



ANALYSIS OF INTERPERSONAL METAFUNCTION IN PUBLIC SPEECHES: A CASE STUDY OF NELSON MANDELA'S PRESIDENTIAL INAUGURATION SPEECH

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Abstract

By analyzing Nelson Mandela's presidential inauguration speech at Pretoria on May 10, 1994 , this paper tries to conceptualize how interpersonal metafunction within the theoretical framework of Systemic Functional Grammar (SFG) (a form of grammatical description originated by Michael Halliday) investigates into a language from a social semiotic approach. The analysis involved differences in the distribution of mood, modality, personal pronoun and other lexical features. The findings reveal that the architecture of Mandela's speech achieved his political purpose as well as fulfilled its interpersonal meaning not only by corresponding with its lexico-grammar but also by considering the contextual factors such as the need to reflect the economic and socio-political situation of the country at that time.

1. Introduction:

Speech in Public speaking is a communicative tool or text that is delivered verbally to a group of people in a well-prepared, structured, deliberate manner intended to inform, influence, or entertain a listening audience. In public speaking, as in any form of communication, there are five basic elements, often expressed as "who is saying what to whom using what medium with what effects?" Reshaped by functions and contents, political speech is also a kind of text presented by concerned authorities. While speaking, politicians do more than talk: they interact with language and employ it to express interpersonal meanings. And thus a speech becomes a rich, multi-faceted phenomenon that can be explored from many different points of view. According to Halliday (2006), a text can be visioned from two directions: by focusing on the text as an object in its own right and by focusing on the text as an instrument to reveal something else. To clarify this notion, Halliday (2006) further illustrates that "focusing on text as an object, a grammarian will be asking questions such as: Why does the text mean what it does (to me, or to anyone else)? Why is it valued as it is? Focusing on

text as instrument, the grammarian will be asking what the text reveals about the system of the language in which it is spoken or written. These two perspectives are clearly complementary: we cannot explain why a text means what it does, with all the various readings and values that may be given to it, except by relating it to the linguistic system as a whole; and equally, we cannot use it as a window on the system unless we understand what it means and why". Here is the entrance of Interpersonal Metafunction. This paper makes use of the inauguration speech of Nelson Mandela (1994) and tries to explicate how interpersonal metafunction is being served here.

2. Theoretical background:

In the second half of the last century there emerged an immensely influential view of what the study of language should involve. The idea insists that there is only one proper place to start—from a view of language from an abstract set of generalized rules detached from any particular context of use.





Being influenced by the work of different prominent schools of linguists, Halliday credited especially J.F. Firth to whom he owed for “the notion of language as system” and later on B.L. Whorf who “showed how it is that human beings do not all mean alike, and how their unconscious ways of meaning are among the most significant manifestations of their culture”. These ideas underpinned Halliday’s functional approach to grammar which in turn claimed that language is a meaning potential. In other words, for Halliday, grammar is described as systems not as rules and language is inherently functional.

2.1 Metafunctions in Functional Grammar

Halliday developed four metafunctions, three of them show up in the clause column except the last metafunction because it is not embodied in the clause but in the clause complex-clauses linked together by logicosemantic relations to form sequences (Halliday and Matthiessen, 2004: 61). Those four metafunctions are as follow:

Table 1 Metafunctions and Their Reflexes in the Grammar (Halliday and Matthiessen, 2004: 61).

Metafunction (Technical name)	Definition (Kind of meaning)	Corresponding status of clause	Favored type of structure
Experiential	Construing a model of experience	Clause as representation	Segmental (based on constituency)
Interpersonal	Enacting social relationships	Clause as exchange	Prosodic
Textual	Creating relevance to context	Clause as message	Culminative
Logical	Construing logical relations	—	Iterative

Thompson (1996) summed the types of metafunction as:

1) We use language to talk about our experience of the world, including the worlds in our own minds, to describe events and states and the entities involved in them.

2) We also use language to interact with other people, to establish and maintain relations with them, to influence their behavior, to express our own

viewpoint on things in the world, and to elicit or change theirs.

3) In using languages, we organize our messages in ways which indicate how they fit in with the other messages around them and with the wider context in which we are talking or writing.

4) In using languages, the clause complex-clauses linked together by logicosemantic relations to form sequences (Halliday and Matthiessen, 2004).





