

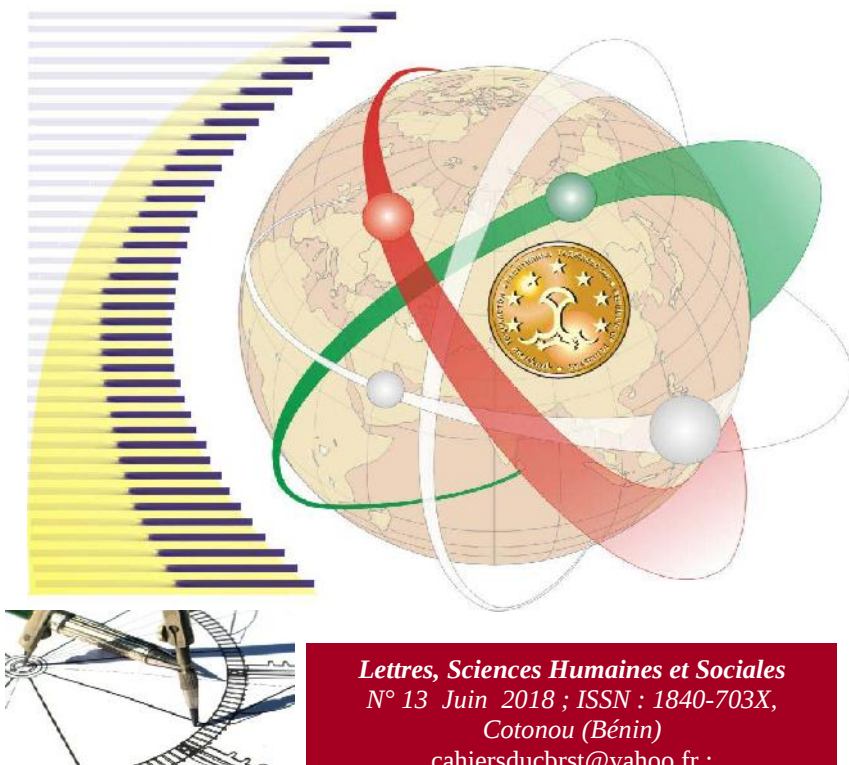


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SPEECH ACT ANALYSIS OF PRESIDENT AKUFO-ADDO'S DISCOURSES ABOUT AFRICA'S DEPENDENCY ON THE WEST

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ABSTRACT

This paper investigates two selected speeches by President Nana Akufo-Addo about Africa's Dependency on the West. The first one is delivered at the 3rd International Conference on the "Replenishment of the Funds of the Global Partnership for Education" in Dakar, Senegal in February 2018 whereas the second one is an address at the 72nd Session of the United Nations' General Assembly in September 2017. These speeches deserve scrutiny as they are intended to influence the whole world in general and Africans in particular. Austin's (1962) Speech Act Theory has been applied to these speeches for the purpose of decoding meanings and examining their impacts on the whole world and particularly on Africans. The application of Speech Act Theory on the basis of a mixed method has enabled the researcher to come up with valuable findings. Indeed, the study has revealed that assertive Speech Acts are predominant in both Speeches. Through these Speech Acts President Nana Akufo-Addo demonstrates the importance of education in Africa continent having the youngest population on the richest continent on the planet but with the worst living conditions of anybody on the planet. These assertive Speech Acts also enable him to indicate that African cannot depend on other people to finance the education on the continent. This clearly shows his degree of sensitiveness and commitment for the development of Africa. Through expressive speech acts, the President expresses his gratitude to his co-chairs especially Presidents Macky Sall and Emmanuel Macron. These speech acts also enable him to clarify his position about the contributors to



whom he is not turning back but he is rather inviting his co-chairs to discard the mindset of dependency.

Keywords: *Dakar, Illocutionary act, locutionary act, mindset of dependency, perlocutionary act.*

RESUME

Cet article examine deux discours sélectionnés du président Nana Akufo-Addo relatifs à la Dépendance Africaine de l'Occident. Le premier discours a été prononcé à la 3^{ème} Conférence Internationale sur le « Réapprovisionnement du Fonds du Partenariat Global de l'Education » tenue à Dakar, Sénégal en Février 2018 tandis que le second discours est prononcé à la 72^{ème} Assemblée Générale des Nations Unies en Septembre 2017. Ces discours méritent un examen minutieux puisqu'ils visent à influencer le monde entier en général et les Africains en particulier. La théorie des actes du langage proposée par Austin (1962), a été appliquée à ces discours dans le but de décrypter les messages et d'examiner leurs impacts sur le monde entier en général et les Africains en particulier. L'application de la théorie des actes du langage sur la base d'une méthode mixte a permis au chercheur de trouver des résultats probants. En effet, l'étude a révélé que les actes de langage affirmatifs sont prédominants dans les deux discours. A travers ces actes de langage, le Président Nana Akufo-Addo a démontré l'importance de l'éducation dans le continent africain disposant de la jeune population du plus riche continent de la planète mais avec les conditions de vie les plus misérables de la planète. Ces actes de langage lui ont également permis d'indiquer que les Africains ne peuvent pas dépendre d'autres pays pour financer l'éducation sur le continent. Ceci montre clairement son degré de sensibilité et d'engagement pour le développement de l'Afrique. A travers les actes de langage expressifs, le Président a exprimé sa gratitude à ses homologues spécialement les Présidents Macky Sall et Emmanuel Macron. Ces actes de langage lui ont aussi permis de clarifier sa position par rapport aux bailleurs de fonds à qui, il ne tourne pas le



dos, mais il invite plutôt ses homologues africains à se débarrasser de la mentalité de dépendance.

