

Engagement in the Republican National Convention Endorsements: A Discourse Analysis

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ABSTRACT:

Engagement deals with how the speaker acknowledges other voices with alternative propositions different from his own. The study looks at how engagement is utilised in political speeches as a means of endorsing a specific candidate in the United States presidential elections. The study analyses a speech by Representative John James delivered on 15 July 2024, during the Republican National Convention. It raises the question: What are the types of Engagement utilised in the selected speech? What are the groups divided in the chosen speech? The study is limited to analysing John James's speech using the Engagement system according to Martin and White's (2005) Appraisal Theory and van Dijk's (2011) in-group/out-group division. The study concludes that heteroglossic engagement is the most used in the selected speech and that engagement as a discursive strategy is used in the manifestation of endorsement.

Keywords: Appraisal, Discourse analysis, Endorsement, Engagement, In-group/out-group

1. Introduction

In political campaigns, supporters use language to support their preferred candidate, criticize opponents and guide the audience towards a particular political choice. Endorsement speeches are a clear example of this process since, as Jones (2007, p. 139) indicates, they are delivered to show support and encourage people to vote for the candidate. Presidential candidates frequently utilise endorsement as an indicator of their electability and to persuade people to support their campaigns,

especially when this endorsement comes from a politician trusted by the public.

Less attention has been given to the linguistic strategies utilised in manifesting support in political endorsement. The current study aims to fill this gap by using Engagement according to Martin and White's (2005) Appraisal theory and van Dijk's (2011) in-group/out-group division. The study is limited to analysing Representative John James's speech which was delivered on 15 July 2024, during the Republican National Convention. The study raises the question: What

are the types of Engagement utilised in the selected speech? What are the groups divided in the chosen speech?

The study presents a literature review on the concept of endorsement, in-group/out-group division, and, lastly, the dimension of engagement in Appraisal Theory. A description of the data and methodology is provided. Then a qualitative and quantitative analysis is presented with the results, and, finally, the conclusion is provided.

2. Endorsement

The Oxford Advanced Learner's Dictionary (Hornby, 2015, p. 493) defines endorsement as "a public statement or action showing that you support" somebody/something. Jones (2007, p. 139) states that "an endorsement is a statement of support for a candidate from a person or organisation". In politics, endorsement is commonly used, especially in presidential elections (Grimm et al., 2009, pp. 866–867). Candidates frequently utilise endorsements as indicators of their electability and to persuade people to support their campaign (Jones, 2007, p.139). Faucheux (2002) adds that endorsements give the general public some information about the candidate's ideological stances and attitudes on issues, as well as her/his viability as a candidate and likelihood of winning an election.

Celebrities are frequently invited to campaign events and public appearances by political candidates (such as US presidential contenders) (von Sikorski et al., 2017), which means that through endorsements, politicians attempt to sway voter behaviour (Grimm et al., 2009, pp. 866–867).

According to Henneberg and Chen (2008), There are two categories of celebrities who engage in political endorsements: (1) traditional/external celebrities (i.e., nonpolitical individuals like athletes, entertainers, media personalities, and businesspeople) and (2) political/internal celebrities. Celebrity endorsements do not seem to matter as much in politics as those from other politicians (Grimm et al., 2009, p. 867). Moreover, Perloff (2017) indicates that general persuasion research suggests that the message itself enhances

the effectiveness of any persuasive message, including endorsement messages, regardless of the source (endorser).

Ideologies are common beliefs among people in a social group; these beliefs shape how they perceive social circumstances and events, as well as how they communicate and engage in other social behaviours (van Dijk, 2011, p. 380). Members of an ideological group are told not only what is "true" or "false," but also what is "good" or "bad," "permitted" or "prohibited," and so on (van Dijk, 2011, p. 388).

The way in-groups and out-groups are portrayed in text and conversation—typically through the ideological pronouns *us* and *them*—is one of the primary techniques of ideological control in discourse. The ideological square's four complementing overall tactics enable this to occur (van Dijk, 2011, pp. 396–397). Figure 1 illustrates the four tactics.

Figure 1

The Ideological Square Based on van Dijk (2011, p. 396).



In the ideological square, group members will typically speak or write favourably about their own group and unfavourably about those out-groups that they perceive as rivals, opponents, or adversaries, because these groups are perceived as different (van Dijk, 2011, p. 396).

