form of social practice” (Fairclough, 1989) and focuses on the ways social and political domination and how the distribution of “social goods” are represented and reproduced by text and talk semiotically. (Maxwell, 2010) defines this field, which she calls ‘critical linguistics’, as an ‘interdisciplinary’ approach to language study with a critical point of view for the purpose of studying language behavior in natural speech situations of social relevance. According to Fairclough (2009), CDA investigates the relation between texts and the discursive practices and processes of social and cultural structures filled by the associations of struggles over power and ideology. The two definitions point to the fact that CDA focuses on the study of behavior as carried out in a speech or texts. That is how language is used to describe the day to day transactions in society as far as human interaction is concerned. (Van Dijk, 2006) opined that CDA addresses social problems and shows that power relations are discursive. Besides, discourse constitutes society and culture, and it does ideological work where the link between text and society is mediated. Discourse analysis is interpretative and explanatory that is historical in the form of social.

CDA is noted for its role in analysis of political speeches and other speeches that deal with power and oppression. The CDA is often applied to analyze political discourse including the public speech in which the speaker gets favorable response from the audience (Wang, 2010). Moreover, Sipra and Rashid (2013) opined that CDA analyses the use of the language in a real context and how language reveals their cultural, social and ethnic backgrounds. They are of the view that choice of lexical and syntactic features of a language represent the broad socio-cultural background of the speakers. CDA focuses on how their language reflects discursive practices in the binary relations. This reveals the significant role language plays in socio-cultural relationships and development. Human interaction is greatly influenced by the choice and use of words which is driven by the receptive skills of the audience. Language is the heart of every communication, the choice and use of language determine the appropriateness and clarity of the speaker’s intentions (Vinyo et al., 2022). Language as a practice of creating hegemony, power and dominance as being used in a society, seems to be a complete reflection of social practices like a mirror.

The types of language used among the members of society reveal the social relations like communication of a director of a company with a clerk or a day laborer would clearly draw line and the linguistic choice of director would reveal his/her hegemonic attitude. Historical perspective of discourse plays vital role in getting the meanings of the text. Every text carries certain historical perspectives and contexts which clarify the meanings in that particular context (Fairclough, 2009). This suggests that every speech/text has underlying factors which becomes the driving force of the speaker’s text in terms of choice and use of words. The socio-educational discourse this study seeks to analyse has a direct link with socio-cultural development. The socio-educational goal is to better understand the role of the school environment on students’ well-being and most importantly, develop a method to support school improvement plans (Janosz, 2017).

2.2.2 Socio-education and teacher quality

Socio-education consists of constructivist approach, among others. Socio-training, on the other hand, based on social constructivism and complex thought (Hernandez et al., 2015). It is all about orienting the training of people within the framework of the challenges of the social knowledge society, seeking to ensure that they have a solid ethical life project and contribute to the social fabric and socio-economic development. (Hernandez et al., 2016). Resources of the society are channelled to societal development through quality education. This investment builds a strong society free of miscreants and social vices; deviant behaviours such as criminals, drug addicts, thuggery homicide, armed robbery and irresponsible parenting. Education can bring significant benefits to society, not only through higher employment opportunities and income but also via enhanced skills, improved social status and access to networks. By fully recognizing the power of education, policy makers could better address diverse societal challenges (OECD, 2013).

Public education is a worthy investment for state government, with immense social and economic benefits. Individuals who graduate and have access to quality education throughout primary and secondary school are more likely to find gainful employment, have stable families, and be active and productive citizens. They are also less likely to commit serious crimes, less likely to place high demands on the public health care system, and less likely to be enrolled in welfare assistance programs. Investing in public education is thus far more cost-effective for the state than paying for the social and economic consequences of under-funded, low quality schools (Mitra, 2010). The speech under study focused mainly on the discourse community in the domain of society and education. That is how quality trained teacher can provide good education to impact and transform the life of the people economically, socially and politically since investing in good education is the solution to the myriad of challenges confronting the 21st century.

