

RHETORICAL STRUCTURE OF ANNIVERSARY SPEECHES IN THE SENIOR HIGH SCHOOLS IN GHANA: A CASE OF WESLEY GIRL'S HIGH SCHOOLS AND ST. AUGUSTINE'S COLLEGE IN THE CENTRAL REGION

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ABSTRACT

The study presents a case study on the use of rhetoric in anniversary speeches of Heads of Wesley Girl's Senior High School and St. Augustine's College in Cape Coast in the central region of Ghana. Purposive sampling was used to sample ten (10) speeches out of twelve (12) speeches collected from the selected schools. The study employed qualitative content analysis and content analysis (these concepts are synonymous; hence no need to repeat as if they are entirely different) to analysis the data. The results show that anniversary speeches of Heads of public Senior High Schools have a six-move structure, with moves two and three used by the schools to persuade the audience and promote the schools. It was also found that the schools used the material processes to show the audience that they are working institutions by indicating what they have achieved, what they are doing and what they will do. The study also revealed that testimonials are commonly used in promotional discourse and consist of a written or spoken statement of a known or unknown endorser who praises the virtues of a product or service.

Keywords: Rhetorical structure, Anniversary speeches, Senior high schools, Ghana, Central region.

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INTRODUCTION

Ceremonial speeches/epideictic rhetoric strengthen the bonds between speaker and listeners and among listeners themselves, building a sense of community. To achieve that sense of community, they usually create a sense of presence for particular ideas and values. They bring to the forefront of consciousness some value or belief that a group holds but may not have thought much about, which makes people aware that they share important values and beliefs. Epideictic rhetoric tends to focus on values to draw people closer together (Zarefsky, 2008). It is commonly associated with political speeches. For instance, in a political debate, aside from the argumentation, presidential nominees flex their eloquence to promote themselves as worthy of the presidency (Eisesnstadt, 2014).

The anniversary speeches of Heads of Senior High Schools are ceremonial speeches which seek to praise or blame, condemn or commend, celebrate and give thanks (Osborn & Osborn, 2002). The anniversary speeches of Heads of public Senior High Schools (SHSs) in Ghana provide information to stakeholders of the schools. They inform the stakeholders about the activities of the school(s) in the previous year(s). The anniversary speeches of public Senior High Schools, aside from being a ceremonial speech, is also an institutional discourse which has not been given much attention by researchers with regards to their rhetorical nature. It is worth noting that, unlike the public universities which the government of Ghana has charged to come out with persuasive strategies that would market the universities and place them at par with businesses in the world market, the same cannot be said of the public Senior High Schools (Edu-Buandoh, 2010). The anniversary speech of heads of Senior High Schools, though a ceremonial speech, has the ability to persuade the audience and promote the Senior High Schools they represent.

This study, therefore, aims to determine the move structure and attendant communicative purposes of the anniversary speeches, to examine the specific contents and issues of the selected speeches, to investigate the discursive strategies used in the speeches as persuasive social action and the linguistic

means which embodied the persuasive functions of the discourse. Therefore, the study adopts an integrated theoretical perspective which includes some aspects of genre scholarship particularly, the tradition of the English for Specific Purposes (ESP) and the concept of transitivity as spearheaded by Systemic Functional Linguistics (SFL) (Bhatia, 1993; Halliday & Matthiessen, 2004). Through the application of these theories, this study seeks to investigate how schools persuade their audience through the specific use of language.

In this study, the anniversary speech of heads of Senior High School is a ceremonial speech which seeks to praise or blame, condemn or commend, celebrate and give thanks (Osborn & Osborn, 2002). It is one of the many genres that Senior High Schools in Ghana produce as they seek to account for the school's activities for the past year(s). These speeches explain the school's achievements, facilities available, successes, and challenges facing the school to the general public. These speeches are informative and very significant as parents and the public are informed about the school's achievements, especially the performance of students in the West African Senior Secondary School Certificate Examination (WASSCE). Again, they present the school's portrayal of their central service to students, namely, education with an emphasis on student's performance at the West African Senior Secondary School Certificate Examination. This particular information shapes the decision of present and prospective students and that of other parties interested in education, notably, parents about the academic success of students in the school. The anniversary speeches are vital for the school's marketing endeavour.

In Ghana, each SHS produces its own anniversary speech during the school's anniversary day celebration, which sometimes coincides with the speech and prize-giving day of the school. A school anniversary speech is a speech written by a school to be delivered by the head of the school. It is often written in the form of a report covering all the activities that took place in the school in the past year (s). The speech is written to be delivered as

spoken data. But, the study is interested in the written data. This speech is supposed to provide information about the school to the general public. The speeches are important as they outline the school's achievements, challenges and needs to the public to solicit support.

The SHS is the next level of education for a student who has successfully passed his/her Basic Education Certificate Examination (BECE). The Computerised School Selection Placement System (CSSPS) in Ghana is responsible for placing successful students into their respective Senior High Schools, based on the grades one acquires. The name, Senior Secondary School was changed into Senior High School in 2007. The rationale was to expand the system from three (3) years to four (4) years. The new 4-year Senior High School (SHS) system was to offer General Education with electives in General Science and Arts, Business, Technical, Vocational and Agriculture with options for entry into a tertiary institution or the job market. The four (4) - year system was reversed to three (3) years in 2009, with the government citing lack of infrastructure and financial constraints as challenges. Final year students at the JHS level are given the freedom to select any of the 700 SHSs as their choice of school. At the end of High School, all students take the West Africa Secondary School Certificate Examination (WASSCE). A student is required to obtain a minimum aggregate of 36 WASSCE (24 in SSSCE) before gaining admission into any tertiary institution (The Public Senior High School System in Ghana, 2020).

REVIEW OF THE RELATED LITERATURE

Systemic functional linguistic (SFL) theory

The Systemic-Functional approach to language, developed by Halliday since the 1960s, is a descriptive and interpretative theory of language that analyses language as a strategic (or purposeful) and making-meaning resource. SFL as a linguistic theory was developed by Halliday (e.g., Thomson & Droga, 2012; Halliday & Matthiessen, 2004), who borrowed his fundamental ideas from the Prague School of linguists. There are two theoretical conceptions of SFL - the notion of 'system network' and the three metafunctions of language.

The first of these to be discussed in this section is the system network. Within this standpoint, SFL claims that meanings are located in a stratified systemic pattern of choices available for users when communicating their messages. As language is realized through the choices users make within a system which includes the lexico-grammatical level of text organisation, when communication takes place, this resource is 'instantiated' in the form of a text.