Information describing the speaker's attitude toward a particular attribute of an item in terms of the opposition good and bad is known as evaluative meaning (Byessonova, 2012). Evaluation is the focus of Appraisal Theory, including the types of attitudes that are expressed in a text, the intensity of the emotions involved, and the sources of values and reader alignment (Martin & Rose, 2007, p. 17). In addition to self-expressively "speaking their own mind", speakers and writers who declare their own attitudes also ask others to support and share the emotions, preferences, or

normative judgements they are expressing (Martin & White, 2005, p. 95).

One important aspect of evaluation is the source of opinions (Martin & Rose, 2007, p. 18). The Engagement system which can be used to introduce a range of voices into a text (Martin & Rose, 2007, p. 25). Appraisal Theory identifies who the evaluations are coming from (Martin & Rose, 2007, p. 48).

Engagement is divided into two categories: monoglossia and Heteroglossia. When a speaker or writer portrays a claim as having no dialogistic alternatives that must be acknowledged or addressed in the current communicative situation, this is known as monoglossia (Martin & White, 2005, p. 99). Heteroglossia, in contrast, includes meanings that provide a background of predicted replies, previous utterances, and alternative points of view (Martin & White, 2005, p. 97).

There are two categories of heteroglossic meanings in terms of their dialogic expansion and dialogic contraction. While dialogic expansion allows for “alternative voices and positions”, dialogic contraction seems to restrict the dialogic space by opposing, limiting or fending off the presented alternative (Martin & White, 2005, p. 102).

Expansion is divided into entertain, in which the authorial voice indicates that its position is but one of a number of possible positions and thereby, to a greater or lesser degree, makes dialogic space for those possibilities (Martin & White, 2005, p. 104), and attribute, which includes formulations that disassociate the proposition from the text’s internal authorial voice by attributing it to some external source (Martin & White, 2005, p. 111). Attribute is also divided into two types: acknowledgement, those statements in which the authorial voice’s viewpoint on the proposition is not explicitly indicated, at least not through the choice of framer (Martin & White, 2005, p. 112), and distance, which involves formulations in which, via the semantics of the framer employed, there is an explicit distancing of the authorial voice from the attributed material (Martin & White, 2005, p. 113).

Contraction is divided into disclaim and proclaim. Disclaim includes interpretations that explicitly reject, replace, or indicate that a dialogic alternative does not apply (Martin & White, 2005, p. 117). It is divided into deny, which is a resource for introducing the alternative positive position into the dialogue and thus acknowledging it in order to reject it (Martin & White, 2005, p. 118), and counter, which includes formulations that depict the current proposition as replacing or supplanting a proposition that would have been expected in its place (Martin & White, 2005, p. 120).

Proclaim comprises interpretations that confront, challenge, overpower, or otherwise eliminate dialogic alternatives through some authorial insertion emphasis or intervention (Martin & White, 2005, p. 117–118). It is divided into concur, pronounce, and endorse. Formulations that explicitly state that the addresser agrees with or shares the same knowledge as a projected dialogic partner fall under the category of concur. This dialogic partner is usually the putative addressee of the text (Martin & White, 2005, p. 122). Formulations including authorial emphasis, explicit authorial interventions, or interpolations fall under the category of pronounce (Martin & White, 2005, p. 127). finally, endorsement refers to formulations provided by outside sources and presented by the authorial voice as accurate, legitimate and indisputable (Martin & White, 2005, p. 126).

Regarding these other speakers and their value perspectives, Martin and White (2005, p. 93) are concerned with whether the speakers/writers portray themselves as “standing with, standing against, undecided, or neutral”. They agree with van Dijk (1995, p. 22) in that discourse’s characteristics convey or indicate a group’s beliefs, viewpoints, stances, interests, and other characteristics. The frameworks of ideologies also imply that these representations are frequently expressed along an US-group versus THEM-group dimension, where speakers of one group typically have a tendency to portray other groups negatively and themselves or their own group positively. At the same time, the dialogistic perspective leads us

to attend to the anticipatory aspect of the text – to the signals speakers/writers provide as to how they expect those they address to respond to the current proposition and the value position it advances (Martin & White, 2005, p. 93).

Politicians may be able to influence society and make it work as a cohesive whole through communication. This is particularly evident during election campaigns, when winning votes is central and the nation's future is at risk (Ananko, 2017). Politicians typically employ a wide range of tactics to accomplish their goals, including evaluative methods, which are highly effective in influencing public opinion and activating voter's preferences (Ananko, 2017).