2.2.3 School as a social unit

The school as a social organization or a micro community does not exist in a vacuum but has a closed relationship with the society it has derived its existence from. The society greatly affects the behavior of the school since it is the society which prescribes its values, policies and makes sure the school abides by them. The teachers, union of the teachers and the students in the school and the forces like political parties, association, groups of economy, religious communities, science and scientific organizations out of the school affect the school and the education in a direct or indirect way (Berner, 2013). The school is made up of individual personalities bond together in an organised relationship with each other. It is a formally oriented body with specific structures and specific functions. The common inputs are things like school resources, teacher quality, and family attributes, and the outcome is student achievement. Schools are important organizations that prepare our children for adult roles and their working mechanism has a strong effect on the quality of education (Bozkus, 2014). In this regard, the speech tries to reveal the responsibilities of the school as a social organization in charge of preparing and transforming the youth according to the culture of the society to promote peace and harmony in their communities. That is if the school as a social unit is well resourced, it will deliver its responsibility to satisfy the societies they serve in general.

2.2.4 Quality teacher education

The goal of education in the 21st century is to achieve results. UNESCO (2021) report on education in Sub-Saharan African countries is dubbed *Ending Learning Poverty: What will it take?* This report bemoans the low level of literacy proficiency among primary school learners. The report suggests that the progress made so far in reducing learning poverty is far too slow to meet the aspirations of SDG 4. It estimates that by 2030 about 43% of children at age ten will still be learning with poor learning outcomes. The outcome of this report compelled many countries including Ghana to put in place educational reforms as a remedy to see the end of learning poverty among the Ghanaian children. It is obvious that Ghana has experienced various forms of education since pre-colonial era and it is without prejudice to say that as the various governments make such changes with the intentions of raising the quality of life of the people. The emerging quality of education inherent in the reforms seems to be a mirage (Adu-Agyem & Osei Poku, 2012). This assertion can be attributed to the fact that the needed attention was not paid to quality teacher education since no educational reform can be sustained without well trained teachers.

Teacher quality is a concept that has influence in the policy discourses driving education reform in recent years and continues to have an impact on school education and teacher education (Singh et al., 2021). The on-going education reforms in Ghana recognized and prioritized quality teacher education as a panacea. This has led to introduction of the four-year bachelor degree in basic education to train, enhance the quality of teachers at the basic level and to upgrade the existing diploma teachers. The success of a student depends most of all on the quality of the teacher. With the advent of standard based reforms, the quality of teachers has become a major concern of policy-makers, college and university presidents, especially at the colleges of teacher education and the public in general. Every child deserves a quality teacher (Topno et al., 2020). To make sure that the Ghanaian child accesses quality education, the four-year bachelor degree in basic education was put in motion in 2018 in all the forty-six colleges of education across the country to prepare and improve teacher quality for the tasks ahead.

There were structural changes in Ghana's teacher development policies and practices following the adoption of a new education programme which took effect in 2018 with the intake of the first batch of 4-year degree students in the country's colleges of education (Buabeng et al., 2020). The attention of the discourse community was drawn by Doctor Dickson Tsey's speech to realize the fact that quality teacher education is the only way education reforms can be successful or it is the quality of teachers produced by the colleges of education that can end the learning poverty in Ghana. The teacher is the pivot of the educational system and it is rightly said, that the quality of teacher that operates the system is a yard stick to determine the quality of education delivery as well as the extent of development in any society (Izuagba, 2009).

2.2.5 Challenges of quality teacher education

Efforts were made by governments to overcome the numerous problems confronting quality teacher education in Ghana. Some of these interventions are part of the various educational policies that gave birth to educational reforms. In spite of the numerous teacher education reforms, the quality of teaching and learning leaves a lot to be desired due to a myriad of factors. Such factors include lack of policy coherence, mismatch between expectations as espoused in official policy documents and what is possible within a constrained school system among others (Buabeng et al., 2020). The over-reliance on the colonial concept of education greatly affects the training of quality

teachers, especially the neglect of indigenous language and knowledge is also a problem confronting the training of quality teachers. Given their colonial past, a great challenge facing the country today is that they have inherited all the ideological and physical structures, including the fact that instruction continues to be in the colonial language (Paumau, 2007).

The increasing in enrollment in the basic schools of Ghanaian calls for the training of more teacher to meet the growing demands. This has led to infrastructural challenges since there were not enough lecture halls, halls of residence, lecturers' halls of residence and library facilities in these colleges of education (AMECO, 2022). Moreover, the introduction of the four-year Bachelor of education programme had culminated in additional one year of all students staying in college (Graphic on line, 2022). Inadequate infrastructure in the colleges of education is the concerned challenge affecting the effective running of these institutions. The text being analysed was loud on some of the challenges confronting the smooth training of quality teachers by the colleges of education in Ghana. Some of the problems mentioned in the speech are inadequate infrastructure, staff development and introduction of new programmes.