In addition to the system, the function is an essential notion to the understanding of the systemic functional approach. It derives from the twofold premise that language use is 'purposeful behaviour' and that it is structured according to the purposes of its users. This implies that the form of texts (texture) and their content should not be dissociated when one is analysing a text regarded as a form of social action (discourse). Halliday and Matthiessen (2004) also claim that context underlies the whole stratified system of language, for the layers of content (lexicogrammar and semantics) and the layers of expression (phonetics and phonology) have to interface with the extra-linguistic context ('what goes on outside language') to organize the 'construal of experience' and the 'enactment of social processes into meaning (the stratum of semantics) and wording (the stratum of lexicogrammar).

This study concentrates on the experiential metafunction realized by transitivity to portray the reality of marketing in Ghanaian public Senior High Schools from the perspective of the anniversary speeches of heads of these schools. Therefore, by applying the grammar of transitivity at the clause rank of the anniversary speeches, this study is particularly interested in analysing the prevailing lexico-grammatical features (i.e., which processes and participants) dominate and help construe the marketisation of the schools in the speeches.

The second point is that SFL is concerned with how the speakers generate utterances and texts to convey their

intended meanings through the generalised metafunctions that relate language to the outside world where interactants and their social roles matter. According to SFL, language has three metafunctions: ideational, interpersonal and textual (e.g. Halliday, 1994; Halliday & Matthiessen, 2004). Metafunctions refer to the intrinsic functions that language is meant to perform in society. SFL theorists claim that it is these intrinsic functions of language that have, over the years, influenced its structure and organisation. The ideational function refers to the use of language to represent or encode experience and meaning (Halliday & Matthiessen, 2004). The ideational metafunction is sub-classified into two components, namely, the experiential function and the logical function. The experiential component, as the name implies, emphasises the idea that language is a representation of experience. Thus, through this function, a speaker or writer is able to encode in language his/her experience of the phenomena of the real world as well as his/her experience of the internal world of his/her own consciousness: reactions, cognitions and perceptions, and also his linguistic acts of speaking and understanding (Thomson & Droga, 2012).

The second component of ideational metafunction, which is the logical sub-function, refers to the logical relations that exist among the structural units of language such as coordination, subordination, modification and apposition (Thomson & Droga, 2012). Language serves an interpersonal function in that it is a tool for establishing social relations, for creating and enacting identities and for creating social worlds. When people get involved in a communicative event, they do not only transmit and share meaning, but they also negotiate, establish and maintain relationships. They thus, define their social roles and assert their personality by managing the discourse in a peculiar way suitable to the context. All these are done through language, and the ability of language to do this is inherently a characteristic of its organisation. Interpersonal function, therefore, deals with the social and power relations among language users.

The textual function of language relates to its internal organisation of information in a text. As a semiotic system, language dedicates some of its lexico-grammatical resources to establishing links among the tokens of meaning it expresses. These resources include intra-sentence and intersentence cohesive devices as well as inter-paragraph connectors. Generally, these resources maintain unity and continuity among the various ideational units in a text. It relates participant's situational roles to the discourse produced (Thomson & Droga, 2012).

In view of the complexity of the linguistic phenomena which SFL seeks to analyse, only the ideational meanings realized in the lexicogrammatical stratum via the system of transitivity was considered. As a result, the study focused on representations of the schools and the students based on the choice of participants and processes to tease out the issue of marketisation.

Statement of the problem

Many scholars have examined speeches, particularly from world-famous leaders such as presidents of nations. In Ghana, scholars have examined speeches of former presidents with a focus on power and ideology. The transitivity pattern in J. J. Rawling's June 4th speeches enact power and ideology (Appiah, 2015). A study also investigated the use of persuasive strategies in some selected speeches of Kwame Nkrumah using Aristotle's Rhetorical and Burke's theory of Dramatism (Abudulai, 2015). Many other studies on ceremonial speeches examined speeches of former president Barack Obama. A study adopted the theory of Systemic Functional Linguistics (SFL) to analyse two of Barack Obama's presidential speeches; Obama's Victory Speech (2008) and Obama's Inaugural Address (2009), mainly from the points of transitivity and modality (Wang, 2010). Another study focused on the use of metaphor as a rhetorical device in some selected speeches of Martin Luther King and Kwame Nkrumah (Opoku-Mensah, 2008).

The ceremonial function of these speeches has been to persuade the audience in order to win or retain political power.

Again, these studies focused on political speeches using the concept of transitivity, Aristotle's Rhetorical theory and Burke's theory of Dramatism. Also, research on the anniversary speech of heads of public Senior High Schools as an academic discourse which is promotional in nature is lacking. Some studies, for instance, give evidence of the changing nature of academic discourses that have now become highly promotional. Though these speeches are traditionally informative in nature, an in-depth analysis of the speeches reveals the use of some rhetoric of promotion. The present study, therefore, utilizes aspects of the Systemic Functional Linguistics (SFL) theory and Genre theory to show how anniversary speeches of heads of public SHSs persuade the audience through the choice of language (Bhatia, 1993).

Significance of the study

The study identifies specific examples of clauses used by schools to persuade the audience. Again, through the analysis of the rhetorical structure of the speeches, language students and researchers will be informed about the conventionalized aspect of this genre's construction. Also, it seeks to uncover a discursive construction of public school education rooted in the principles of marketing. Finally, the study will stimulate further studies in anniversary speeches of SHSs, using other aspects of the SFL theory.

OBJECTIVE

The main objective of this study is to ascertain the rhetorical structure of the anniversary speeches.

RESEARCH QUESTION

The study sought to answer this research question-What is the rhetorical structure of anniversary speeches given by heads of Wesley Girl's High Schools and St. Augustine's College?

METHODOLOGY

The present study adopts the qualitative research method. Purposive sampling was used to select ten (10) speeches out of twelve (12) speeches collected from the selected schools. The reason was that two (2) of the anniversary speeches were written and delivered in 2005 and 2006. Those two could not be sampled because the selection of the speeches was done based on the education reforms that took place within the periods-from 2007 to 2009 and from 2010 to 2013. From 2007 to 2009, the duration for the Senior High school education was changed from three (3) years to four (4) years. The four (4) year system was later changed back to three (3) years. These two periods are likely to present two different issues though the study does not specifically discuss issues in the speeches based on the two periods. Five (5) speeches were selected from Wesley Girl's High School and five (5) from St. Augustine's College. The information in the speeches from St. Augustine's College, henceforth SAC, were presented in the form of an outline, whilst that of Wesley Girl's High School, henceforth WGH, were presented in a prose form.