Mots clés: *Dakar, fonction Illocutoire d'acte de langage, fonction locutoire d'acte de langage, mentalité de dépendance, fonction perlocutoire d'acte de langage.*

INTRODUCTION

The description, analysis and interpretation of language use in human societies have been great concerns for various scholars in fields such as linguistics, stylistics, discourse analysis, pragmatics to mention but a few. More specifically, political discourses have interested many scholars. Dadjo (2016) has worked on President Goodluck Jonathan's Concession Speech and General Muhammadu Buhari's Acceptance Speech as these discourses are, in his terms, central to the democratic process in Nigeria and more importantly they have been delivered at a highly critical moment during which the use of a single unsuitable utterance could lead voters to protest the results and undoubtedly the whole country to violence or civil war. This clearly shows the reasons why scholars are interested in political discourses. As a matter of fact, political discourses are speeches or writings that aim to influence people of a given country or a given community. Politicians use language skills in speech or writing in a rhetorical way so as to influence or persuade their citizens. For these reasons, this study focuses on Speech Act Analysis of President Akufo-Addo's Discourses about Africa's Dependency on the West. Thus, two speeches by President Nana Akufo-Addo have been selected for the purpose of the analysis in this study. It is essential to precise that Speech One is a discourse delivered by President Nana Akufo-Addo at the 3rd International Conference on the "Replenishment of the Funds of the Global Partnership for Education" in Dakar, Senegal in February 2018 whereas Speech Two is an address he delivered at the 72nd Session of the United Nations' General Assembly in September 2017. These speeches deserve scrutiny as they are addressed the whole world in



general and Africans in particular. The study aims not only to decode meanings from these speeches but also to examine their impacts on the whole world in general and Africans in particular.

1. METHODOLOGY

A mixed method has been used to carry out this research work: quantitative and qualitative methods. The former is an objective approach in the sense that it only seeks precise measurements and analysis of target concepts to answer inquiry. This method is, in Creswell's (2003) terms, 'designed to test cause-consequence theories by conducting experiments and surveys and observing, comparing and measuring variables' (Creswell 2003). It aims to quantify data and generalize results from a sample of the population of interest. On this basis, two speeches by President Nana Akufo-Addo have been selected for the purpose of the analysis in this research work. The latter is collecting, analyzing and interpreting data by observing what people do and say. It is a subjective approach as the researcher tends to become immersed in the subject matter. Osuala (2007) observes that 'this research method is of particular benefit to the practitioner because qualitative reports are not presented as statistical summations but rather in a more descriptive and narrative style' (Osuala, 2007: 175). Here, the statistical results found from the quantitative research have been analysed, interpreted and more importantly, the reasons that underpin those statistics have been explained as well.

2. THEORETICAL UNDERPINNING

2.1 Pragmatics theory

Language is essential to every aspect and interaction in our everyday lives. We use language to inform the people around us of what we feel, what we desire, and question / understand the world around us. In this sense Traugott and Pratt (1980) assert that 'language is around us everywhere, in speech, writing, sign language, or simply



in our mind as we dream, remember conversation, or quietly think out a problem. It is a vehicle of power, a means by which we control, create and preserve.’ (p 1) This undeniable importance of language and language use clears up the reasons why many scholars and researchers focus on its study. Hasan (1985), on his part contends that language use is social context dependent. This means that it needs communities to live in. As for Yule (1996) much more is communicated than is said or written. This leads him to contend that there are ‘visible meanings’ and ‘invisible meanings.’ ‘Visible’ meanings refer to what is communicated literally, to the conventional meaning of words whereas ‘invisible’ ones refer to speakers/writers’ intended meaning, what they use words to mean in a specific context Yule (1996).

It is essential to note that as language use is social context dependent, it is important to study language use as well as its context so as to decode speakers’ or writers’ intended meanings. Considering the dimensions of meaning as communicated by a speaker, the interpretation made by a listener, the influence of the context, the invisible aspect of the meaning and the notion of distance, Yule (1996) defines pragmatics as:

- (1) the study of speaker meaning.
 - (2) the study of contextual meaning.
 - (3) the study of how more gets communicated than is said.
 - (4) the study of the expression of relative distance
- (Yule, 1996: 3)

Describing the importance of pragmatics, Udofot (1998:127) observes that:

.....knowledge of pragmatics, for instance, enables one to interpret not only the literal meaning of an utterance but also the meanings that derive from the norms of formality and politeness and exist in the society where the language is used as well as the shared meanings that derive from the shared previous knowledge of the speaker and the hearer and the situation in which the utterances are used.



Stalnaker (1972) on his part defines pragmatics as:

...the study of linguistic acts and the contexts in which they are performed. There are two major types of problems to be solved within pragmatics: first to define interesting types of speech acts and speech products; second, to characterize the features of the speech context which help determine which proposition is expressed by a given sentence. The analysis of illocutionary acts is an example of the problem of the first kind; the study of indexical expressions is an example of the second.

This undeniable importance of language use and its context has led Yule (1996) to contend later that “in many ways, pragmatics is the study of ‘invisible’ meaning, or how we recognize what is meant even when it isn’t actually said (or written)” (Yule, 1996: 127). Korta & Perry (2006) excellently illustrate this while they assert that: “A diplomat who says ‘yes’ means ‘maybe’; a diplomat who says ‘maybe’ means ‘no’; and a diplomat who says ‘no’ is no diplomat” (Korta & Perry, 2006). This clearly shows how much more is communicated than is said or written. On this basis, Korta & Perry (2006) contend that ‘pragmatics deals with utterances, by which we will mean specific events, the intentional acts of speakers at times and places, typically involving language’ (Korta & Perry 2006). Crystal (1987) puts particular emphasis on language users and the effects of their utterances on other participants as he defines pragmatics as: ‘the study of language from the point of view of users, especially of the choices they make, constraints they encounter in using language in social interaction and the effects their use of the language has on other participants in the act of communication’ (Crystal, 1985: 240). In the same line, Watson and Hill (1993) view pragmatics as ‘the study of language from the view point of the user, especially the choices, the constraints he meets with in employing then use of the language and the effects the use has on the communication situation’ (Watson & Hill, 1993: 46). For Mey (2001), ‘pragmatics studies the use of language in human communication as determined by the conditions of society’ (Mey,



2001: 6). On his part, Leech (1983) simply views pragmatics as ‘how language is used in communication’ (Leech, 1983: 1). It must be noted that all the preceding definitions highlight the importance of pragmatics and how it contributes to decode ‘visible’ and ‘invisible meanings’ conveyed by language users. In this perspective, this paper attempts to decode meanings from President Nana Akufo-Addo’s Speeches about Africa’s dependency on the West.