3.0 METHODOLOGY

The study employed qualitative approach specifically critical discourse analysis. Data was collected from the speech of Doctor Dickson Tsey, the Principal of the Evangelical Presbyterian College of Education, Amedzofe (AMECO) in the Volta Region of Ghana. The speech was delivered to mark the 75th Anniversary Celebration of the college. The discourse was analyzed step by step to unearth the intension of the speaker. Key areas of the analysis were the choice and use of certain grammatical patterns including verb forms, modal structures, nouns, pronouns and some linguistics features as contained in the speech. The concept of power, the concept of history, and the concept of ideology would be employed dialectically in this study to reveal the intent of Doctor Dickson Tsey on quality teacher education in the 21st century.

4.0 FINDINGS AND ANALYSIS

4.1 The Speech and the Discourse Communities

The study discovered that the speech delivered by Doctor Tsey was structured to communicate opinions, call for collaboration and support for quality teacher education from the discourse communities. This was strategically revealed in the structure of the speech being studied. The speech recognized the significant roles stakeholders play in issues relating to education in the 21st century. The speaker acknowledged the presence of stakeholders of education in Ghana by mentioning personalities and the speech communities (departments and organizations) they represented. Since the setting of the speech was an anniversary celebration, the speaker commenced by mentioning the “chairperson” who then served as an “Okyeame” the chief linguist for the occasion. The attempt was to call on him to deliver the message to the people according to Ghanaian culture. The chairperson who is considered as an experienced orator plays the role of Okyeame in delivering the message as carried by the speaker at the end of public speeches.

4.1.1 Political authorities

Education policy planners of the state who are gate-keepers of education were addressed by the speech. As the source of education policies in Ghana, the speech identified politicians who represented various political units. The Volta regional minister represented the president of the

republic of Ghana, and whose region the college is situated. Ministers of state representing various political ministries, members of parliament for the legislature and the district chief executive; the head of administrator of local policies, whose jurisdiction the institution is located. Knowing the roles political leadership play in education policy and planning in Ghana, Doctor Tsey drew the attention of politicians who has the power and financial muscle as far as, governance and developmental projects are concerned to pay attention to the need for quality teacher education in the country. Quality teacher education depends largely on the good educational policies and fair distribution of the national cake including infrastructure and human resource development in the colleges of education. Politicians were empowered by the mandate of the people to implement good education policies of the nation including quality teacher education.

4.1.2 The church

The church as the founder of the college was not left out. The speech acknowledged the presence of the church community (the clergy) by mentioning the Rev. Moderator of the General Assembly of E. P. Church, Ghana and the former Clerk of the General Assembly of E. P. Church, Ghana. This was done as to appreciate the church for the supports from the beginning of the institution. Also to acknowledge the fact that the church as a stakeholder is still relevant as a strategic partner in the process of quality teacher education. This an indication that the church in the 21st century is committed as a strategic partner in implementing quality teacher education policies.

4.1.3 Principals

The speech mentioned principals of other colleges of education to acknowledge and appreciate their work as administrators of these institutions who are confronted by common challenges as far as quality teacher education is concerned. In other words, Doctor Tsey strategically mentioned his colleagues in his speech to rally support for the successful implementation of quality teacher education policies in the country since they are administrative heads of colleges of education in Ghana. This emphasized the fact that principals of college of education has significant roles to play in the delivery of quality education because a quality teacher leads to quality education in general.

4.1.4 Alumni, staff and students

The speech recognized the past students of the college, known as Alumni of AMECO. Doctor Tsey's intention was to call on the alumni for their support in quality training of teachers. He also used the speech to welcome alumni since the occasion was seen as a home-coming event for the past students. To Doctor Tsey, the contribution of staff and students of AMECO cannot be overruled. Without staff and students, the school does not exist. Hence, they are factors in the equation of the development of the college. Speech was loud on the need for staff development. According to Doctor Tsey, without a well-motivated, well-trained and adequate human resource, the desire and aspiration to achieve quality teacher training in this 21st century will come to nothing. The speech briefed the discourse community on staff development currently being carried out in the college by organizations such as Transforming Teacher Education and Learning (TTEL), Ghana Tertiary Education Commission (GTEC) and the Ministry of Education.