Table 1: Schools and the text length of their anniversary speeches

Year	School and text length	
	WGH	SAC
2007	-	525
2008	2100	1692
2009	3097	2560
2010	-	2346
2011	2100	3255
2012	1708	-
2013	2016	-
Total	11,021	11,378

Table 1 is a representation of the ten speeches from 2007 to 2013 from the two selected schools, WGH and SAC, respectively. From the table above, the 2011 speech from SAC has the highest text length, with a total of three thousand, two hundred and fifty-five (3255) words. The 2007 speech has the least text length, with a total of one thousand, five hundred and twenty-five (1525) words. The 2009 speech from WGH has a total of three thousand ninety-seven (3097) words as the highest text length and the 2012 speech has the least text length with a total of one thousand, seven hundred and eight (1708) words. The blanks (represented by the (-) indicate the absence of speeches from the schools in the specific year(s).

Qualitative content analysis and content analysis were used to analysis the data. By employing content analysis, the study aims to reveal the ideological orientation of the speeches and also to examine how the schools market themselves. The qualitative content analysis enabled the researchers to interpret the content of the speeches through the systematic classification process of coding and identification of themes or patterns (Hsieh & Shannon, 2005). Again, the application of qualitative content analysis to the study helped the researchers to focus on the characteristics of the language (that is the language used in the speeches) as communication with attention to the content or contextual meaning of the text (Tesch, 1990; Van, 2008)

The use of descriptive statistics to supplement the qualitative analysis assisted in determining the core and optional moves in the rhetorical structure of the anniversary speeches as well as identifying the dominant lexicon grammatical features used in the realization of those moves. Therefore, finding the number of words in a move, the frequency of a move and the sequence of moves in the analysis did not determine that the mixed method be compulsorily used. This study was rather more qualitative than quantitative. The summative approach was adopted in this study. Coding, which refers to the process of putting tags, lines, names or labels against the pieces of data is central to doing content analysis. The point of assigning such codes is to attach meaning to the pieces of data. To this effect, the two schools were assigned the codes-WGH for Wesley Girl's Senior High School and SAC for St. Augustine's College, respectively. The Parent-Teacher Association was assigned the code, PTA and the Old Student Association, OSA. The data is then summarized, putting together peculiar features and patterns through the use of open coding. Specifically, open coding was employed to summarise the data, by putting together identifiable patterns in order to find conceptual categories in the data. The main function of open coding is "to expose theoretical possibilities in the data" (Yin, 2015).

The text was also analysed with reference to SFL categories for transitivity analysis to help reveal the transitivity pattern used in the speeches. The transitivity analysis of the anniversary speeches was done by first identifying and isolating sentences and clauses in which the issue of marketing or promotion is espoused. First, the text was divided into clauses, which represent the basic unit of analysis in systemic functional grammar. Then, researchers manually tagged each of the three types of processes identified in a study and their specific participants (Actor, Senser, Goal, Token, etc.) (Halliday, 1994). When tagging these processes and participants, the clauses are numbered as excerpts.

RESULTS AND DISCUSSION

This section presents results and discusses of the rhetorical structures of the anniversary speeches. The communicative purpose was considered in the determination of the rhetorical structure of the anniversary speeches. In this study, the moves do not necessarily coincide with paragraphs as two or more moves may be present in one paragraph (Bhatia, 1993).

Overall move structure

The tables below are the representation of the six-move generic structure of the ten speeches observed in the data.

Table 2: Moves in anniversary speeches of Wesley Girl's High School

Rhetorical Unit		Steps in Anniversary Speeches	100%
Move 1	Welcoming	Vocative (5) Acknowledgement of guests (4) Reference to the celebration (3)	100 80 60
Move 2	Presenting contribution from old student's association, PTA and other stakeholders (4)		80
Move 3	Establishing credentials	Name of school (2) Ranking (2) Performance at WASSCE (5) Location/description related to the school (2) Teaching staff (1) Other unique selling points (1)	40 40 100 40 20 20
Move 4	Offering "extra" services	Providing essential details (academic resources, campus facilities, student services etc.) (1)	20
Move 5	Outlining challenges (1)		20
Move 6	Concluding	Promising better performance (2) Appeal for action (1) Indicating appreciation (4)	40 20 80

Table 3: Moves in anniversary speeches of St. Augustine's College

Rhetorical Unit		Steps in anniversary speeches	100%
Move 1	Welcoming	Vocative (5) Acknowledgement of guests (4) Reference to the celebration (3)	100 80 60
Move 2	Presenting contributions from old student's association, PTA and other stakeholders (5)		100
Move 3	Establishing credentials	Name of school (1) Ranking (5) Performance at WASSCE (4) Location/Description related to the school (3) Teaching staff (2) Other unique selling points (2)	20 100 80 60 40 40
Move 4	Offering "extra" services	1. Providing essential details (academic resources, campus facilities, student services etc.) (2)	40
Move 5	Outlining challenges (5)		100
Move 6	Concluding	Promising better performance (5) Appeal for action (5) Indicating appreciation (4)	100 100 80

Move 1: Welcoming

Move 1 is generally assigned the opening position and serves as the first point of contact between the school and the audience. Both schools use this move explicitly to welcome the audience and introduce them to the celebration. In analysing this move, three sub-moves were identified: Vocative, Acknowledging Guests and Reference to the celebration. All the speeches begin by first addressing the audience through the use of vocatives. In addressing the audience, the identity of the personalities being spoken to is presented. This move is important as it seeks to acknowledge the presence of the dignitaries present and to attract their attention. This move was present in all the speeches. Examples of this vocative sub-move included:

Excerpt 1: Lady President, Ministers of State, Nananom, Ministers of the Methodist Church of Ghana... (History of Wesley Girl's Senior High School, 2020).

Excerpt 2: Dr. Chairman, Distinguished Guest of Honour, Distinguished Guest Speaker, His Grace Archbishop... (History of St. Augustine's College, 2020).

The examples above reveal some similarities and differences in the use of the vocatives between the two schools. First, both

schools address their respective church authorities and these authorities represent the fourth vocative. This shows the respect the two schools accord the church leaders. However, whereas WGH addresses the 'Ministers of the Methodist Church of Ghana,' SAC mentions only 'His Grace Archbishop.' The reason could be that in the case of WGH, the Methodist Bishop for Cape Coast was not present at the anniversary celebration.