2.2 Defining Speech Acts

Osisanwo (2003:60) defines Speech Acts as:

A process in which a person uses an utterance to perform an act such as stating a fact, stating an opinion, confirming or denying something, making a prediction or a request, asking a question, issuing an order, giving a permission, giving a piece of advice, making an offer, making a promise, thanking somebody or condoling somebody.

On his part, Yule’s (1997) views Speech Acts as: ‘the act performed by a speaker with an utterance’ (Yule, 1997: 132). As mentioned in the introduction, Speech Act Theory can be dated back to Austin’s (1962) posthumous publication *How to Do Things with Words*, in which he distinguished between constatives and performatives: constatives are utterances that can be evaluated along a dimension of truth whereas performatives are utterances which cannot be said to be true or false but can be evaluated by a dimension of felicity. Furthermore, he classified linguistic acts into three components: locutionary act, illocutionary act and perlocutionary act. Locutionary act is ‘performing the act of saying something’ (Leech, 1983: 199). In Nordquist’s (2015) terms, it is ‘the act of making meaningful utterance’ (Nordquist, 2015). Perlocutionary act is ‘performing an act by saying something’ (Leech, 1983: 199). According to Nordquist (2015), it is ‘an action or state of mind brought about by, or a consequence of, saying something’ (Nordquist (2015). Illocutionary act is ‘performing an act in saying something’ (Leech, 1983: 199). In other words, illocutionary act refers to ‘a speaker’s intention in delivering an utterance or to the kind of illocutionary act



the speaker is performing' (Nordquist 2015). Austin (1962) categorized illocutionary act in five classes: verdictives, exercives, commissives, habitives and expositives. But Searle (1969; 1976) proposed an alternative classification as follows:

- i. **Assertives:** commit speakers to the truth of some proposition e.g. stating, claiming, reporting, announcing, describing, concluding, suggesting, predicting, etc.
- ii. **Directives:** count as attempt to bring about some effect through the action of hearer e.g. requesting, ordering, demanding, questioning, pleading, inviting, begging, etc.
- iii. **Expressives:** count as the expression of some psychological state e.g. thanking, apologizing, congratulating, appreciating, complaining, greeting, condoling, etc.
- iv. **Commissives:** commit speakers to some future action e.g. promising, offering, swearing, threatening, warning, betting, guaranteeing, challenging, etc. to do something.
- v. **Declarations:** speech acts whose successful performance brings about the correspondence between the propositional content and reality e.g. baptizing, resigning, dismissing, accepting, arresting, marrying, etc.

It is essential to note that Searle's classification has been adopted for the purpose of the analysis in this study.

3. DATA ANALYSIS

3.1 Speech Act Types in the selected speeches

The data of this study are President Nana Akufo-Addo's Speeches. It is essential to precise that Speech One is a discourse delivered by President Nana Akufo-Addo at the 3rd International Conference on the "Replenishment of the Funds of the Global Partnership for Education" in Dakar, Senegal whereas Speech Two is an address he delivered at the 72nd Session of the United Nations' General Assembly. The analysis has been carried out on the basis of Searle's (1975) *Taxonomy of Illocutionary Acts*. The table below displays the frequency of the different Speech Acts in both speeches.



Table 1: Frequency distribution of Speech Acts

Speech Acts	Speech 1		Speech 2	
	Frequency	Percentage	Frequency	Percentage
Assertive	12	42.85%	39	63.93%
Directive	03	10.71%	Nil	Nil
Commissive	08	28.57%	19	31.14%
Expressive	04	14.28%	03	04.91%
Declarative	01	03.57	Nil	Nil
Total	28	99.98=100%	75	99.98= 100%

The Speech Act type with the highest frequency in both Speeches is assertive. Indeed, assertive Speech Acts account for 42.85% and 63.93% respectively in Speech 1 and Speech 2. They consist of stating, claiming, describing, suggesting, reporting and concluding. The details are as follows:

- **Assertive Speech Acts**

Speech 1

(3) I think the matters we're going to talk about here are the most important facing our continent education [stating]. (4) We have the youngest population on the planet, the youngest population on the richest continent but the worst living conditions of anybody on the planet [stating]. (6) Then we have the calendar that is brought here: [stating] (9) We cannot depend on other people to finance the education on our continent [stating]. (13) Thabo Mbeki's Commission that looked at the illicit flows of capital out of Africa, has estimated that for every year, in the last ten years, \$50 billion goes out of Africa through illicit means [reporting]. (17) So, in the last 5 years, before my government came, every year, over 100,000 young Ghanaian students were unable to transition from Junior High School to Senior High School, largely because of money [stating]. (19) We felt that at this stage in the history of our country, the Ghanaian State should take on that responsibility [suggesting]. (20) So, as



from September past, Senior High School education in the public school system has been made free [concluding]. (21) What it has done is that the figures have revered [describing]. (22) 90,000 more students entered senior school this year than the year before [describing]. (23) It is the first step in ensuring that the educational system in our country, from kindergarten through primary to secondary, and ultimately through University, are open for everybody [stating]. (28) Let's do it [suggesting].