3. Methodology

3.1 The Data

The speech is purposefully chosen to analyse how endorsement is manifested through engagement. The speaker, John James, is a high-profile Republican representative from Michigan. He was born in Southfield, Oakland County, Michigan, on June 8, 1981. He was elected as a Republican to the One Hundred Eighteenth Congress and to the succeeding Congress (January 3, 2023–present). He was 43 years old at the time of delivering this speech. The speech is delivered on 15 July 2024, on the first day of the Republican National Convention. The duration of the speech is 5:52 minutes (847 words). https://youtu.be/8q787ba_kao?t=4454

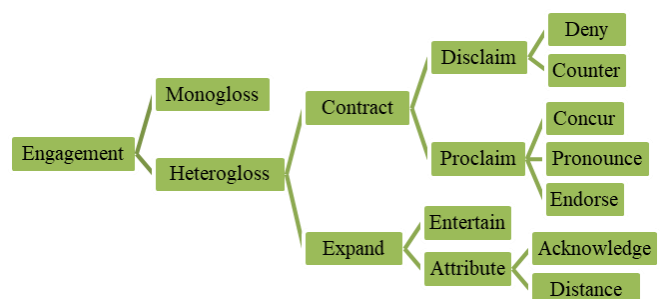
The speech is taken from the YouTube channel Republican National Convention (<https://www.youtube.com/@GOPConvention>) which is an official channel of the Republican Party. The Republican National Convention took place from July 15 to July 18. During this convention, a candidate for the presidency is named. Politicians and other supporters of the candidate deliver speeches to show support. In the 2024 election, Donald Trump and JD Vance were nominated as the presidential and vice presidential candidates of the United States.

3.2 The Analysis

The study follows a mixed method approach; engagement from Appraisal Theory by Martin and White (2005) and van Dijk's (2011) us-group vs. them-group. Frequencies and percentages of US-group vs. THEM-group distinction and the categories and subcategories of engagement are provided to figure out how endorsement is manifested in the speech. Figure 2 below provides an overview of engagement according to Martin and White (2005), which is taken as the model for analysing endorsement.

Figure 2

Types and Sub-types of Engagement



The following is John James's speech which analysed and suggested to be divided into four stages:

Stage 1: Introductory

Good evening, Wisconsin. Warmest regards, warmest regards from Detroit, home of the NFC North champion, Detroit Lions. In seriousness, in seriousness, didn't Wesley do a great job? One of my West Point classmates, class of 2004. And there's another Midwestern boy did a great job. Our Vice Presidential nominee, JD Vance. Another, another Western boy. You know, he's going to need some help when he comes up to Michigan. I'll do everything I can, but he might be the first Buckeye to win in Michigan since the last time Trump was in office.

Stage 2: Establishing Credibility

But those are two great American Dream stories from the Hunt family and from the Vance family. But I have another American Dream story to tell you about. It's about a little boy from Starkville, Mississippi, who lived directly across the

street from Mississippi State University, but he couldn't go there because he was black. Despite growing up in the Jim Crow South, he refused to let vulnerability become victimhood. He paid his way through college, served honorably in Vietnam, and started a trucking company, with one truck, one trailer, and no excuses, hauling beer back and forth between Detroit and Milwaukee. I grew up in all of that story because it's my dad's story. It's part of my story. He and my mother raised me never telling me this is a racist country. Never. Never. Even though we have marked blemishes in our past, even though we have much farther to go, even though they endured racism, it did not define the nation they loved. They taught me I could do anything I set my mind to. They taught me to put the Lord first always. They told me to use my blessings, to be a blessing to others. And that's what we're doing here today. That's why I went to West Point. I became a Ranger qualified Apache pilot and flew 750 hours operations in Operation Iraqi Freedom. You know, you know, there's something else me and President Trump have in common. The bad guys shot at us both, but they missed. And we'll keep on fighting for America until the good Lord takes us home. By the grace of God, I was able to come home after my deployment and help run the company business. Now I have the honor of representing Michigan's 10th congressional district, the number one manufacturing district in the best state in the entire unit. My family's story is the American Dream story. But my biggest concern right now, my biggest fear, is will children today be able to look back and share that same story?