4.1.5 Traditional authorities

Another group of people the speech recognized as very crucial in the training of quality teachers are the traditional leaders. This comprises of chiefs, queen mothers, priests and their elders. The collaboration from the local rulers is seen and considered as panacea to some of the challenges confronting teacher education in 21st century. Apart from being the stakeholders that patronise the services of the teachers, they also serve as landlords in the communities where some of the colleges of education were established. They are the representatives of the local people and the spoke persons of their people when it comes to issues of education. In the speech, Doctor Tsey mentioned Osie Adzah Tekpor VII, the Paramount Chief and President of Avatime Traditional Council, Togbewo, Mamawo. Their inclusion in the speech is an indication that the speaker had identified the contribution they made in the 75 years journey of the college. The speech mentioned the traditional leaders to appreciate the support the college had received from the chief and people of Avatime as a result of their hospitality. On the other hand, the Principal of the college appealed to the local people through their chiefs to continue their support to the college for quality teacher education.

4.2 Theme of the Speech

Doctor Tsey used the theme of text to articulate his views on quality teacher education. The Theme of the speech was “Restoring the past glory; repositioning AMECO as strategic partner in quality teacher education delivery in the 21st century”. The study identifies “*Restoring the Past Glory*”, “*Repositioning Ameco*”, “*as Strategic Partner*” and “*Quality Teacher Education Delivery*” as the working phrases of the Theme. “*Restoring the past glory*” suggests that AMECO has a record of outstanding performance when it comes to the training of quality teachers. A feat that had brought goodwill to the college and its products (teachers) since its inception was second to none. The college has over the last 75 years produced over 20,000 well-trained quality teachers who are contributing their quota in diverse ways to the development of this dear country (AMECO, 2022). The success story of the college had diminished due to the current challenges confronting the college and there is the need for the restoration of that glory. The efforts of restoration will not see the day light until the challenges militating against quality teacher education are overcome. The solution of the problems will reposition the college (AMECO) *as a strategic partner*. Strategic Partnership of AMECO with stakeholders of education create an avenue of collaboration *delivering of quality teacher education* to restore the past glory. Quality education results from collaboration and unity of purpose among parties including AMECO. Obviously, the Theme of Doctor Tsey’s speech identified quality teacher education as the only way of changing the narrative of the 21st Century from myriads of vices such as corruption, greed, pride, robbery to a Century of production and peaceful coexistence.

4.3 Detailed Analysis of the Speech

Table 1 shows that the speech is made up of 1168 words from the major word classes, 9 paragraphs and 43 sentences suggesting that the speech contains at least 9 topic sentences.

Table 1: Statistics of Doctor Tsey's speech

Statistical terms	Statistics
Word	1168
Paragraph	9
Sentence	43

4.3.1 Sentences

Doctor Tsey expressed his thoughts in simple, compound and complex sentences in his speech. Choosing what types of sentences to use in an essay can be challenging for several reasons. The writer must consider the following questions: Are my ideas simple or complex? Do my ideas require shorter statements or longer explanations? How do I express my ideas clearly? (Andersen, 2014).

Table 2: Sentences

Sentences	Frequencies	Percentage
Declarative	41	95.4
Interrogative	1	2.3
Imperative	1	2.3
Exclamatory	0	0
Total	43	100

It is obvious that 9 concerns of quality teacher education were raised in the speech and explained in 34 supporting sentences. According to table 2, interrogative sentences were 2.3%, imperative sentence was also 2.3% and 95.4% of declarative sentences suggesting that the speech was dominated by the expressing of feeling and opinions. From the above figure, we can observe that “declarative sentence” was the most frequently used by Doctor Dickson Tsey. It was used 43 times in the speech while interrogative and imperative sentences were used once and no exclamative sentence was used. The dominance of declarative sentence in the speech suggests that the speaker informed the audience by expressing his opinion, the fact on state of affairs as far as quality teacher education by the colleges of education is concerned. For instance, “*Many more of our staff have now understood the need to conduct research and are really improving.*” “*The challenging environment has produced tough and hardworking people like you.*” Are some of the declarative sentences used by Doctor Tsey to inform the audience? Declarative sentences were used to convey information or to make/form statements. Statements are used when we give information, express an opinion and so on. Statements are sometimes said to be in the declarative mood. They state a fact or an argument. They consist of a subject and a predicate. The subject may be a simple subject or a compound subject which is placed in front of the verb (Kuswoyo, 2014).

4.3.2 Modality analysis

The analysis looks at Doctor Tsey' position towards the state of colleges of education as expressed in sentences in relation to possibility and necessity of training quality teachers. Modality refers to

a speaker's attitude towards or opinion about the truth of a proposition expressed by a sentence (Wang, 2010).