Speech 2:

(1) Mr. President, Your Excellencies, it has been sixty years since my country, Ghana, became a member of this Organisation [stating]. (2) We joined at our independence some twelve years after the first meeting of the Organisation in San Francisco and Ghana has been an active participant in the United Nations since then [claiming]. (5) On 25th September, 2015, when the SDGs were adopted, there were sceptics who feared that the goals were too many and too complex to be successfully tackled, even with concerted effort [reporting]. (6) The lesson that we have learnt, however, from the experience of this Organisation is that, once the world puts its collective mind to something, the chances are we would get it right [claiming]. (7) And, every day, something happens to bring home to us, the inhabitants of this planet that we are in it together [stating]. (8) There is no better dramatic indication of this truth than the images that have recently dominated our television screens of devastation caused by floods in Houston Texas, in Dhaka Bangladesh, in Mumbai India, in Palpa Nepal, in Dominica, Puerto Rico, Antigua and Barbuda, and St. Martin, all in the Caribbean, and in Niamey Niger [reporting]. (9) One of the most modern cities in the richest, most powerful nation on our earth was suffering the same fate as Niamey in the Sahel region of Africa, one of the poorest parts of the world [describing]. (10) At the height of the raging waters, one thing has become clear: it does not matter if you are in the richest or poorest part of the world, the awesome power of nature was on display, and we, humans, came across as the same sad creatures at the mercy of nature [concluding]. (11) As I watched



and listened, along with the rest of the world, it occurred to me that, all put together, the SDGs are, indeed, a worthwhile set of goals for the world [stating]. (12) They bear repeating: no poverty, zero hunger, good health and well-being, quality education, clean water and sanitation, decent work and economic growth, industry, innovation and infrastructure, reduced inequalities, sustainable cities and communities, responsible consumption and production, life below water, life on land, peace, justice and strong institutions and topped up with partnerships for the goals [reporting]. (13) We should work hard to achieve these goals [suggesting]. (15) Ghana was the first country in sub-Saharan Africa to gain her freedom from colonial rule [claiming]. (16) This year marks the 60th anniversary of that independence, and it is auspicious that I am addressing this Assembly for the first time on the birth date of our historic first President, Kwame Nkrumah, a day we have set aside to commemorate him [stating]. (17) We believe it is time Africa comes of age and holds its rightful place on the world stage [stating]. (19) We are not under any illusions about the hard work that it will take to achieve our stated goals, but we are not afraid of hard work [stating]. (20) We know that a critical ingredient in making sustainable economic progress is to ensure a stable democratic system of governance [claiming]. (21) I believe we are making this progress in Ghana [claiming]. (22) After years of political turmoil and the accompanying economic chaos, a consensus has emerged in our Fourth Republic [claiming]. (23) We have had political stability for the last 25 years under a multi-party democracy, where regular elections are now an accepted feature of our governance [claiming]. (24) I am here, today, because of elections last December in which the people of Ghana voted out an incumbent government, and gave me and my party the mandate and honour to govern our nation for the next four years [reporting]. (25) We continue to be a beacon of democracy and stability on the continent, our institutions of state are growing stronger, and we have made more progress with our economy than at any time since independence [claiming]. (27) There will always be adventurers



amongst us Ghanaians who would want to seek challenges in different parts of the world, and we would wish them well and expect that wherever they go, they would be welcome and treated with dignity [stating]. (28) But we are working to grow our economy and open up opportunities for all our citizens [claiming]. (30) We have just started the Free Senior High School programme, which aims to guarantee secondary education for all of Ghana's children [stating]. (32) This has already led to an increase of over 90,000 children, who have entered secondary school this academic year, who would otherwise have dropped out at this stage [claiming]. (34) We do not want to be a scar on anybody's conscience [stating]. (36) Long and bitter experience has taught us no matter how generous the charity, we would remain poor [stating]. (41) It is an easier platform on which to build sustainable relationships [stating]. (42) In talking about sustainable relations, Africa, and, indeed, Ghana, remains committed to remaining a nuclear-weapon-free continent [stating]. (43) Three weeks ago, highly-enriched uranium was flown out of Ghana back to China, signalling the end of the removal of all such material from the country [reporting]. (44) Our nuclear reactor has, subsequently, been converted to use low-enriched fuel for power generation [claiming]. (45) A world, free of nuclear weapons, must be in all our collective interest [stating]. (48) Regional and continental integration are in Ghana's interest, as they represent one of the surest ways towards establishing the conditions for prosperity in our region and on the continent in the decades ahead, as well as helping to ensure peace and security and combating the scourges of terrorism, extremism and intolerance [claiming]. (52) I say nothing new, when I draw attention to the urgent need to reform this Organisation [stating]. (53) It has been talked about and scheduled for a long time, but, somehow, we have never found the courage and the will to reform the United Nations [reporting]. (54) Ghana supports the process of UN Reform, especially of the UN Security Council, as set out in Africa's Common Position on UN Reform, based on the Ezulwini Consensus [claiming]. (55) The time is long overdue to correct



the longstanding injustice that the current structure and composition of the UN Security Council represent for the nations of Africa [stating]. (56) We cannot continue to preach democracy and fairness around the world, we cannot insist on peace and justice around the world, when our global organisation is not seen by the majority of its members as having a structure that is just and fair [stating]. (57) It is, indeed, seen by many as helping to perpetuate an unfair world order [reporting]. (60) The time for reform has come [stating].

As it appears, assertive Speech Acts are predominant in both Speeches. Assertive Speech Acts in Speech 1 exclusively consist of stating [50%], describing [16.66 %], suggesting [16.66 %], reporting [08.33 %] and concluding [08.33%] of the total number of frequency of assertive speech acts whereas Speech 2 presents stating [43.58 %], claiming [30.76%], reporting [17.94%], describing [02.56 %], suggesting [02.56%] and concluding [02.56%].

- **Directive Speech Acts**

Directive Speech Acts are relatively low in Speech 1. They account for 03 representing 10.71% whereas they are completely nonexistent in Speech 2. The details are as follows:

Speech 1:

(7) how is this to be financed? [questioning] (14) Can you imagine what those monies, if we had our eyes open, and we were not complicit in that illicit outflow, would mean for the capacity of our nations? [questioning] (26) But, I think it is extremely important for us to get our whole mindset right [inviting].

In Speech 1, directive Speech Acts consist of questioning and inviting. President Nana Akufo-Addo wonders how education should be financed in Africa and what illicit outflow could be used for.