Stage 3: Reasoning

I firmly believe Americans have not given up on the American Dream. Joe Biden and the Democrats have given up on the American Dream. Joe Biden and the Democrats think they know how to spend your money better than you do. They want to take your dollars, they want to take your voice, they want to take your control and give it back to D.C. bureaucrats to execute their woke and green new deal agenda. Well, that plan doesn't work because hope is not a plan. Black people were sold on hope. Now our streets are rife with crime. Our kids can't read and illegals are getting better help

from Democrats in four days than we've gotten in 400 years. Our daughters were sold on hope and now they're being forced on the playing fields and changing rooms of biological males. America was sold on hope and now the world's on fire. Our borders are wide open and Americans are going into debt to pay for their groceries. But look, look, look, look, look. We don't even have to imagine a brighter day. We just have to remember. Under President Donald J. Trump, we had a secure border. Under President Donald J. Trump, we have peace in Europe. And under President Donald J. Trump, we had an economy so good. We had an economy so good, Democrats were trying to give Obama the credits for.

Stage 4: Encouraging

Look, y'all heard a little bit earlier today, if you don't vote Donald Trump, you ain't black. But see, here's the thing, by the grace of God and the proven leadership of Donald Trump, for every American, regardless of race, color, and creed, we could once again have a land where a child's outcome is not determined by their zip code. We could once again have a land where hard work truly does get you ahead. We can once again have a land where you can go from poverty to prosperity in a single generation. I believe that land is still America. America is the greatest idea that's ever been. America, I believe deeply in my heart, America is the greatest idea that's ever been. It's worth fighting for. It's worth sacrificing for. And it is worth getting out to vote for. Because I truly believe in the deepest heart of hearts, that with Donald J. Trump back in the White House, the best is yet to come. God bless you. Thank you. God bless America.

i- Engagement

In the introductory stage, the speaker starts by the mentioning the Detroit Lions, a football team. He talks about the achievement of one of the players and links it to the achievement of JD Vance since they are both Midwestern boys. The speaker starts with a leading question "In seriousness, in seriousness, didn't Wesley do a great job?" This type of question invites the category of **concur**, which suggests that the speaker assumes that the listeners agree with him, or that they have the same

information he has. This leads to the understanding that this information is plausible, ruling out any other position. The speaker uses this type of engagement to set the ground for the next part of the speech, which is that JD Vance's, and by extension the Republicans', achievements are also generally agreed upon.

The speaker uses **monogloss** in *"there's another Midwestern boy did a great job. Our Vice Presidential nominee, JD Vance."* The use of monoglossic engagement is important here since it presents his proposition as not having any alternatives. It is something to be taken for granted. In *"You know, he's going to need some help when he comes up to Michigan"*, the speaker uses **pronouncement** to insist upon the fact that they should help Vance when he comes up to Michigan.

Through the use of **entertain** in *"I'll do everything I can"*, the speaker shows his inclination to focus on the alternative of helping Vance, presenting it as a promise. Through *"but"*, the speaker utilises **counter** in *"but he might be the first Buckeye to win in Michigan."* Counter, being part of contraction, it challenges the scope of alternatives. So, being a Buckeye (from Ohio) and winning in Michigan counters the alternative proposition that there is someone else from Ohio who had won before in Michigan. At the same time, the use of "might" indicates the speaker's use of the engagement type of **entertain**. As a type of expansion engagement, entertain allows space for other alternative to be considered. However, choosing to state this alternative sends the message that the speaker aligns with this specific one.

In the establishing credibility stage, **monogloss** is used in *"But those are two great American Dream stories from the Hunt family and from the Vance family"* to present Vance and Wesley's stories as great success stories. The speaker seeks to make the audience to accept their success as something true. this leads the way for him to narrate his father's story. In *"but I have another American Dream story to tell you about"*, the use of **counter** emphasizes the existence of another great story, aligning his father's story with that of Hunt's and Vance's stories. The speaker speaks of his father's inability to attend college. **Counter** is used

again in *"but he couldn't go there because he was black"* to reject the alternative proposition that because he lived near Mississippi State University, attending it would have been easy. His inability to such a simple thing establishes the fact that racism played a major role in his life.

The speaker starts listing the strengths of his father by using **counter** once again. In *"Despite growing up in the Jim Crow South, he refused to let vulnerability become victimhood,"* he counters the expected proposition that the south of America is hard on Black people and normally they become victims of such a system. However, his father was able to take action and not to let racism stop him. Such a description of the situation shifts the responsibility from racist actors to those who are victimised.