Table 3: Modal verbs

Sample speeches	Low politeness	Median politeness	High politeness
Positive	Can, may, could, might, dare, have	Will, would, shall, should	Must, ought, has / had to, might
Negative	Needn't, doesn't, didn't, have	Won't, wouldn't shouldn't wasn't	Mustn't, oughtn't, can't, couldn't, hasn't, hadn't mayn't, mightn't

Table 4: Modal verbs in Doctor Tsey's speech

	Low politeness	Median politeness	High politeness
Positive	Can, could, may, need to	Shall, should, will, would	
Negative	Needn't,		Cannot

Table 5: Modality analysis of Doctor Tsey's speech (modal verbs)

Total number of words	Low politeness		Median politeness		High politeness	
	No.	%	No.	%	No.	%
1168	10	0.87	7	0.59	2	0.17

According to table 5, it is revealed that the speaker used modal verbs to communicate his intentions and judgment to the audience. The statistics above shows that the average use of modal verbs is about 0.54% in the whole speech. The use of modal verbs in the speech is in place since the address is delivered in spoken form. Compared with other verbs, modal verbs are more easily identified and understood and then accepted because at the time of listening to the speeches, there is no time for the audience to reflect (Wang, 2010). The choice and use of modal verbs in the speech arrests the attention of the audience and creates a sense of suspense that enables them to listen attentively to the speaker. For instance: *Nevertheless, I would attempt to convince you that there is little more to talk about to bring the expected necessary changes for this college to blossom to its full capacity. First of all, in my opinion, a strategic partnership cannot be built in the absence of strong collaboration and togetherness. We need to build strong relationships and friendliness to take us to the expected destination.*

4.3.3 Tenses

Tenses are time expressions which are part of grammar. More specifically, tenses are time expressions which encode time locations relative to other time locations, are linked to verbs and are part of grammar (Despraetere & Salkie, 2015).

Table 6: Analysis of tenses in Doctor Tsey's speech

Sample speech	Total	Present		Past		Simple future
		Simple	Perfect	Simple	Perfect	
Number of tenses	179	108	15	44	2	10
Percentages	100	60.3	8.4	24.6	1.1	5.6

Table 6 revealed that simple present tenses occurred most frequently at 108 times representing 60.3 % of the total number of tenses in the speech. Simple past tenses occurred 44 times to occupy the second position with 24.6% followed by present perfect tenses with 15 occurrences making 8.4 %. Simple future tense with 10 frequencies represents 5.6% was the fourth. Past perfect tense was the least used; it occurs 2 times of 1.1%. The frequent use of simple present tense told the real issues of quality teacher education at the moment based on fact. Doctor Tsey draws the audience's attention to the past glory of the college by using the simple past. He used present perfect tense in the speech to inform the audience about the current state of development in the college. For instance, *we have taken steps as management ..., many more of our staff have understood the need to....* He kept the audience informed that although challenges do exist, efforts were being put in to improve teachers' quality. Although simple future is used with less frequency in the speech, Doctor Tsey used the opportunity to create a sense of hope in the stakeholders by using simple future tenses. The less frequency of the simple future is the fact that human behavior is highly unpredictable and individuals cannot express definite actions about the future. One of the important features of this tense is that when it is uttered by presidents, respected characters, it can arouse people's motivation and hope in order to relate their beliefs to future's events (Sharififar & Rahimi, 2015).

4.3.4 Personal pronoun

The personal pronoun is a discursive device which interacts and illustrates with other elements in the context in constructions of communities and identities. This sometimes happens unconsciously, but other times it seems to be part of a more conscious strategy and contribute to the construction of communities and identities. It serves a particular purpose in interaction with other elements in context (Dam, 2015). Doctor Tsey used personal pronouns and possessive pronouns to articulate the need for quality teacher education.

Table 7: Personal pronoun

Personal pronouns		No.
First person	1 (me)	12
	We (us)	22
Second person	You (you)	12
	He (him)	0
Third person	She (her)	0
	It (it)	1
	They (them)	1

Possessive adjective/pronoun	No.
My (mine)	4
Our (ours)	8
Your (yours)	1
His (his)	1
Her (hers)	1
Its (its)	0
Their (theirs)	0