Speech 2:



As the statistics displayed in table 1 show, directive Speech Acts are completely nonexistent in Speech 2.

- **Commissive Speech Acts**

Speech 1:

(5) That paradox can only be broken by education through two broad objectives immediately: access to education and the quality of that would allow them to survive in this 21st century [challenging]. (8) I'm going to say something that I hope is not to put off those who are contributing in money to our education in Africa [warning]. (11) But, if we make our policy dependent on other people when their policy changes, we will suffer [warning]. (12) But, if we make the policy for ourselves, then it means that, at all times, we will be in control of our own destiny [warning]. (15) How we can organise ourselves to make sure that the wealth, the huge wealth of this great continent, at least, in the first time in modern history, is used on behalf of the peoples of the continent, and not those outside [challenging]. (16) If we are able to close that gap, we will come here to Dakar to talk about education and not the funding of education by others [guaranteeing]. (24) We will be talking about the quality of our education, the changes we need to make to our curricula, and the emphasis we have to place on our history and sociology [guaranteeing]. (27) We have within us the capacity to develop and promote the interest of our continent ourselves [challenging].

President Nana Akufo-Addo has used 03 commissive speech acts: challenging [37.5%], warning [37.5%] and guaranteeing [25%] as illustrated in the above sentences.

Speech 2:

(4) This mark of trust in Ghana's leaders is a matter of justifiable pride for the Ghanaian people, a trust I pledge to uphold [promising]. (14) The world will be a much better place [guaranteeing]. (18) This Africa will be neither a victim nor a pawn [challenging]. (19) This Africa will be honest to itself and



to the world and this Africa will shed its cloak of poverty, and become prosperous [challenging]. (26) Mr President, we are nowhere near where we want to be, but we are determined to realise our potential and make Ghana a prosperous nation [challenging]. (29) No longer should Ghanaians feel they have to subject themselves to the intolerable and inhumane conditions of crossing the Sahara, and drowning in the Mediterranean, in the hope of making a living in Europe [challenging]. (31) The programme will ensure that all our children will be educated to at least secondary level, and money, or the lack of it, will no longer mean a denial of education [guaranteeing]. (33) SDG 4, which aims at ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all, will be within our reach by the target date [promising]. (35) We want to build an economy that is not dependent on charity and handouts [challenging]. (37) We want to build a Ghana which looks to the use of its own resources and their proper management as the way to engineer social and economic growth in our country [promising]. (38) We want to build an economy that looks past commodities to position our country in the global marketplace [promising]. (39) We are not disclaiming aid, but we do want to discard a mindset of dependency and living on handouts [challenging]; (40) we want to build a Ghana beyond aid [promising]. (46) Mr. President, I wish to reaffirm my country's commitment to maintaining friendly and cordial relations with all the countries and peoples of the world [guaranteeing]. (47) The full engagement of Ghana, through the Economic Community of West African States (ECOWAS), in the process of West African integration, and through the African Union (AU), in the process of African integration, remains a goal of my government [guaranteeing]. (50) Ghana will also continue to be active in the multilateral organisations to which we belong, such as La Francophonie, the Commonwealth of Nations, and this United Nations, because we believe multilateral action and international co-operation are in the interest of all of us [promising]. (51) We want to build a Ghana that will enable our people deal with the rest of the world on an equal basis [promising]. (58) This



Organisation provides the best vehicle for the world to manage its many varied problems, and we would undermine its credibility and fail in our duty if we do not reform the United Nations [warning]. (59) We dare not let ourselves and future generations down [warning].

President Nana Akufo-Addo has used 04 commissive Speech Acts: promising [36.84%], challenging [31.57%], warning [10.52%] and guaranteeing [21.05%] as illustrated in the above sentences.

- **Expressive Speech Acts**

Speech 1:

As the results displayed in Table 1 show, expressive Speech Acts are relatively low in proportions as they represent 14.28% of frequency in Speech 1. Below are the details:

(1) Co-chairs, your excellencies, ladies and gentlemen, I first of all want to say a big thank you to our co-chairs Macky Sall, president Emmanuel Macron for inviting Ghana to be part in this important symposium [thanking]. (10) I am saying that not to turn my back or to be ungrateful to all these important or noble people who have committed themselves to help, no [apologizing]. (18) Many of them fully qualified, but their parents were unable to support their higher education [appreciating]. (25) So that, I am not misunderstood, all those who have been making the pledges, it is all good [appreciating].

Expressive Speech Acts in Speech 1 basically consist of appreciating [50%], thanking [25%] and apologizing [25%].

Speech 2:

(3) I want, Mr President, to thank the United Nations for the honour done Ghana by my appointment, by the Secretary General, as co-Chair of the Group of Advocates of Eminent Persons of the UN Sustainable Development Goals, to continue in the position that was held by my predecessor as President, His Excellency John Dramani Mahama [thanking]. (49) The conflicts



that continue to plague our continent in Libya, South Sudan, Congo DRC, and Mali, would be more effectively resolved if the international community was to support, not undermine, the efforts of our regional and continental organisations to deal with them [complaining]. (61) I thank you very much for your attention [thanking].

Here, expressive Speech Acts consist of thanking [66.66%] and complaining [33.33%].

- **Declarative Speech Acts**

Speech 1:

(2) We have decided to accept to come here to Dakar for a certain simple reason [accepting].

Declarative Speech Acts are almost nonexistent in Speech 1 as they represent 03.57% and completely nonexistent in Speech 2.

Speech 2:

As the statistics displayed in table 1 show, declarative Speech Acts are completely nonexistent in Speech 2.