2.2 Strands of Meaning: Ideational, interpersonal and textual

One of the most powerful aspects of the systemic approach is that language is viewed as a source for making not only one meaning at a time, but several strands of meaning simultaneously. This notion of SFL approach plays a role for Halliday to explain the meanings of a language in three different categories: field, tenor and mode. Equating to that, Halliday (2000) claims language is *metafunctionally* organized. In other words, he argues that all languages have three broad metafunctions: the

function for construing human experience which reflects the nature of the social process in which (*field*) the language is implicated (the *ideational* function), the function for enacting humans' diverse and complex social relations which relates to a text's aspects of *tenor* or interactivity (the *interpersonal* component), and the function for cohering the internal organisation and communicative nature which reflects the *mode* of a text (the *textual* function). Each of the grammatical systems proposed by Halliday is related to these metafunctions. The three strands of meaning are summarized and exemplified as follow:

Table 2: Types of Meanings in the Systemic Model (Eggins & Slade, 1997: 49)

Types of meaning	Gloss/definition	Example
Ideational	Meaning about the world, representation of reality (e.g. topics, subject matter)	Conversation, expressions; the French language: cigarettes
Interpersonal	Meanings about roles and relationships (e.g. status, intimacy, contact, sharedness between interactants)	Conflictual relationship, Supportive relationship, Provoking talk, assertive, less assertive
Textual	Meanings about the message (e.g. foregrounding/salience; types of cohesion)	Rapid turn-taking: cohesion through ellipsis and reference; foregrounding of expression/idioms

2.3 The interpersonal metafunction:

“Interpersonally, the grammar is not a theory but a way of doing; it is our construction of social relationships, both those that define society and our own place in it, and those that pertain to the immediate dialogic situation. This constitutes the “interpersonal” metafunction, whereby language constructs our social collective and, thereby, our *personal* being” (Halliday & Matthiessen, 1999). In other words, the interpersonal functions play the role of setting up and maintaining social relations, and indicate the roles of the participants in the

communication (Halliday, 2002). The interpersonal metafunction comprehends a text's *tenor* or interactivity which is again comprised with three components: the speaker/writer persona (whether the writer or speaker has a neutral attitude, which can be seen through the use of positive or negative language) social distance (how close the speakers are), and relative social status (whether they are equal in terms of power and knowledge on a subject) and here the last two are applicable only to spoken texts, although a case has been made that these two factors can also apply to written text. Focuses here are on speech acts (e.g. whether one person tends to ask





questions and the other speaker tends to answer), who chooses the topic, turn management, and how capable both speakers are of evaluating the subject.

3. Nelson Mandela's presidential inauguration speech:

In his long history Nelson Mandela (1918-2013) has made many speeches on many occasions. Some of these Mandela speeches have been compiled into books, and many things Mandela has said in his speeches have become famous quotes. As with the man himself a Mandela speech is usually well constructed, well thought out and packed with intelligence and meaning. Mandela's presidential inauguration speech of 1994 also bears the same hallmark. The end of a long struggle and the beginnings of shining hope are what really came through. The ANC had struggled so long to make democracy in South Africa a reality. Mandela himself went through 27 years of imprisonment. Now here he and his country stood "Free at last". To mark this history Nelson Mandela's inaugural speech as a president given at Pretoria on May 10 will be ever remembered by the people. His speeches give an insight into the long struggle for democracy and into his beliefs about humanity. To understand who Nelson Mandela is and what he has meant to his country and the world it is worth reading his speeches and at least his autobiography. This leader of power and vision has much to share with us all. Perhaps starting with the Mandela inauguration is a bit like reading a book backwards, but it doesn't really matter where we start with Mandela's speeches. They all have something to say and lead us to somewhere else. As one of the most successful speeches in the world history, the above factors contribute to the reliability and validity of using this speech as a sample corpus for this paper

4. The Interpersonal metafunction analysis of Mandela's presidential inauguration speech:

The Interpersonal Metafunction of a speech not only refers to the way speakers and audiences interact, the language use to establish and maintain the relations among them, but also means to influence their behaviors, to express our opinions about the world around us. To serve this, the Interpersonal Metafunction, claimed by Halliday (2009) mainly focuses on the relation between the role of speakers and the role of audience, mood and modality. Later he added pronoun system, rhythmic features of words that work as attitudinal modifiers. To enable readers to understand the weight of Mandela's speech as an effective discourse for its own purpose, the following analysis has been done from the perspective of the Interpersonal Metafunction by analyzing its use of Mood, Modality and Pronoun and other lexical features.