Table 7 shows that “we/us” which is the first person’s pronoun is the most used pronoun in the speech under study (‘we/us’ 22 times). “We/us” in Doctor Tsey’s speech referred to a group of people including the speaker. To some extent, the “we/us” in a context may be understood as the speaker and a section of the audience as used in the speech; ‘*We too, we can; let “us” individually donate willingly to the development of our alma mata*’. This showed that the speaker was calling on the section of the audience including him to do something together to develop the college. The use of the pronoun “we/us” could be divided into two categories: the inclusive “we/us”, which could be used to refer to the speaker and the listener/viewer and the inclusive “we”, that refers to both the speaker and the listener or listeners (Karapetjana, 2011). It was obvious that the speaker saw himself as part of the stakeholders of quality teacher education therefore he used “we/us” more than any of the pronouns in the speech. The frequent use of “we/us” by Doctor Tsey was intensional because it was used to close the gap between the speaker and the audience by creating a sense of ‘I’ and ‘you’ (‘we-feeling’) among the people therefore winning the heart of the audience.

Another first person’s pronoun frequently used in the speech was “I/me”. The pronoun “I/me” is used by a speaker to refer to himself/herself but not as a substitute for the speaker’s name. “I/me” occurred 12 times in the speech. He used it to convey his personal opinions and to make the speech more subjective. This showed the authority of the speaker could be a way of showing compassion with the audience and tell a story. “I/me” is used in the speech to establish a relationship with the audience since it made the speech seems to be on a personal level and showed Doctor Tsey’s commitment to the audience and personal involvement in the issues of quality teacher education. For instance when he says; *I am happy to announce to you that our new Strategic Plan is ready and would be launched.... Mr. Chairman, I have been visiting sister colleges of education and have released that AMECO is one of the most deprived in academic infrastructure*. The use of “I” in these two structures of the speech suggested that Doctor Tsey is personally involved in finding solutions to the challenges confronting the college.

Second person’s pronoun “you” also occurred 12 times in the speech. “You” refers to a person or the persons the speaker is addressing. In a public speech, indefinite or generic “you” is used to refer to a group of people. The indefinite pronoun “you” can be unclear, whom the speaker is referring to, since It can be used to refer to anyone and/or everyone. It is obvious from the text that Doctor Tsey used indefinite “you” to refer to stakeholders of education at the gate of teacher education. For instance, he says; *Remedy can only come from you as former students who have*

benefited immensely from the hard training that has made you somebody in society today. “You” is used to convey common sense or generally admitted truth, with the hope of receiving the agreement of the audience (Allen, 2006).

4.3.5 Possessive adjective/pronoun

Colleges of education are public institutions and are owned by the state. Every action in these colleges are performed by the public on behalf of the state. In view of this, Doctor Dickson Tsey’s choice and use of possessive adjectives such as *my*, *our*, *your*, *his* and *her* as modifiers in his speech to describe ownership of AMECO. Possessive adjective establishes a sense of ownership by relating the existence of something to its owner. *Our* occurs 8 times as the most frequently used possessive adjective followed by *my* used 4 times with *your*, *his* and *her* occurring once each in the speech. The most commonly used possessive adjectives are *my*, *your*, *his*, *hers*, *its*, *our*, *their*, and *whose*. In order, these adjectives correspond to the pronouns *I*, *you*, *he*, *she*, *it*, *we*, *they* and *who* (Dictionary, 2021). Possessive adjectives show singular or plural ownership. For instance, *my* shop (singular) means the shop is for an individual while *our* shop (plural) indicates that the belongs to a group of individuals. The frequent use of the plural form of possessive adjective “*our*” by Doctor Tsey in the speech revealed that he recognized the fact that AMECO for that matter is an institution, belongs to all and positioning it as a strategic partner in quality teacher education is everyone’s responsibility.

For instance, he says; *plans are far advanced in starting the program in the next academic year with our Mentor University providing the necessary guidelines. Also ...let us individually donate willingly to the development of our alma mata.* This showed that Doctor Tsey referred to the college as something that belonged to them as a group. Expressions that appealed to the stakeholders to do their best to support the college, which is theirs. For that matter to care for it as their own property. He used “*my*” in 4 sentences of the speech to communicate with the audience that he spoke as the Principal of the college who is responsible for day to day administration of the institution and on behalf of other stakeholders. Although “*my*” shows ownership, he did not use it as the owner of the college but as the owner of his opinion. *Mr. Chairman, in my candid opinion, the Central Planning Committee.... First of all, in my opinion, a strategic partnership cannot be built in the absence of strong collaboration and togetherness.* Doctor Tsey used “*my*” in these instances to express his opinion and to declare his preparedness to accept the responsibility as the manager of the college. Possessive adjectives are used when the reference to which person or thing is understood. Possessive pronouns are used to refer to or replace the possession of an object. While the possessive adjective is used to describe who owns an object (Amaria, 2017)

4.3.6 Material process

Material process includes the activities and events that occur in the human's external world (Saragih, 2010). It is the art of “doing” or “happening”.