4. DISCUSSION OF THE FINDINGS

The results of the Speech Acts analyses displayed in Table 1 clearly show that assertive Speech Acts are predominant in both Speeches. In Speech 1 delivered by President Nana Akufo Addo at the 3rd International Conference on the “Replenishment of the Funds of the Global Partnership for Education” in Dakar, Senegal in February 2018, the President demonstrates, through assertive Speech Acts, the importance of education in Africa continent having the youngest population on the richest continent on the planet but with the worst living conditions of anybody on the planet (4). These assertive Speech Acts also enable him to indicate that African cannot depend on other people to finance the education on the continent (9). This



clearly shows his degree of sensitiveness and commitment for the development of Africa.

In Speech 2 delivered at the 72nd Session of United Nations General Assembly in September 2017, the President shows through stating/describing/reporting assertive Speech Acts, the active participation of Ghana in the UN, the pride this position provides to Ghanaians and then he describes the dramatic devastation caused by floods in Houston Texas, in Dhaka Bangladesh, in Mumbai India, in Palpa Nepal, in Dominica, Puerto Rico, Antigua and Barbuda, and St. Martin, all in the Caribbean, and in Niamey Niger. He mentions all these situations because his Speech 2 is intended to influence the whole world. Assertive Speech Acts also enable him to indicate how Ghana is working to grow its economy and open up opportunities for all Ghanaians through Free Senior High School programme (30). It must be noted that his following statements deserve particular attention:

(34) We do not want to be a scar on anybody's conscience [stating].

(35) We want to build an economy that is not dependent on charity and handouts [stating].

(36) Long and bitter experience has taught us no matter how generous the charity, we would remain poor [stating].

These statements clearly show his high degree of awareness about Africans' living conditions which remain critical despite their enormous resources. President Nana Akufo-Addo has excellently contrasted this situation in Speech 1: (4) We have the youngest population on the planet, the youngest population on the richest continent but the worst living conditions of anybody on the planet [stating]. This paradoxical situation requires scrutiny. How can the youngest population on the planet, the youngest population on the richest continent be living in the worst conditions of anybody on the planet? In other words, how can a rich man sitting on a golden chair and holding a diamond tray beg for food everyday and every time? This unimaginable situation suggests a problem of mindset. This is



what President Nana Akufo-Addo refers to as mindset of dependency. There can be no progress, no development with such a mindset. This critical situation can only be reversed through education.

As the statistics displayed in Table 1 show, directive Speech Acts are relatively low in Speech 1 [10.71%] and completely nonexistent in Speech 2. These speech acts enable the President to ask questions about how education should be financed in Africa and what illicit outflow could be used for. This shows the high degree of the President's commitment to develop Africa from its own resources. This is clearly illustrated through the following sentence: (14) Can you imagine what those monies, if we had our eyes open, and we were not complicit in that illicit outflow, would mean for the capacity of our nations? [questioning] More importantly, he invites African to change their mindset: (26) But, I think it is extremely important for us to get our whole mindset right [inviting].

Through commissive Speech Acts, President Nana Akufo-Addo observes that the paradoxical living conditions of African can only be broken by education. These speech acts enable him to demonstrate how African policy cannot be dependent on other people as illustrated in these sentences: (11) But, if we make our policy dependent on other people when their policy changes, we will suffer [warning]. (12) But, if we make the policy for ourselves, then it means that, at all times, we will be in control of our own destiny [warning]. These two sentences require particular attention. How can a whole country, a whole continent leave its destiny under the control of other people? How can a country whose destiny is under the control of other people get developed? There is no doubt that once your destiny is controlled by other people you are subject to dependency and consequently subject to poverty. This leads the President to indicate that the challenge of Africans is to make sure that their huge wealth is used by themselves not by other people.

In Speech 2, commissive Speech Acts enable the President to promise and guarantee to the whole world that Africa will be neither



a victim nor a pawn and Ghana will realise its potential to be a prosperous nation. These speech acts also enable him to indicate that through Free Senior High School programme all Ghanaian children will be educated to at least secondary level. He then promises to build Ghana basing on its own resources as illustrated in these sentences:

(37) We want to build a Ghana which looks to the use of its own resources and their proper management as the way to engineer social and economic growth in our country [promising]. (38) We want to build an economy that looks past commodities to position our country in the global marketplace [promising]. (39) We are not disclaiming aid, but we do want to discard a mindset of dependency and living on handouts [challenging]; (40) we want to build a Ghana beyond aid [promising].

All these show the President's determination and commitment to discard any mindset of dependency. The results indicate that expressive Speech Acts in Speech 1 are relatively low in proportions [14.28%] and consist basically of appreciating [50%], thanking [25%] and apologizing [25%]. Through these speech acts, the President expresses his gratitude to his co-chairs especially Presidents Macky Sall and Emmanuel Macron for inviting his country to take part in that important symposium. These speech acts also enable him to clarify his position about the contributors to whom he is not turning back but he is rather inviting his co-chairs to discard the mindset of dependency. All these indicate that not only his high degree of gratitude but also his degree of consistency. It must be noted that in Speech 2, expressive Speech Acts are very low in proportion [04.91%] and consist of thanking and complaining. Here too, he has expressed his gratitude to his co-chairs at the UN. This confirms his high degree of gratitude.

Declarative Speech Acts are almost nonexistent in Speech 1 as they represent 03.57% and completely nonexistent in Speech 2. The presence of declarative Speech Acts in Speech 1 suggests that the President has performed action that brings about the correspondence



between the content and the reality in the context of Africa whereas their absence in Speech 2 indicates that Ghana's role at UN is not perceptible. It is just like a drop of water in the ocean.

On the whole, the thoughtful performance of the different Speech Acts has helped President Nana Akufo-Addo to wake up Africans in general and his co-chairs in particular by inviting them to discard any mindset of dependency.