4.1 Mood:

Language involves interactions where we initiate or respond to the act of giving (and taking) or demanding (and being given). Giving refers to the speaker who is giving something to the listener or the speaker is inviting the listener to receive. Demanding refers to the speaker who is requiring something from the listener or the speaker is asking the listener to give. In other words, giving and demanding are the two ends of the continuum and thus function as one of exchange. And the commodity exchanged can be grouped into two kinds: (1) goods-and-services; (2) information (Halliday, 2000).

Table 3 Basic speech roles (Halliday, 2000)

Role \ Commodity	Goods-service	information





Giving	offer	statement
demanding	command	question

The speech roles and commodity exchanged can make four speech functions, which are statement, question, offer and command. Statements can be realized by declarative clause, problem or question is related to the interrogative clause and command is associated with the imperative clause. All the four primary speech functions are related with the grammatical structure. The principle grammatical system here is the MOOD network. The Mood carries the interpersonal functions of the clause and consists of *Subject+Finite*. The Subject is realised by a nominal group that the speaker gives responsibility to for the validity of the clause, while the Finite is realized by the first functional element of the verbal group. According to Eggins and Slade (1997), the position of subject-finite in a clause differentiates speech functions which plays an important role to explain the interpersonal meaning of the clause as exchange and serves a reflection of social role and identity.

In Mandela's speech, the analysis of the identifying of Subject and Finite shows that all of the clauses adopt declarative mood except sentence 33, 34, 35, 36, 38 which are imperative clauses. Statistically of 41 clauses in the data, there are 36 declarative clauses, accounting for 87.8% of the speech; 5 clauses are imperative ones which cover the rest of the percentage of the whole speech. And there are no interrogative clauses. There are some considerations why Mandela chose this mood pattern in his speech. We should bear in mind what Halliday (2004) refers to the "*multidimensional architecture of language*" "reflects the multidimensional nature of human experience and interpersonal relations. This is most obvious in speeches, particularly in a political one, where to fulfill the mission, it is vital and apparent for the speaker to give information and demand service. In other words, the speaker hopes to offer certain messages to the audience showing his attitude and assumption and in return he tries to demand and

arouse the audience to feel this and act accordingly. Therefore, declarative clauses demand their prominent presence in a political speech followed by imperative clauses and then interrogative clauses respectively. With the above mentioned, the dominant usage of declarative clauses in Mandela's speech makes it more solemn, convincing, and persuasive and thus gives it a thriving look where he succeeded in recalling his and his countrymen's long crucial sufferings, expressing his gratitude to his co-warriors and supporters and making promises and inspiring the audience to work for the actual freedom. For example,

(1) "*Today, all of us do, by our presence here, and by our celebrations in other parts of our country and the world, confer glory and hope to newborn liberty.*"

(2) "*Out of the experience of an extraordinary human disaster that lasted too long, must be born a society of which all humanity will be proud.*"

(16) "*The time for the healing of the wounds has come.*"

(17) "*The moment to bridge the chasms that divide us has come.*"

(18) "*The time to build is upon us.*"

Imperative clause also has a vital role in a speech as it itself is inspirational, uplifting and commanding, can appeal the audience to follow the speaker's instruction and thus creates the speaker's authoritative image by portraying mutual reliant relationship. To Halliday (1970), imperative clauses convey two types of messages: one is to command others to do something, while the other is to invite the audience to do something or achieve something together. And the format *Let s* always provokes the latter one. With reference to 5 imperative clauses





started with *Let* in the data, Mandela is not giving order or command directly but enlightening, persuading and arousing people's passion to dream, hope and act together to earn equality, peace, freedom and thus it minimizes the social distance between him and the audience. The following examples set the tone that such way of addressing makes Mandela's speech more emotive, appealing, and inspiring to the audience:

(33) *Let there be justice for all.*

(34) *Let there be peace for all.*

(35) *Let there be work, bread, water and salt for all.*

(36) *Let each know that for each the body, the mind and the soul have been freed to fulfill themselves.*