The sub-move, "Acknowledging Guests", is in the form of statements made to welcome some specific personalities. Examples included:

Excerpt 3: I welcome especially all the past students of Wesley Girl's High School... (History of Wesley Girl's Senior High School, 2020)

Excerpt 4: I salute every member of St. Augustine's family and stakeholders... (History of St. Augustine's College, 2020)

This sub-move was common in all the anniversary speeches from the two schools as seen in the examples above. The words 'welcome' and 'salute' were explicitly used to acknowledge the guests and to welcome them to the celebration. Specifically, WGH welcomed all the past students, whereas SAC chose the

expressions “St. Augustine’s family” and “stakeholders.” The significance of the choice of the expressions, “St. Augustine’s family” by SAC is that the school considers all those associated with St. Augustine’s College as one of their kind, be it past students, present students, guests (many of whom are parents or relatives of the students, old or current), etc. The expression also shows how warm and receptive the school is represented. The usage of the word “stakeholders” shows how the language of business has been adopted by educational institutions. Stakeholders may refer to those who have a stake in an institution and sometimes, these people are considered as owners of the institution. In effect, SAC addressed those who matter in the affairs of the school. The “Reference to the Celebration” sub-move indicates how old the school is or how long it has been celebrating her speech and prize-giving days. Some examples of this sub-move included:

Excerpt 5: I warmly welcome you all to this year’s Speech and Prize-Giving day, which marks the climax of our 175th anniversary celebration (History of Wesley Girl’s Senior High School, 2020)

Excerpt 6: It is with much joy that I celebrate this 79th speech day with you (History of St. Augustine’s College, 2020)

From the excerpts above, WGH is 175th years old compared to SAC, which is only 79 years old. The age of the school is important as it is commonly assumed that some of the older schools, especially the grade ‘A’ schools, are better equipped in terms of infrastructure and other logistics.

This sub-move was not captured in the 2008 speech of St. Augustine’s College. It was, however, present in the title or heading of the speech.

Example of a heading:

Excerpt 7: St. Augustine’s College, Cape Coast. 78th Speech and Prize-Giving Day Celebration. Headmaster’s report (History of St. Augustine’s College, 2020)

In the above excerpt, the full name of the school and the town within which the school is located were given. In addition, it stated the number of times SAC is celebrating its Speech and Prize-Giving Day- “78th Speech and Prize-Giving Day.” Finally, there was the caption, “Headmaster’s report.”

Move 2: Presenting contributions from old student’s association, PTA and other stakeholders

In all the speeches from the two schools, there were references to contributions from the old students, the PTA and other stakeholders towards the anniversary celebrations and a recount of fulfilled promises from these bodies. These contributions, especially from the old student’s association, are very important in the school’s marketing endeavour. This is because the extent of their support is an indication of how successful the products of the schools are. Highlighting their contributions can be likened to an advertisement where consumers who use a product give their testimonies. Indirectly, the schools are telling the world that their products become successful after completion and that explains why they give so much to support their alma mater. We have labelled this move, “advertising move.”

Here are some excerpts:

Excerpt 8: ...the 1991-year group has graciously constructed a water purifying plant to ease the burden of parents carrying purified water to their wards in the school (History of Wesley Girl’s Senior High School, 2020).

Excerpt 9: The 1958-year group has presented to the school 2 mowers, 10 water distillers, 2 ristographs, a kettle and 2 photocopiers (History of Wesley Girl’s Senior High School, 2020).

Excerpt 10: ...the PTA (Actor) has graciously donated to us a new dormitory block (History of Wesley Girl’s Senior High School, 2020).

Excerpt 11: It (PTA) supports the school to engage the services of the (resident) nurse(s) and part-time doctor as well as employing about three watchmen to augment the number engaged by the GES (History of St. Augustine’s College, 2020).

Excerpt 12: The 1977-year group...has provided a multi-functional fax machine to the school and additional street lights to brighten the compound at night (History of St. Augustine’s College, 2020).

Excerpt 13: The leadership of APSU National has established \$500 (five hundred dollars) seed money to be accessed by the headmaster for development projects in the school (Goddard, 2002).

From the excerpts above, it is clear that both the OSA and the PTA provide support to the schools both in cash and in-kind. The highlights of these supports by the schools indicate the kind of importance they attach to OSA and the PTA. The two associations are considered by the schools as major stakeholders of the schools and it is therefore proper for the schools to commend them for their supportive role in the schools. Again, the mention of the specific offer presented to the schools is strategic as these are likely to woo parents to the schools. For instance, a parent is likely to choose a school where there is “a water purifying plant” to save his /her ward from contracting any water-borne disease. SAC also presents another attractive package to entice parents, “the services of (resident) nurse(s) and a part-time doctor.” Many parents would prefer sending their wards to schools where their health needs would be attended to properly.

Move 3: Establishing credentials

Establishing Credentials aims to impress the listeners or the audience with selling points such as school names (more correctly, brand names), traditions, district, regional and/or international reputation, remarkable achievements, good location and other unique selling points (USP).

(USPs). Six sub- moves were identified.

- a. Name of School
- b. History
- c. District, Regional or International Recognition/Ranking
- d. Performance at WASSCE
- e. Location/Descriptions Related to the School
- f. Teaching Staff
- g. Other (Unique) Selling Points

The most unpopular sub-moves are a) History of school b) Location/description related to the school. The reason for this could be that the school’s brochures could best capture the history of the schools as well as their locations. Again, since the main purpose of the anniversary speeches is to provide information about the progress of the schools, the two schools did not make these two sub- moves a priority. Apart from these, almost all the anniversary speeches from the two schools displayed four or more of the sub moves.

In the discourse of advertising, “a great deal of promotional writing [...] relies on convincing readers that they have a problem or a need and the product or service being offered is not just a solution but is also the best solution” (History of Wesley Girl’s Senior High School, 2020). In view of this, move 3, “Establishing credentials,” works at two levels: firstly, by indicating the school’s perception of the interests and needs of prospective students and parents; and secondly, by convincing them that the particular school can satisfy their needs and that a particular school possesses qualities which make it superior to other schools. Some excerpts included:

Name of School:

Excerpt 14: ...one family of St. Augustine’s College... (History of St. Augustine’s College, 2020)

Excerpt 15: ... the success story of Wesley Girl’s High School... (History of Wesley Girl’s Senior High School, 2020).

SAC mentions its name and describes it as “one family.” They believe SAC is more than a school; hence, its description as “one family.” WGH, on the other hand, mentions the school’s name and associates it with “the success story.” This presents the school as a chalking success.

History:

Excerpt 16: As we look back 175 years...we pay tribute to our founding mothers and the Methodist Church... who sacrificed to ensure that the school was established on good Christian principles... (Abudulai, 2015)

This sub-move was common with WGH. It was used to indicate the age of the school, to “pay tribute” to their “founding mothers and the Methodist Church.” This shows that the effort of some women resulted in the birth of the school. It is no

wonder that the school is an all-Girl's school. Again, this sub-move identifies the school as a Christian school.

Regional/international recognition /ranking

The sub-move was used to indicate the school's position in academics, sports and its relationship with schools outside Ghana.

Excerpt 17: ...the school has managed to produce the best Science student in

Ghana and West Africa (History of Wesley Girl's Senior High School, 2020)

Excerpt 18: ...we have established links with Shrewsbury High School and Davison Girl's High School, both in the UK (History of Wesley Girl's Senior High School, 2020).