CONCLUSION

This research work has attempted to decode meanings from President Nana Akufo-Addo's discourses about Africa's dependency on the West. The application of Speech Act Theory has enabled the researcher to come up with valuable findings. Indeed, the study has revealed that assertive Speech Acts are predominant in both Speeches. Through these Speech Acts President Nana Akufo Addo demonstrates the importance of education in Africa continent having the youngest population on the richest continent on the planet but with the worst living conditions of anybody on the planet. These assertive Speech Acts also enable him to indicate that African cannot depend on other people to finance the education on the continent. This clearly shows his degree of sensitiveness and commitment for the development of Africa. Through expressive speech acts, the President expresses his gratitude to his co-chairs especially Presidents Macky Sall and Emmanuel Macron for inviting his country to take part in that important symposium. These speech acts also enable him to clarify his position about the contributors to whom he is not turning back but he is rather inviting his co-chairs to discard any mindset of dependency.

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Appendices

Speech 1: Africa has resources to finance its citizens' education - Akufu-Addo

(President Nana Akufu Addo's Speech at the 3rd International Conference on the "Replenishment of the Funds of the Global Partnership for Education" in Dakar, Senegal)

(1) Co-chairs, your excellencies, ladies and gentlemen, I first of all want to say a big thank you to our co-chairs Macky Sall, president Emmanuel Macron for inviting Ghana to be part in this important symposium [thanking]. (2) We have decided to accept to come here to Dakar for a certain simple reason [accepting]. (3) I think the matters we're going to talk about here are the most important facing our continent education [stating]. (4) We have the youngest population on the planet, the youngest population on the richest continent but the worst living conditions of anybody on the planet [stating]. (5) That paradox can only be broken by education through two broad objectives immediately: access to education and the quality of that would allow them to survive in this 21st century



[challenging]. (6) Then we have the calendar that is brought here: [stating] (7) how is this to be financed? [questioning] (8) I'm going to say something that I hope is not to put off those who are contributing in money to our education in Africa [warning]. (9) We cannot depend on other people to finance the education on our continent [stating]. (10) I am saying that not to turn my back or to be ungrateful to all these important or noble people who have committed themselves to help, no [apologizing]. (11) But, if we make our policy dependent on other people when their policy changes, we will suffer [warning]. (12) But, if we make the policy for ourselves, then it means that, at all times, we will be in control of our own destiny [warning]. (13) Thabo Mbeki's Commission that looked at the illicit flows of capital out of Africa, has estimated that for every year, in the last ten years, \$50 billion goes out of Africa through illicit means [reporting]. (14) Can you imagine what those monies, if we had our eyes open, and we were not complicit in that illicit outflow, would mean for the capacity of our nations? [questioning] (15) How we can organise ourselves to make sure that the wealth, the huge wealth of this great continent, at least, in the first time in modern history, is used on behalf of the peoples of the continent, and not those outside [challenging]. (16) If we are able to close that gap, we will come here to Dakar to talk about education and not the funding of education by others [guaranteeing]. (17) So, in the last 5 years, before my government came, every year, over 100,000 young Ghanaian students were unable to transition from Junior High School to Senior High School, largely because of money [stating]. (18) Many of them fully qualified, but their parents were unable to support their higher education [appreciating]. (19) We felt that at this stage in the history of our country, the Ghanaian State should take on that responsibility [suggesting]. (20) So, as from September past, Senior High School education in the public school system has been made free [concluding]. (21) What it has done is that the figures have reversed [describing]. (22) 90,000 more students entered senior school this year than the year before [describing]. (23) It is the first step in ensuring that the educational system in our country, from kindergarten through primary to secondary, and ultimately through University, are open for everybody [stating]. (24)



We will be talking about the quality of our education, the changes we need to make to our curricula, and the emphasis we have to place on our history and sociology [guaranteeing]. (25) So that, I am not misunderstood, all those who have been making the pledges, it is all good [appreciating]. (26) But, I think it is extremely important for us to get our whole mindset right [inviting]. (27) We have within us the capacity to develop and promote the interest of our continent ourselves [challenging]. (28) Let's do it [suggesting].

Speech 2: Akufo-Addo's speech at the 72nd Session of the UN General Assembly.

(1) Mr. President, Your Excellencies, it has been sixty years since my country, Ghana, became a member of this Organisation [stating]. (2) We joined at our independence some twelve years after the first meeting of the Organisation in San Francisco and Ghana has been an active participant in the United Nations since then [claiming]. (3) I want, Mr President, to thank the United Nations for the honour done Ghana by my appointment, by the Secretary General, as co-Chair of the Group of Advocates of Eminent Persons of the UN Sustainable Development Goals, to continue in the position that was held by my predecessor as President, His Excellency John Dramani Mahama [thanking]. (4) This mark of trust in Ghana's leaders is a matter of justifiable pride for the Ghanaian people, a trust I pledge to uphold [promising]. (5) On 25th September, 2015, when the SDGs were adopted, there were sceptics who feared that the goals were too many and too complex to be successfully tackled, even with concerted effort [reporting]. (6) The lesson that we have learnt, however, from the experience of this Organisation is that, once the world puts its collective mind to something, the chances are we would get it right [claiming]. (7) And, every day, something happens to bring home to us, the inhabitants of this planet that we are in it together [stating]. (8) There is no better dramatic indication of this truth than the images that have recently dominated our television screens of devastation caused by floods in Houston Texas, in Dhaka Bangladesh, in Mumbai India, in Palpa Nepal, in Dominica, Puerto Rico, Antigua and Barbuda, and St. Martin, all in the Caribbean, and in Niamey Niger [reporting]. (9) One of the most modern cities in