In *"he paid his way through college ... between Detroit and Milwaukee"*, the speaker uses **monoglossic** engagement to present his father's success story as something to be taken for granted, as something achievable regardless of the circumstances. This is evident in the use of deny in *"and no excuses."* The use of **denial** acknowledges the existence of struggles that black people might face, but he denies that they should stop people from achieving success. The speaker attempts to insinuate that despite the fact that some people are racist, the country itself is welcoming of everyone, and his father's financial success is proof of that. The speaker presents himself as having more experience on the subject since he has a personal experience that proves his position, rejecting other alternatives that might justify not being able to succeed in life because of racism. He insists on the importance of this story using **pronouncement** in *"I grew up in all of that story because it's my dad's story"* and *"It's part of my story"*.

In *"He and my mother raised me never telling me this is a racist country. Never. Never,"* **denial** is used to emphasize that the country is not racist. "Telling" on the other hand, indicates the use of **acknowledge**, in which the speaker does not clearly align or disalign himself with what is being said. However, what is said next implicitly indicates that the speaker does not completely agree with what his parents have said through three uses of

counter. In *“Even though we have marked blemishes in our past, even though we have much farther to go, even though they endured racism”*, although the speaker acknowledges the country is not perfect and that people still suffer from racism, he refuses to allow racism to define America. Hence, he uses **deny** in *“it **did not** define the nation they loved”*.

The use of attribution of the type **acknowledgement** in *“They **taught** me I could do anything I set my mind to”*, attaches the proposition to an external source, without indicating alignment with what is being said. Also *“I set my mind to”* shifts the weight of taking action onto people of colour to stand against racism. In *“They **taught** me to put the Lord first always”* and *“They **told** me to use my blessings, to be a blessing to others”*, the speaker uses **acknowledgement** to show the values with which he was raised. Although *“told”* does not signify whether he agrees or disagrees with his parents. Yet **concur** in *“and that's what **we're** doing here today”* shows that he aligns with them. It also shows that the speaker assumes that the audience is in agreement with him regarding their stance when it comes to religion.

In *“that's why I went to West Point”*, **Pronouncement** is used so as to assert the reason why he joined the military. Since pronouncement is part of dialogic contraction, it restricts alternative propositions. Hence, it limits the reason why he joined the military to the idea that he wants to be a blessing to others. This adds a positive note to the situation. **Pronouncement** is also used in *“**You know, you know**, there's something else me and President Trump have in common”* is also used to establish that the speaker and Trump have something in common. It is used to add weight to the proposition. “but” in *“The bad guys shot at us both, **but** they missed”* is used to **counter** and reject the proposition that “the bad guys” would hurt them.

Although other alternatives exist, through the use of “will” in *“we **will** keep on fighting for America until the good Lord takes us home”*, the speaker entertains the existence of other alternatives that might contradict his proposition. He chooses to present his alternative as a promise, giving a higher level of warrantability concerning his readiness to stand up for his country. He also indicates a high

level of warrantability in *“By the grace of God, I was able to come home after my deployment and help run the company business.”* “By the grace of God” is a **pronouncement** and it assures the audience that what is said next is true.

In *“the number one manufacturing district in the best state in the entire unit”*, the speaker uses **monoglossic** engagement in order to present his state as the best. Also, *“My family's story is the American Dream story”* is a **monoglossic** engagement in that the speaker leaves no chance for an alternative proposition that says otherwise. He uses **counter** in *“**but** my biggest concern right now, my biggest fear”* to reject any other sources of concern and fear and focus on only one, namely *“**will** children today be able to look back and share that same story?”* So, the stage ends with declaring his fear through the use of **entertain** to show that both alternatives, being able to achieve the American Dream or not, are possible and that it depends on government decisions.

The reasoning stage starts with the use of **pronouncement** in *“I **firmly** believe Americans have **not** given up on the American Dream”*. Using “firmly”, the speaker establishes a sense of confidence that the speaker is sure that Americans still believe in the American Dream, rejecting any alternative position that might say otherwise through the use of **denial**. On the other hand, monogloss is used in *“Joe Biden and the Democrats have given up on the American Dream”* to present Biden and the Democrats as not belonging to the category of Americans who believe in an important value, the American Dream. This stresses the truth value of the proposition that the Republicans are the ones who believe in the American Dream.