Excerpt 19: The school placed second in the Central Regional Athletics Competition ... (History of St. Augustine's College, 2020).

Excerpt 20: Our boys in the Ghana team (actor) lifted (material process: transformative) the West African trophy (goal) (SAC, 2008:5). WGH's academic excellence goes beyond the borders of Ghana and extends to West Africa, as seen in excerpt 17. The school produced "the best Science student in Ghana and West Africa." Again, WGH has two partner schools in the UK with which they have established links. The exciting thing about partner schools is the opportunity for some teachers and students to travel overseas. Some parents could be attracted to WGH through this package. SAC, on the other hand, is known for its exploits in sports both in Ghana and in West Africa.

Performance at WASSCE

In this sub-move, the schools gave an analysis of the results of their WASSCE. This included the performance of the schools in terms of percentages and specific grades.

Excerpt 21: ...the college's performance of 98% success achieved in the 2009 WASSCE (History of Wesley Girl's Senior High School, 2020)

Excerpt 22: ...the number of quality grades "As" and "Bs" increased from 84.6% to 88.4%... (WGH, 2008:9) In excerpt 21, SAC had 98% pass in its WASSCE. This is an indication that the school had only 2% of its students performing poorly. Every parent desires the ward to achieve academic excellence after sitting for an exam. If students in SAC excel this way, then some parents and prospective students would certainly make SAC their choice of school. WGH, on the other hand, presented both the grades attained by the school and the percentage pass in their WASSCE exam. WGH focused on the "quality grades" alone to give the percentage pass. This shows that the school places greater value on the "As" and "Bs," indicating a high expectation from their students. Therefore, the percentage pass for those below grades "B" was not given at all, believes that performativity "in the context of education markets has taken on a new dimension – that of being seen to perform as much as about substantive or quality performance..." This relates to the display of education as a performance. By demonstrating accountability and competitiveness according to defined standards, the performance of the two schools is central to their promotional efforts.

Location/ Description related to the school

The schools used this sub-move to give the location and descriptions related to the schools for easy identification. Here are some excerpts:

Excerpt 23: The location of the school building is close to the shores of the Gulf of Guinea ... (History of St. Augustine's College, 2020)

Excerpt 24: ...St. Augustine's college is, by all means, a very beautiful school (History of St. Augustine's College, 2020)

Excerpt 25: ...Wesley Girl's High school is one of the best schools in Ghana History of Wesley Girl's Senior High School

Excerpt 26: ...we are a girl's school (History of Wesley Girl's Senior High School, 2020).

The above also shows that the schools focus on non-academic attributes, which we may recognise from the service, or more specifically, the travel/tourist industry. This is because it is common with the tourist industry to describe the location of the place and the surroundings. In the example above, SAC, for instance, describes herself and her surroundings as "a very

beautiful school." The location also will help give an easy direction of the school to parents and other visitors. The school is presented as having an environment suitable for learning and the fact that students can enjoy the cool breeze from the sea.

Teaching staff

This sub-move presented the teachers available in the schools, the awards the teachers have received and the training programmes teachers attend to sharpen their skills in teaching. Some excerpts included:

Excerpt 27: Three of our teachers won Best Teacher Awards at the Municipal/Regional levels. (WGH, 2008:8)

Excerpt 28: The College, therefore, has teachers for all subject areas (History of St. Augustine's College, 2020).

Excerpt 29: ...we have now very able and capable teachers for all those who have left (History of Wesley Girl's Senior High School, 2020)

Excerpt 30: ...teachers of the school were given a three-day in-service training at Lomeh in the Volta Region (History of Wesley Girl's Senior High School, 2020).

In excerpts 27 and 30, teachers of WGH were adjudged best "at the Municipal and Regional levels." This presents the teachers as hardworking whose hard work receives recognition beyond the level of the school. Again, teachers of WGH attend in-service training outside the location of the school, indicating the value the school places on updating teacher's knowledge on novel trends in teaching and other issues related to education. SAC in excerpts 28 and 29 have very "able and capable teachers for all subjects." Teachers constitute one of the major stakeholders of every school. If SAC does not lack teachers for the various subjects, then parents are confident of the successful performance of their children.

d) Other (unique) selling points

This sub-move presents "products" that are unique to the school(s).

Excerpt 31: In January 2010, eight French students had the opportunity to "travel" to Togo for a ten-day educational trip where they "studied" at the University of Lomé (History of Wesley Girl's Senior High School, 2020).

In the above example, the French students in WGH get the chance to visit French-speaking countries for educational purposes. This sub-move works like an advertisement and is designed to arouse the audience's interest and make them "more favourably disposed of in general terms to the advertised products" (Goddard, 2002). Students who wish to further their studies in French are likely to select this school based on 'the opportunity to travel to Togo'. Many of the examples in the sub-clauses are often linguistically constructed by adjectives in comparative or superlative forms. For example, WGH uses the superlative of the adjective "good" to describe her school as providing 'the best Science student in Ghana and West Africa,' and to describe herself as one of "the best schools in Ghana." Aside from the use of the adjective of degree in Move 3 to establish credentials, there is also the use of the present perfect tense in the anniversary speeches to also establish credentials. The use of the present perfect tense is a common strategy used when referring to continued endeavours and achievements (Hui, 2009). The two forms of this tense to be discussed in my study are the continuative perfect and the experiential perfect tenses, respectively. The continuative perfect tense's usage is concerned with "ordinary states." This is where the situation continues throughout a period beginning in the past and extending up to now (Jordan, 1986). Some examples of sentences with the continuative perfect tense included:

Excerpt 32: With the support of the teachers, the counselling unit and the chaplaincy board, I can categorically state that the student's level of discipline has improved over the period (History of St. Augustine's College, 2020).

Excerpt 33: ... the administration, in consultation with its Board of Governors, has planned and put in measures to establish an endowment fund to meet the needs of the College (History of St. Augustine's College, 2020).

Excerpt 34: Year in year out, our old girls have proved that the virtues and values inculcated in them by the school have not been in vain (History of Wesley Girl's Senior High School, 2020).

Excerpt 35: The administration has been able to provide the required materials, books, equipment and all to the teachers and students to facilitate effective teaching/learning activities in the College (History of St. Augustine's College, 2020). Below are some examples of the experiential perfect whose "connection with now is clearest and most direct when the completion of an accomplishment takes place" (Huddleston & Pullum, 2002). For example, when a role is identified, a school is established and a university has risen to the front rank. These past situations are represented as having "current relevance" (Huddleston & Pullum, 2002).

Excerpt 36: ...the school has managed to produce the best Science student in Ghana and West Africa (History of Wesley Girl's Senior High School, 2020).