(38) *Let freedom reign.*

4.2 Modality:

According to Halliday (1994), "modality refers to the areas of meaning that lies between yes and no—the intermediate ground between positive and negative polarity." Modality can be used to understand the speaker's position, emotion, affirmation and attitude towards his will, revealing the speaker's estimation and uncertainty to the recognition of things. Thus through the analysis of various types of

modality, the speaker's interpersonal meaning could be better reflected in his speech. Thompson (2000:57) classified modality into two broad categories: Modalization and Modulation. "Modalization is a linguistic resource for presenting propositions noncategorically" (Schleppegrell, 2004: 60). It expresses the speaker's judgment towards the validity of the proposition by covering the scale of probability (possible-probable-certain) and usuality (sometimes-usually-always). And to do so, the uses of lexicogrammatical resources are as; modal verbs (can/could, may/might, shall/should, must, etc.), adjectives (possible, certain, probable, inevitable, etc.), adverbs (probably, likely, perhaps, rarely, etc.), nouns (likelihood, possibility, probability, etc.), and other devices (in my opinion, in all likelihood, it seems that..., etc.). On the other hand, Modulation shows the speaker's sense of obligation (allowed-supposed-required) and inclination (willing-keen-determined). It thus exposes the speaker's level of confidence while exchanging information through a wide range of linguistic resources, including modal verbs (must, should, ought to, etc.), adjectives (compulsory, mandatory, willing, etc.), adverbs (necessarily, willingly, etc.), and other forms (be required to, be inclined to, etc.).

Table 4: Semantic realization of Modality

Kind of Modality	Congruent realizations				Metaphorical realizations
	Finite	Adjunct (mood)	Predicator	Mental clause	Attributive clause





Probability	Can/could, may/might, will/would, should, ought to, must	possibly, probably, certainly ...		I guess ... I think ... I know ...	It is possible... It is probable... It is certain...
Usaulity		sometimes, usually, always...	-----	-----	It is unusual (for him to leave)
Obligation		necessarily	be allowed to, be supposed to, be obliged to	I'm willing for... I expect... I want... (him to leave)	It is permitted It is expected It is necessary (...for him to leave)
Inclination			be willing to, be keen to, be determined to be able to	I'd like to leave ... I want to leave ...	It'd be lovely to leave ... It is possible for him to leave

Adapted from Martin, Matthiessen & Painter (1997: 70)

Mastery of the “situationally appropriate expressions of modality enables the writer or speaker to address the intended audience with skill and exhibit a professional interpersonal competence” (Hyland, 1998: 440). This purpose has been served in Mandela’s speech where statistically 15 modal verbal operators are being identified in which are presented in the following table:

Table 5: The frequency of modals

Modals		Modality	frequency
Congruent	Will	Inclination/futurity	6
	must	obligation	3
	can	Ability/ possibility	1





	could	Ability/ possibility	1
	Be able to	Ability/ possibility	1
Would like to,know,trust	projection	3

The use of Will has a dual role in the speech: Will as a predicator of the future and then Will as a symbol of strong wish and determination. The following examples show this correspondingly:

(2) *Out of the experience of an extraordinary human disaster that lasted too long, must be born a society of which all humanity will be proud.*

(37) *Never, never and never again shall it be that this beautiful land will again experience the oppression of one by another and suffer the indignity of being the skunk of the world.*

As the highest scale of modal commitment (Halliday: 1994), Must carries out the degree of obligation on the person to carry out a command. Thus most political speeches adopt Must to convey the speaker's strong determination and also call on the audience to be determined to take action to achieve their common objectives. Same is the case with Mandela's speech where the use of Must has the above said implementation:

(3) *Our daily deeds as ordinary South Africans must produce an actual South African reality that will reinforce humanity's belief in justice, strengthen its confidence in the nobility of the human soul and sustain all our hopes for a glorious life for all.*

(32) *We must therefore act together as a united people, for national reconciliation, for nation building, for the birth of a new world.*

Again the use of Can, Could represents a low scale of modal commitment. The semantic meaning of these modals is to show one's ability to do something. So by using these, Mandela on one hand tries to

encourage his people to believe in their abilities to do something together and by doing this, on the other hand, Mandela is minimizing the gap between him and his fellow people. Here are the examples:

(31) *We know it well that none of us acting alone can achieve success.*

(26) *We dedicate this day to all the heroes and heroines in this country and the rest of the world who sacrificed in many ways and surrendered their lives so that we could be free.*

4.3 Personal Pronoun

Halliday (2000:191) opines that personal system, including pronouns and possessives, possess interpersonal meaning of language. In political speech, the interpersonal meaning exists in the communication between the speaker and the audience. The purpose of an addresser is to inform, suggest and thus communicate. The choice of different personal pronouns has an effect on the audience. Because the choice of personal pronoun can clearly make the audience know the attitude of the speaker. It can establish the social relationship between the speaker and audience in a speech.