the richest, most powerful nation on our earth was suffering the same fate as Niamey in the Sahel region of Africa, one of the poorest parts of the world [describing]. (10) At the height of the raging waters, one thing has become clear: it does not matter if you are in the richest or poorest part of the world, the awesome power of nature was on display, and we, humans, came across as the same sad creatures at the mercy of nature [concluding]. (11) As I watched and listened, along with the rest of the world, it occurred to me that, all put together, the SDGs are, indeed, a worthwhile set of goals for the world [stating]. (12) They bear repeating: no poverty, zero hunger, good health and well-being, quality education, clean water and sanitation, decent work and economic growth, industry, innovation and infrastructure, reduced inequalities, sustainable cities and communities, responsible consumption and production, life below water, life on land, peace, justice and strong institutions and topped up with partnerships for the goals [reporting]. (13) We should work hard to achieve these goals [suggesting]. (14) The world will be a much better place [guaranteeing]. (15) Ghana was the first country in sub-Saharan Africa to gain her freedom from colonial rule [claiming]. (16) This year marks the 60th anniversary of that independence, and it is auspicious that I am addressing this Assembly for the first time on the birth date of our historic first President, Kwame Nkrumah, a day we have set aside to commemorate him [stating]. (17) We believe it is time Africa comes of age and holds its rightful place on the world stage [stating]. (18) This Africa will be neither a victim nor a pawn [challenging]. (19) This Africa will be honest to itself and to the world and this Africa will shed its cloak of poverty, and become prosperous [challenging]. (19) We are not under any illusions about the hard work that it will take to achieve our stated goals, but we are not afraid of hard work [stating]. (20) We know that a critical ingredient in making sustainable economic progress is to ensure a stable democratic system of governance [claiming]. (21) I believe we are making this progress in Ghana [claiming]. (22) After years of political turmoil and the accompanying economic chaos, a consensus has emerged in our Fourth Republic [claiming]. (23) We have had political stability for the last 25 years under a multi-party democracy, where regular



elections are now an accepted feature of our governance [claiming]. (24) I am here, today, because of elections last December in which the people of Ghana voted out an incumbent government, and gave me and my party the mandate and honour to govern our nation for the next four years [reporting]. (25) We continue to be a beacon of democracy and stability on the continent, our institutions of state are growing stronger, and we have made more progress with our economy than at any time since independence [claiming]. (26) Mr President, we are nowhere near where we want to be, but we are determined to realise our potential and make Ghana a prosperous nation [challenging]. (27) There will always be adventurers amongst us Ghanaians who would want to seek challenges in different parts of the world, and we would wish them well and expect that wherever they go, they would be welcome and treated with dignity [stating]. (28) But we are working to grow our economy and open up opportunities for all our citizens [claiming]. (29) No longer should Ghanaians feel they have to subject themselves to the intolerable and inhumane conditions of crossing the Sahara, and drowning in the Mediterranean, in the hope of making a living in Europe [challenging]. (30) We have just started the Free Senior High School programme, which aims to guarantee secondary education for all of Ghana's children [stating]. (31) The programme will ensure that all our children will be educated to at least secondary level, and money, or the lack of it, will no longer mean a denial of education [guaranteeing]. (32) This has already led to an increase of over 90,000 children, who have entered secondary school this academic year, who would otherwise have dropped out at this stage [claiming]. (33) SDG 4, which aims at ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all, will be within our reach by the target date [promising]. (34) We do not want to be a scar on anybody's conscience [stating]. (35) We want to build an economy that is not dependent on charity and handouts [challenging]. (36) Long and bitter experience has taught us no matter how generous the charity, we would remain poor [stating]. (37) We want to build a Ghana which looks to the use of its own resources and their proper management as the way to engineer social and economic growth in our country [promising]. (38) We want to



build an economy that looks past commodities to position our country in the global marketplace [promising]. (39) We are not disclaiming aid, but we do want to discard a mindset of dependency and living on handouts [challenging]; (40) we want to build a Ghana beyond aid [promising]. (41) It is an easier platform on which to build sustainable relationships [stating]. (42) In talking about sustainable relations, Africa, and, indeed, Ghana, remains committed to remaining a nuclear-weapon-free continent [stating]. (43) Three weeks ago, highly-enriched uranium was flown out of Ghana back to China, signalling the end of the removal of all such material from the country [reporting]. (44) Our nuclear reactor has, subsequently, been converted to use low-enriched fuel for power generation [claiming]. (45) A world, free of nuclear weapons, must be in all our collective interest [stating]. (46) Mr. President, I wish to reaffirm my country's commitment to maintaining friendly and cordial relations with all the countries and peoples of the world [guaranteeing]. (47) The full engagement of Ghana, through the Economic Community of West African States (ECOWAS), in the process of West African integration, and through the African Union (AU), in the process of African integration, remains a goal of my government [guaranteeing]. (48) Regional and continental integration are in Ghana's interest, as they represent one of the surest ways towards establishing the conditions for prosperity in our region and on the continent in the decades ahead, as well as helping to ensure peace and security and combating the scourges of terrorism, extremism and intolerance [claiming]. (49) The conflicts that continue to plague our continent in Libya, South Sudan, Congo DRC, and Mali, would be more effectively resolved if the international community was to support, not undermine, the efforts of our regional and continental organisations to deal with them [complaining]. (50) Ghana will also continue to be active in the multilateral organisations to which we belong, such as La **Francophonie**, the Commonwealth of Nations, and this United Nations, because we believe multilateral action and international co-operation are in the interest of all of us [promising]. (51) We want to build a Ghana that will enable our people deal with the rest of the world on an equal basis [promising]. (52) I say nothing new, when I draw attention to the urgent need to reform this



Organisation [stating]. (53) It has been talked about and scheduled for a long time, but, somehow, we have never found the courage and the will to reform the United Nations [reporting]. (54) Ghana supports the process of UN Reform, especially of the UN Security Council, as set out in Africa's Common Position on UN Reform, based on the Ezulwini Consensus [claiming]. (55) The time is long overdue to correct the longstanding injustice that the current structure and composition of the UN Security Council represent for the nations of Africa [stating]. (56) We cannot continue to preach democracy and fairness around the world, we cannot insist on peace and justice around the world, when our global organisation is not seen by the majority of its members as having a structure that is just and fair [stating]. (57) It is, indeed, seen by many as helping to perpetuate an unfair world order [reporting]. (58) This Organisation provides the best vehicle for the world to manage its many varied problems, and we would undermine its credibility and fail in our duty if we do not reform the United Nations [warning]. (59) We dare not let ourselves and future generations down [warning]. (60) The time for reform has come [stating]. (61) I thank you very much for your attention [thanking].