Excerpt 37: The main sponsors, the 1991-year group, have graciously constructed a water-purifying plant to ease the burden of parents carrying water to their wards in school (History of Wesley Girl's Senior High School, 2020).

Excerpt 38: ...we have established links with Shrewsbury High School and Davison Girl's High School, both in the UK (History of Wesley Girl's Senior High School, 2020).

Excerpt 39: The leadership of APSU National has established a \$500 (five hundred dollars) seed money to be accessed by the headmaster for development projects in the school History of St. Augustine's College, 2020)

Excerpt 40: The 1977-year group ... have provided a multi-functional fax machine to the school and additional ten street lights to brighten the compound at night (History of St. Augustine's College, 2020)

The present perfect tense was used in the anniversary speeches of WGH and SAC to establish credentials and to build the audience's confidence in the two schools. Again, the schools used the present perfect tense to strongly project a well-established and forward-looking image of the institutions, making connections from the past to the present and from the present to the near future. Aside the school being the subject in these sentences, the other subject is the old students. The schools, therefore, used the present perfect tense to project their alumni as very vibrant and up to the task. The two schools used the present continuous tense form of the verb, "continue." The two schools, by the use of this verb, show commitment to keep improving upon the school's facilities and academic performance. In the excerpts, the schools qualify the students with the possessive pronoun "our" and the definite article, "the" and do not make mention of any requirement. For example, "our students" and "the students" (History of Wesley Girl's Senior High School, 2020; History of St. Augustine's College, 2020). This kind of description (that is, the use of the possessive pronoun and the definite article), in the anniversary speeches, may be because the speeches tend to report on the current students in the schools. A study noted that it is very difficult to dismiss the use of modifiers in promotional genres. These modifiers are called 'lexical boost,' 1986). Some examples in the data included:

Excerpt 41: ... you will agree with me that the outstanding 2012 WASSCE results did not come on a silver platter (History of Wesley Girl's Senior High School, 2020).

Excerpt 42: ... the success story of Wesley Girl's High School is the result of effective collaboration among many stakeholders. They, through their good intentions, sincere efforts and intelligent direction have fought to maintain the quality of which we are proud today (History of Wesley Girl's Senior High School, 2020).

Excerpt 43: If we are still perceived today as a highly disciplined and excellent school for which over 12,400 girls applied... (History of Wesley Girl's Senior High School, 2020).

Excerpt 44: Every stakeholder, my predecessors and past administrators, teachers (past and present) all, who have contributed to the meteoric rise of the college deserve commendation (History of St. Augustine's College, 2020).

Excerpt 45: We have made remarkable strides in improving sanitation in the school (History of St. Augustine's College, 2020). Basically, the use of such modifiers is an essential part of product evaluation in the rhetoric of advertising (Bhatia,

1993). And this is fully exploited by the writers of the anniversary speeches in detailing their achievements to achieve move 3, Establishing Credentials. Furthermore, the schools established credentials using the "Corporate We". The researchers focused on the corporate "we" in identifying the addresser as the spokesperson for the school because there is extensive use of "we" by the schools in making claims and in addressing issues. In the anniversary speeches, the personal indexical "we" was used when referring to the two schools as the main actor. This personalisation of the institution as "we" (or the corporate "we") is widely used in advertising and corporate writing when "the text speaks on behalf of an organisation, differentiating it from the addressees but still personalising the source" (Jordan, 1986). Instances of the use of the corporate "we" by the two schools are discussed below:

Excerpt 46: We strive, therefore, to develop in our students the critical skills to become self-directed life-long learners within a diverse and fast-changing world (History of Wesley Girl's Senior High School, 2020)

Excerpt 47: ...we have established links with Shrewsbury High School and Davison Girl's High School, both in the UK (History of Wesley Girl's Senior High School, 2020)

Excerpt 48: ... I announce to the glory of God that we either maintained our position or improved upon it. We placed 3rd in soccer, 2nd in handball, table tennis, volleyball and hockey and 1st in basketball (History of Wesley Girl's Senior High School, 2020).

Excerpt 49: ... We welcomed 436 new students to the college on the 8th of October, 2007 (History of St. Augustine's College, 2020).

Excerpt 50: Some painting works are in progress. We are doing it bit by bit till it reaches an appreciable level (History of St. Augustine's College, 2020).

Excerpt 51: In the super zonal competition, we were tops (History of St. Augustine's College, 2020).

The animate participant, "we," performs the action of developing critical skills in students, establishing international links, receiving and welcoming students to the school. Portraying service providers as a team involving a group of "WES" is a frequent device in advertising, in which the speaker represents the corporation who speaks with a corporate voice (Muhlhasier & Harre, 1990).

Move 4: Offering "Extra" services

Educational institutions now promote "an interesting and challenging experience with "extra" services included (Askehave, 2007). Some examples of "extra" facilities and services identified in this data included the presence of clubs, counselling unit, scholarship package for some brilliant but needy students, well-furnished computer laboratory, a resident nurse, a resident priest, access to purified drinking water, street lights, etc. This move was captured in the clauses below:

Excerpt 52: It (PTA) supports the school to engage the services of the (resident) nurse(s) and part-time doctor as well as employing about three watchmen to augment the number engaged by the GES (History of St. Augustine's College, 2020).

Excerpt 53: ...the 1991-year group has graciously constructed a water purifying plant to ease the burden of parents carrying purified water to their wards in the school (History of Wesley Girl's Senior High School, 2020).

Excerpt 54: The 1981-year group has an ongoing project called Imani. They are taking care of the education of 4 girls from Kakumdo (History of Wesley Girl's Senior High School, 2020).

Excerpt 55: St. Augustine's College as an academic institution which has a resident priest to guide the students to attain excited religious and moral standards (History of St. Augustine's College, 2020).

The strategy of self-presentation is frequently used in promotional genres because they are useful for presenting "an adequately relevant, positive and credible description of the product or service and a good indication of potential value to its intended audience" (Bhatia, 1993). The value of the "rewards" appears more salient and worthy of attention than the mere description of the schools themselves. In this case, the "extra" services serve as a reward the student is likely to

enjoy if these schools are selected by the prospective students or parents for placement. In the data, these “extra” services are provided through the Old Student’s Associations and the PTA to the schools. Again, this support from the PTA and the Old Student’s Association presents the two bodies as very vibrant and ready to meet the needs of the schools. Move 4 serves as strategies of “self-appraisal,” and they are utilised in the data (Bhatia, 1993).

Move 5: Outlining challenges faced by the school

This move presents the needs and other challenges faced by the schools to the audience. The two schools studied were very explicit in outlining their needs. The descriptive adjective “inadequate” was used to drum home the challenges they face. These were captured in the following clauses:

Excerpt 56: The school’s incinerator for refuse collection, which in itself is inadequate, has collapsed.