There are three types of personal pronoun system: the first personal includes I, We, Us, Our; the second personal includes You, Your; while the third ones include They, It, Their. For the analysis of Pronoun system, the following table demonstrates the frequency Personal Pronoun system in Mandela's speech:





Table 6: The frequency Personal Pronouns

Personal Pronouns	First personal				Second personal		Third personal		Total
	I	We	Us	Our	You	Your	S/he	They/Their/them/it	
Times	1	27	9	21	2	0	0	1/7/2/10	80
Frequency	1.2%	33.75%	11.25%	26.25%	2.5%	0%	0%	1.2%/8.75%/2.5%/12.5%	

4.3.1 The First Personal Pronoun system

The above table shows that the first personal pronoun takes up 72.45% of the total usage of personal pronoun system. This figure is again subcategorized into the plural form we (33.75%) and its anamorphous us (11.25%) and our (26.25%); the first single personal pronoun I covers only 1.2%. That means instead of using single form of first personal pronoun, Mandela intentionally used the highest proportion of the plural form we and its anamorphous to arouse the feeling in the audience that the speaker is on the side of the audience. While in political speech, we refers to the speaker and all the audience together, in SFL, we and its anamorphous might have both inclusive and exclusive implementation: inclusive one equalizes I and you (the audience) by upholding emotional effectiveness of sharing same objectives that minimizes the speaker-audience gap; on the other hand, the meaning of We and its anamorphous from exclusive standpoint refers to I and others (not the audience spoken to), which implies a sense of authority, making the audience feel that the addresser and his team has the power to do something. Let us look at the following sentences:

(9) *That spiritual and physical oneness we all share with this common homeland explains the depth of the pain we all carried in our hearts as we saw our country tear itself apart in a terrible conflict, and as we saw it spurned, outlawed and isolated by the peoples of the world, precisely because it has become the universal base of the pernicious ideology and practice of racism and racial oppression.*

(10) *We, the people of South Africa, feel fulfilled that humanity has taken us back into its bosom, that we, who were outlaws not so long ago, have today been given the rare privilege to be host to the nations of the world on our own soil.*

(32) *We must therefore act together as a united people, for national reconciliation, for nation building, for the birth of a new world.*

In the given sentences, Mandela represents himself as one of the ordinary citizens of South Africa, kindles the audience to feel the same he does and thus persuades them to come forward under the same flag and work hand in hand for the actual freedom.

Referring to the exclusive we, the sentences can be used as examples:

(13) *We deeply appreciate the role that the masses of our people and their political mass democratic, religious, women, youth, business, traditional and other leaders have played to bring about this conclusion.*

(19) *We have, at last, achieved our political emancipation.*

(20) *We pledge ourselves to liberate all our people from the continuing bondage of poverty, deprivation, suffering, gender and other discrimination.*

(29) *We are both humbled and elevated by the honour and privilege that you, the people of South Africa, have bestowed on us, as the first President of a united, democratic, non-racial and non-sexist government.*





The combination of We, Our and Us in the above sentences reflects the integration of Mandela's government with South African people: it creates Mandela and his party's image with the sense of gratitude, obligation, high spirit and powerful authority that is determined to achieve as well as to protect its people and their freedom. He also emphasizes on the idea that there is no difference between the black and white people.

The remaining single form of personal pronoun I that has been used only once in the whole speech represents the speaker (Mandela) himself, his own personal views and feelings, as:

(5) To my compatriots, I have no hesitation in saying that each one of us is as intimately attached to the soil of this beautiful country as are the famous jacaranda trees of Pretoria and the mimosa trees of the bushveld.

4.3.2 The Second Personal pronoun system

In political speech, the use of you elicits a dialogic style (Li:2000) referring to the audience in two perspectives: the first is adopted to draw the audience's attention, and the second sense is often used to separate the speaker from the audience and help the speaker establish his authority or status through being separated from the others (Jin and Lu: 2013). In Mandela's speech, the second personal pronoun—you, takes up the least percent (2.5%) among the three types of personal pronouns. In this speech, You crossed the audience's boundary and thus extends from the whole nation to the international. Observe the sentences:

(12) We trust that you will continue to stand by us as we tackle the challenges of building peace, prosperity, non-sexism, non-racialism and democracy.

(29) We are both humbled and elevated by the honour and privilege that you, the people of South Africa, have bestowed on us, as the first President of a united, democratic, non-racial and non-sexist government.