Table 8: Transitivity analysis of simple speech (material process)

Actor	Process	Goal
I	extend, think, talk, visiting attempt, announced, thank,	Participate, justice, order, convince, ready, infrastructure, assistance,
We/AMECANS each of us/all/our	Choice, stand, say, attend, build, donate, steps, happy, need to, thank, introduce, see	Successes, fall, together, remember, destination, development, next level, ready, improving, roles, program, improvement

There are two participants in this process:

Actor: The one who does the action.

Goal: The one who is affected by the action.

This process applies action words either abstract or concrete (Sharififar & Rashid, 2015). The process is usually indicated by a verb expressing an action either concrete or abstract. Actor is comparable to the subject and Goal is comparable to the object and both of them are usually realized by noun phrase. Based on this, it supposes that transitivity is a system of the clause that affects not only the verb but also participants and circumstances. Consequently, if there is a Goal of a process, as well as an Actor then the representation may come in two forms: either active or passive (Ramadan, 2019).

Table 8 reveals that the Actors of the speech are I and We / AMECANS/each of us/all/our. Material process, as a process of doing, is a good choice in the address to demonstrate what has been achieved, what are being done and what will be done differently to arouse the interest and confidence of audience. Doctor Tsey is in the bid to get supports from stakeholders to promote quality teacher education said for example, *since the expiration of the college Strategic plan, we (Actor) have taken steps as Management of the college to put the necessary committee in place for a new one (mental process) that could drive this institution to the next level (Goal). We (Actor) need to build strong relationships and friendliness to take us to the (mental process) expected destination (Goal), Mr. Chairman, I (Actor) have been visiting sister colleges of education and have released (mental process) that AMECO is one of the most deprived in academic infrastructure (Goal).* In these material clauses, the Goal is considered an extended participant the verb is directed at. At this point it should be differentiated between the transitive and intransitive material clauses in order to recognize the goal. Throughout a material clause the Actor is the doer of the action that may in turn lead to a different outcome from the initial of the clause. This final outcome may be limited to the actor or extended to the goal. (Ramadan, 2019). Doctor Tsey demonstrated his qualities in the clauses above to create more hope in the audience by telling them what had been done and what would be done to attain quality teacher education (his goals).

4.3.7 Figures of speech

The study identifies literary devices such as; hyperbole, idiom, simile, proverb, personification, repetition and parallelism in Doctor Tsey's speech. The use of these devices in the speech helped Doctor Tsey to be well understood by the audience. A leader would have to be able to speak well to reward audience, this is related to one's mastery of the language. If a leader can speak well, then

he can express his ideas clearly and straightforward, and that shows the authority of the leader (Rabiah, 2012).

4.3.7.1 Hyperbole

Doctor Tsey used hyperbole in the speech as a strategy to grab the attention of his audience. When using hyperbole, speakers do not say X, rather they say something is more than X (Claridge, 2010). It is obvious that speakers use hyperbolic statements by exaggerating their facts. “...*expected necessary changes to blossom this college to its full capacity*” was what Doctor Tsey says in his speech to provoke the attention of audience. By saying this, audience will be on their ears to hear those changes that will blossom the college. They exceed the limits that the hearers expect by using exaggeration (Burgers et al., 2016).

4.3.7.2 Idiom

Doctor Tsey expressed his opinions by using the following idiomatic expressions in his speech as; “...*to break through the storm...*”, “...*to pull financial resources...*”, “...*going at a snail pace...*” and “...*expected to fuel us...*”. Since the speech is about neglect and difficulty in training of quality teachers, Doctor Tsey used these idioms to share his views in a tone of epigram and appreciated context. It is obvious in the content of the text that the expressions touched on the crucial state of affairs in the colleges. Speakers express their intention by the choice and use of idioms in their texts to communicate with the audience on issues that are considered as important (Vorsah, 2012).