Excerpt 57: There were no classrooms ready for use by the form one students (History of St. Augustine’s College, 2020).

Excerpt 58: ...the inadequate infrastructure in the school at the moment vis a vis constant increase in population poses a threat to quality (History of Wesley Girl’s Senior High School, 2020). Though this move seemed to present the “ugly” side of the conditions in the two schools, it is another tactical tool used by the schools to inform the audience that they (schools) want the best for their wards.

Move 6 Concluding

Move 6 has two sub-moves, promising better performance and appeal for action.

Promising better performance

The schools employed this sub-move to assure the audience of better performance. This ‘better performance’ is in the area of maintenance of existing facilities and improving the academic performance of the students.

Some examples included:

Excerpt 59: The administration continues to maintain facilities using its internally generated funds (History of St. Augustine’s College, 2020).

Excerpt 50: I would end my report by indicating that the administration continues to put some other areas in the college into shape from its internally generated funds (History of St. Augustine’s College, 2020).

Excerpt 61: Let us continue to join hands to give hope to our next generation... (History of Wesley Girl’s Senior High School, 2020).

Excerpt 62: We registered an ‘F’... and we hope to clear the ‘F’ and the 0.3% ‘Es’ (History of Wesley Girl’s Senior High School, 2020).

In the above examples, the use of the verb ‘continues’ shows the school’s level of commitment and determination to make the lives of the students a better one.

Appeal for action

After the two schools had indicated their commitment to improving their own lot, they used this sub-move to call for the support of stakeholders. Some excerpts included:

Excerpt 63: ...we implore all stakeholders to reflect on the needs of the college and contribute in cash and in-kind ... (History of St. Augustine’s College, 2020).

Excerpt 64: I urge you all to support them (our National Science and Mathematics Quiz Squad) in prayer as they have promised to give off their best... (History of Wesley Girl’s Senior High School, 2020).

Excerpt 65: We are praying that these promises will be redeemed in this Jubilee year (History of St. Augustine’s College, 2020).

In the examples above, the schools appeal for action from the respective stakeholders.

Frequency of moves

However, the importance of a move is determined by the textual space allocated to it as well as its frequency (Afful, 2005). To determine the frequency of a move in the anniversary speeches, the number of occurrences of a move in the entire data set was counted and recorded. Upon analysis, it was realized that four anniversary speeches by WGH did not exhibit moves four and five and one speech did not exhibit

moves three and six. Three anniversary speeches from SAC did not exhibit move four and move two was not realized by one speech from SAC. Below is a table representing the frequency of moves in the anniversary speeches of WGH and SAC.

Table 4: Frequency of occurrence of moves in the anniversary speeches of WGH and SAC

Rhetorical Unit	Raw count		Percentage	
	WGH (Out of 5)	SAC	WGH	SAC
Move 1	5	5	100	100
Move 2	5	4	100	80
Move 3	4	5	80	100
Move 4	1	2	20	40
Move 5	1	5	20	100
Move 6	4	5	80	100

Table 4 shows that five out of the five speeches from WGH and SAC employed the welcoming move, representing one hundred percent of the entire data. Also, five out of five speeches from WGH and four out of the five speeches from SAC exhibited move two, representing one hundred percent and eighty percent of the entire data, respectively. Again, four out of five speeches from WGH and five out of five speeches from SAC exhibited moves three and six respectively, representing eighty and hundred percent of the entire data, respectively. One speech from WGH exhibited move four and two speeches from SAC exhibited move four, which represents twenty percent and forty percent, respectively. And five were identified in one speech from WGH, representing twenty percent of the entire data. Finally, move five was identified in one speech from WGH and in five speeches from SAC, which represent twenty percent and hundred percent of the entire data set, respectively.

In terms of frequency, anniversary speeches from WGH exhibited moves one, two, three and six more than moves four and five. Also, in terms of frequency of moves, moves one, two, three, five and six were exhibited more in anniversary speeches from SAC than move four. This means that WGH and SAC allocated more space to moves 2 and 3 to present their achievements and to establish credentials. Move 3, for example, outlined the academic achievement at WASSCE, ranking of the schools, staff strength (especially teaching staff) and other unique features of the two schools. Moves 1 and 6 were used to thank the audience. Both schools thanked their audience and appreciated their audience.

Textual space of moves

In order to identify the textual space, we counted the words in each move across the entire data set. Research-site-related words like Wesley Girl’s High School and St. Augustine’s College were counted as they formed part of our analysis. Compound words (e.g., ongoing, co-ordinate, etc.) were counted as a word.

Table 5: Textual space of moves in anniversary speeches of WGH and SAC

Rhetorical unit	Number of words		Percentage (100%)	
	WGH	SAC	WGH	SAC
Move 1	720	369	19	9
Move 2	1120	1180	30	29
Move 3	965	668	26	16.3
Move 4	45	63	1	1.5
Move 5	250	1222	7	30
Move 6	615	583	17	14.2
Total	3715	4085	100%	100%

From Table 5 above, the total number of words in the entire data set of five anniversary speeches from WGH is three thousand, seven hundred and fifteen words. Move 1 was

achieved by the use of the vocatives, acknowledgment of the guests and making reference to the celebration and this was presented in seven hundred and twenty words. This represents nineteen percent of the entire textual space of anniversary speeches from WGH. This implies that anniversary speeches from WGH attribute much importance to the Welcoming move as compared to SAC, which exhibited nine percent of the Welcoming move. The two schools (WGH and SAC) ensure that they properly welcome their audience as move one serves as the first point of contact between the school and the audience. The schools employed vocatives to address the audience in order to capture their attention. Again, the schools attached special importance to the acknowledgement of certain dignitaries to give them some recognition.

Move 2 was presented in a total of one thousand one hundred and twenty words for WGH and one thousand one hundred and eighty words for SAC, respectively. This represents thirty percent of the textual space in the entire anniversary speeches for WGH and twenty-nine percent for SAC, respectively. From the analysis, the textual space for move two is more than the other moves. The schools outlined the contributions and donations made by the Old Student's Association, the PTA and other stakeholders to achieve this move. This is because the schools see it as proper to appreciate and outline their contributions to encourage them to do more. The move occupies such a space because the schools acknowledge them as a great support to the effective running of the school and as those who come to their aid in developing the school's infrastructure. In effect, schools in my data view the PTA and the Old Student's Association as stakeholders.