As a continuation of sentence no 11, the very next sentence (12) shows Mandela's gratitude towards the international body who helped him and his nation during the crisis moments. In sentence 29, the use of You by Mandela also shows the same sense of humbleness and at the same time invites his people to continue their reliance on him and his party.

4.3.3 The Third Personal pronoun system

On the other hand, the plural form and its anamorphous of the third personal pronoun occupy 24.95%. In traditional grammar, they is often used to refer to those people who are absent. In political speech, they can have the effect of realizing interpersonal meaning. Let us take the following sentences:

(15) We would also like to pay tribute to our security forces, in all their ranks, for the distinguished role they have played in securing our first democratic elections and the transition to democracy, from blood-thirsty forces which still refuse to see the light.

(26) We dedicate this day to all the heroes and heroines in this country and the rest of the world who sacrificed in many ways and surrendered their lives so that we could be free.

(27) Their dreams have become reality.

(28) Freedom is their reward.

(36) Let each know that for each the body, the mind and the soul have been freed to fulfill themselves.

By using they, them, their in the above sentences, Mandela shows his care and respect to people who sacrificed their lives during the long-lasting struggle and also invites the audience to feel the same. Thus it ties the speaker, his fellow fighters and the present audiences in the same intimate and close bondage.





4.3.4 *The Pronoun modifier All*

The frequent use (15 times) of pronoun modifier All in Mandela's speech demonstrates his challenge to unite the divided communities: black and white people. The main theme of his speech that depicts on assuring peace, humanity, freedom and justice for all has been evident in the following sentences:

(2) *Out of the experience of an extraordinary human disaster that lasted too long, must be born a society of which all humanity will be proud.*

(3) *Our daily deeds as ordinary South Africans must produce an actual South African reality that will reinforce humanity's belief in justice, strengthen its confidence in the nobility of the human soul and sustain all our hopes for a glorious life for all.*

(33) *Let there be justice for all.*

(34) *Let there be peace for all.*

(35) *Let there be work, bread, water and salt for all.*

4.4 Rhythmic feature of words

According to Eggins (2004), the link between language systems and the choice of using it enables the audience to experience the speaker's interpersonal meaning: the extent of their intimacy, the level of their familiarity, their attitudes and judgments. Mandela's speech testifies this as he uses a wide range of rhythmic features of words that also serves as his attitudinal modifiers. His speech gives an insight into the long struggle for freedom, democracy and also for the establishment of humanity.

(16) *The time for the healing of the wounds has come.*

(17) *The moment to bridge the chasms that divide us has come.*

(18) *The time to build is upon us.*

In the above sentences, the anaphoric style of Mandela's phrasing promotes the reconciliation agenda that was to be the hallmark of his long

struggle and his effective presidency: his motivational and uplifting commitment inspired both the black and white people to bridge the chasm that divided the humanity into two communities.

(23) *We have triumphed in the effort to implant hope in the breasts of the millions of our people.*

(24) *We enter into a covenant that we shall build the society in which all South Africans, both black and white, will be able to walk tall, without any fear in their hearts, assured of their inalienable right to human dignity - a rainbow nation at peace with itself and the world.*

The use of metaphor in the above mentioned sentences acknowledges Mandela's attempt to make both black and white audience to recognize the momentum that the history is going to make. He is also urging his people to move away from the past legacies and come forward as a newly united people to ensure peace, freedom and prosperity for all.

5. Conclusion and recommendation:

This paper takes Nelson Mandela's presidential inauguration speech as a sample to elucidate the role of interpersonal metafunction in the public speech. It can be noticed that in this speech the use of mood and personal pronoun outweighs the use of modals and rhythmic lexical features; but all together they work within the same frame to explicate the speaker's interpersonal metafunction. From the above discussion we can sum up that different uses of mood, modals, personal pronouns and rhythmic features of words can convey different levels of interpersonal meaning: different status, purpose, meaning and relationship between the speaker and the audience.

This paper can also recommend the speakers to make better speeches; as:

- a) Use of appropriate quantity of positive declarative clauses to transmit messages to the audience





clearly and directly; appropriate application of imperative clauses to persuade and suggest.

- b) Use of modals under the highest modal commitment to show the speaker's strong spirit and determination to achieve any task and also to promote audience's confidence in their ability
- c) Use of personal pronoun, especially we-our-you-their pattern to abridge the speaker –audience distance by creating a dialogic style and also by pleading the audience to share the same feelings and attitude.

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