4.3.7.3 Repetition

“*No! Not until the 75th anniversary was advertised...*” this was a response by Doctor Tsey to a question he asked in the speech. The repetition of ‘NO’ in the context was done to express his opinion on the issue being addressed and to show the relevance of the question he asked. Lexical repetition plays an important part in establishing textual relevancy. The relationship between a repetition item and its antecedent is textual rather than structural (He, 2014). The repeated word in the structure suggested that no effort at all was being made by the targeted group (the Old Students) until recently. This shows that the expectations of management from the past students to make inputs as a united force as far as quality teacher education is concerned did not exist. “*We too, we can; let us individually donate willingly to the development of our alma mata*”. Doctor Tsey repeats ‘WE’ in another context to deliver a message to the Old Students on how to contribute their quota to enhance quality teacher education in the college. It is obvious in the two instances of repetition in the speech that Doctor Tsey creatively used repetition to emphasize the previous opinion he raised in the text. While ‘no! not’ was an answer to a question, ‘we...we...’ was a justification to his view in the preceding structure of the text to be emphatic and to enhance meaning and understanding of the text. Repetition affects the intensification of the author’s impact, transmission of action modality, it is a means of dividing the composite element of the text and the construction of the leitmotifs of the language, which contributes to the creation of a deep sense of essential and proper understanding (Malyshkina et al., 2019).

4.3.7.4 Proverb

The proverb in Doctor Tsey’s speech facilitates communication between him and the audience and made it easy to understand as far as wisdom, experience and truth are concerned. *Together we*

stand, divided we fall is the proverb he used to let audience know that quality teacher education would remain as a dream in the face of disunity. He decided to use a simple proverb which is understood by the audience to enable him sell the importance of his message to everybody since proverbs are an acceptable form of communication in and out of cultural contexts. It seems what is considered less with definition or the explanation of the proverbs is the quality of message transmitting from sender to receiver or addressee, in the proverbs message should be transmitted to receiver without ambiguity (Rezai, 2012).

4.3.7.5 Personification

Doctor Tsey strategically used academic life instead of academic work which is suffering as human in all the colleges of education in Ghana to let the audience understand the true state of affairs in the colleges. A writer can either say something literally or figuratively. If it's literal, then the words mean exactly what they mean. But the meaning of words said figuratively is hidden behind description. When a writer uses figurative language, the description brings a deeper meaning and understanding to the words (Seyakhan, 2016).

5.0 CONCLUSION

Doctor Tsey's speech was analysed to answer the question, *how do aggravated problems militating against quality teacher education be overcome by stakeholders?* The roles of stakeholders in providing quality teacher education cannot be underestimated. The speech addressed stakeholders such as government (politicians), the church, traditional leaders, principals' of colleges of education, alumni, staff and students suggesting that everyone is important in the provision of quality teacher education. The opinions of the stakeholders are key to the formulation of appropriate policies to enhance access to quality and equity in education. Counsellings, opinions and financial interventions are highly solicited from the stakeholders for quality teacher education. Quality teacher education cannot be realised without attending to areas such as infrastructure, good school community relationships, tools for training the trainees and quality staff. The study also found out the followings; Doctor Tsey used declarative sentences mostly in the speech to express his personal views on the challenges of the college. The choice and use of modal verbs in the speech arrests the attention of the audience and creates a sense of suspense that enables them to listen attentively to the speaker.

The frequent use of simple present tense tells the real issues of quality teacher education at the moment the speech was being delivered. It is obvious that the speaker sees himself as part of the stakeholders of quality teacher education therefore he uses "we/us" more than any of the pronouns in the speech. Doctor Dickson Tsey's chooses and uses possessive adjectives such as my, our, your, his and her as modifiers in his speech to describe ownership of AMECO. Material process, as a process of doing, is a good choice in the address to demonstrate what has been achieved, what are being done and what will be done differently to arouse the interest and confidence of audience. Figures of speech as such as hyperbole, idiom, repetition and personification are the figures of speech employs by Doctor Dickson Tsey to create mental images and sensory impressions for emotional effect and intensity. The critical discourse analysis employ in this study reveals how language was used to shape, change and to showcase the ability of underprivileged. Meanwhile, no conflict of interest existed between the author and the study and the researcher did not receive any funding externally or internally in course of the study.

6.0 RECOMMENDATIONS

The study recommends that Doctor Tsey's speech be considered by policy planners of education to enable them factor quality teacher education programmes into the country's educational policies. Colleges of education should incorporate quality teacher education activities into their curriculum to enhance their training. This study is the bases for future researches on quality teacher education and education in general. Stakeholders of teacher education should initiate programs to create awareness in the people on the need to support quality teacher education. This study serves as a basis for further research in areas that influence the learning outcomes such as community teacher relationship. There should be unity among the stakeholders and the colleges since a strategic partnership cannot be built in the absence of strong collaboration and togetherness.

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