Move 3 had a total of nine hundred and sixty-five words, representing twenty-six percent of the entire textual space across the data set for WGH while SAC had a total of six hundred and sixty-eight percent of the entire textual space in the data, which represents sixteen point three percent of the entire textual space in the data. This move was achieved by naming the schools, presenting the international, national or local recognition/ranking, showing the location/descriptions related to the schools, teaching staff and outlining other unique selling points. Move three is the next move after move two that occupies more textual space. This is because the schools attempt to convince their audience by showcasing their achievements to impress the audience and to convince them that the schools possess the qualities which will ensure the success of their wards at the end of their programmes of study. Move 4 was presented in a total of forty-five words of the entire textual space in the data set, representing one percent for WGH and sixty-five words, representing one point six percent of the entire data set for SAC. This move has the least textual space. This is because a lot of the extra services provided by the schools through the Old Students Association and the PTA and move two gave details of their contribution. However, the schools still outline them to present the "extra" infrastructure they possess, which 'other' schools may not have.

Move 5 was achieved by outlining the challenges that the schools face and this was presented in two hundred and fifty words, representing seven percent of the entire textual space in the data set for WGH, and one thousand two hundred and twenty-two words, representing thirty percent of the entire textual space in the data set for SAC. The textual space allocated to this move by SAC is more than that of WGH. This is because SAC took advantage of the presence of the various stakeholders to outline a lot of the challenges the school is facing in all the five anniversary speeches. WGH, on the other hand faced major challenges during the four-year Senior High School system. This could be the reason for the differences in the percentages of move five by the two schools.

Move 6 was presented in a total of six hundred and fifteen words of the entire textual space in the data set, representing seventeen percent for WGH and five hundred and eighty-three words of the entire textual data representing fourteen point two percent for SAC. This move was achieved by promising better performance, appealing for action and thanking the audience for listening to the speeches. The allocation of the

seventeen percent and fourteen point two percent to this move is significant as the schools, through this move, resolve to work harder to improve upon the school's standards and to call for the support of the stakeholders to achieve this goal.

Considering the textual space allocated to a move moves 2, 3 and 1 occupy the greatest textual space in WGH and moves 5, 2 and 3 occupy the greatest textual space in SAC. Consequently, the textual space, as well as the frequency of a move, highlights the fact that moves 2, 3 and 1 are the obligatory moves in the anniversary speeches of WGH and moves 5, 2 and 3 are the obligatory moves in the anniversary speeches of SAC. Moves 4, 5 and 6 become optional moves in anniversary speeches for WGH and moves 1, 4 and 6 become optional moves in anniversary speeches for SAC. On the whole, moves 4 and 6 are optional moves in the anniversary speeches for both WGH and SAC. This may be because the schools believe move two took care of the "extra" benefits students are likely to enjoy, which were presented or donated to the schools by the PTA and the Old Students Association. For move 6, the two schools made it optional, may be because the schools believe they are re-echoing their appreciation to the audience, which was partly taken care of by moves one and two.

Sequencing of moves

In terms of the sequence of moves, the order of the moves in the anniversary speeches varied in many ways. Anniversary speeches from both schools, WGH and SAC, did not necessarily follow sequentially. This made it difficult to determine the common pattern of moves in the anniversary speeches of both schools. The analysis of the sequence of moves in the anniversary speeches of the two schools is in table 6 below.

Table 6: Sequencing of moves in anniversary speeches of WGH

Rhetorical unit	Raw count (Out of 5 anniversary speeches)	100%
Move 1>2>3>2>3>6	1	20
Move 1>2>4>2>3>6	1	20
Move 1>2>3>2>6	1	20
Move 1>3>2>6	1	20
Move 1>2>5>2>3>6	1	20
Total	5	100

Table 6 shows all the anniversary speeches from WGH exhibited different move sequence.

This example of speeches from move sequences- 1, 2, 3, 2, 3, and 6 (History of Wesley Girl's Senior High School, 2020). Moves 4 and 5 are absent from this speech. The reason could be that conditions in the school for that particular year were better. Hence, no need to outline the challenges of the school. All five speeches from WGH follow different sequences.

Table 7: Sequencing of moves in anniversary speeches of SAC

Rhetorical unit	Raw count (Out of 5 anniversary speeches) (n=5)	100%
Move 1>2>3>4>5>6	1	20
Move 1>2>3>5>6	2	40
Move 1>3>2>3>2>6	1	20
Move 1>5>3>2>5>6	1	20
Total	5	100

Table 7 shows that one percent of the anniversary speeches from SAC exhibited a six-move sequence, starting from move 1

(Welcoming) and ending on the move 6 (Concluding). This was observed in one out of the five speeches, representing 20 percent of the data. All the other four anniversary speeches from SAC follow different sequences, except the SAC 2011 anniversary speech, which exhibits a regular pattern, representing twenty percent of the data (History of St. Augustine's College, 2020).

In sum, "structural interpretation of the text-genre highlights the cognitive aspects of language organisation" and analysing the overall move structure can reveal "ways of communicating intention in specific areas of inquiry." The communicative purposes are accomplished by the above-mentioned moves, which give the anniversary speeches their typical cognitive structure. The main communicative purpose of the anniversary speeches is persuading. This is because the schools ultimately aim to elicit a favourable response from their intended audience (parents, prospective students, etc.). Eliciting a favourable response is a complex communicative process (Bhatia, 1993). In order to ensure its success, the schools highlighted welcomed the audience in a warm and friendly manner and informed prospective students about what the schools could offer and the quality of the WASSCE results.

CONCLUSION

The study revealed that a six-move structure was identified in the move analysis. The moves were as follows: Welcoming, Contributions of Old Students, PTA and other stakeholders, Establishing Credentials, Offering Extra Services, Outlining challenges and the Concluding move. This move analysis revealed that schools used the Establishing Credentials move to impress the audience and prospective students with selling points such as the name of the school, regional and /or international recognition, remarkable academic achievement and other achievements, and good location. Schools also emphasized move two- Contributions from Old Student's Association. This move is similar to that of an advertisement where consumers who use a product give testimonies.

The two schools, in effect, testify about the exploits of their OSA. Testimonials are commonly used in promotional discourse and consist of a written or spoken statement of a known or unknown endorser who praises the virtues of a product or service. It was quite effective as they portray the institution through the eye of former students and accentuate the qualities of the place which students tend to prefer (Jordan, 1986). Furthermore, trust and credibility are also at play as former students become 'witnesses' of the statements which the institution puts forward. In this study, the two schools-WGH and SAC are the endorsers.

Move four- Offering Extra Services was used strategically by the two schools to present the relevant, positive and credible description of what they can offer and the value of the rewards attached to these 'extra services.' This move also imitated the strategy of self-presentation in promotional genres (Bhatia, 1993). These three moves were, therefore, used to present the two schools as good service providers. The rhetorical structure of the anniversary speeches adopts a six-move structure. Moves 1, 2 and 3 were obligatory moves in the anniversary speeches of both schools and moves 5 and 6 were optional. Moves 2 and 3 were used strategically by the schools to promote themselves.

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