The speaker uses “think” in *“Joe Biden and the Democrats **think** they know how to spend your money better than you do”* to **acknowledge** what the Democrats think they are able to do. However, the speaker clearly does not share the same viewpoint. In *“They want to take your dollars”, “they want to take your voice”, they want to take your control”* and *“and give it back to D.C. bureaucrats to execute their woke and green new deal agenda”*, he uses **monogloss** to present his viewpoint of what the Democrats are planning to do, stating his point as the truth of what is going to

happen. He completely rejects their plan by using **deny** twice when negating the following sentence, “*Well, that plan **doesn't** work because hope is **not** a plan*”.

The speaker then lists the reasons why he rejects hope as a foundation for making decisions. He starts with the use of **monogloss** in “Black people were sold on hope. Now our streets are rife with crime.” Then **denial** is used in “*Our kids **can't** read*.” He returns to the use of **monogloss** in “*illegals are getting better help from Democrats in four days than we've gotten in 400 years*” stating this proposition as a fact. **Monogloss** is used in “*Our daughters were sold on... fields and changing rooms of biological males,*” “*America was sold on hope and now the world's on fire,*” and “*Our borders are wide open and Americans are going into debt to pay for their groceries.*” The use of monogloss presents these problems as facts that do not have to be discussed. The speaker provides a solution to these problems. He starts with **pronouncement**, insisting on the value and warrantability through the use of “*But look, look, look, look, look.*” In “we **don't** even have to imagine a brighter day,” he then returns to the use of **denial** to, once again, reject hope as being a way to solve these problems. “*Just*” in “*We **just** have to remember*” is also considered **denial** which rejects other alternatives making the listeners focus on the solution that the speaker provides.

Pronouncement is repeated three times to assure the audience that what the speaker is saying is warrantable. Through the use of “*Under President Donald J. Trump*” the speaker establishes that Trump is the solution to the mentioned problems. He contracts any other possible solutions that the audience might consider. The speaker ends this stage with the use of **denial** in “*We had an economy so good, Democrats were **trying** to give Obama the credits for*”. “*Trying*” insinuates a failed attempt on the part of the Democrats.

The encouraging stage starts with the use of **concur**. In “*Look, **y'all** heard a little bit earlier today*”, the speaker assumes that he and all the listeners share the same information. Then, **counter** and **deny** in “*if you **don't** vote Donald Trump, you **ain't** black,*” are used to reject the idea that Black people should vote for Trump just because they are black.

Through **counter**, using “*if*”, the speaker leaves the alternative, if you vote Donald Trump, you are black, to be considered and does not fully reject it. The speaker uses **pronouncement** in “*But see, here's the thing,*” to assure the audience that what he says is reliable. However, in “*we **could** once again have a land,*” which is repeated three times, he uses **entertain** in the form of modality to talk about what might happen if Trump becomes president, indicating his hope. In “*where a child's outcome is **not** determined by their zip code,*” **denial** is used to reject and criticize the current situation. Also, in “*where hard work **truly** does get you ahead*”, “*truly*” marks the use of **pronouncement** to indicate the speaker's confidence in what may happen, limiting the scope of dialogic alternatives. Again, **entertain** is used in the form of modality in “*where you **can** go from poverty to prosperity in a single generation*”, to focus on the positive outcome for when Trump becomes president. Thus, although the speaker does not guarantee a better future, he gives hope for the future which can urge the listeners to take action (voting for Trump).

In “*I **believe** that land is **still** America*”, The speaker mixes **entertain** and **counter**. He presents his proposition as being only an alternative among many. Using “*believe*”, he opens the dialogic space for other options. However, using “*still*” as a **counter**, the speaker chooses to focus on subjective viewpoint. Using **pronouncement** in “*America is the greatest idea that's ever been*”, he continues the same position. The same viewpoint and category of engagement are repeated in “*America, I **believe** deeply in my heart, America is the greatest idea **that's ever been***”.

Monogloss is used to present the importance of voting. In “*It's worth fighting for*”, “*It's worth sacrificing for*”, and “*And it is worth getting out to vote for*”, the speaker presents the viewpoints as facts, requiring no further justification. However, he provides justification for why people must vote for Trump. In “*because I truly believe in the deepest heart of hearts*”, he provides a justification through the use of **pronouncement**, so as to strengthen this proposition regarding why people should vote for Trump. Finally, in “*that with Donald J. Trump back in the White House, the best is **yet** to come*”, he ends the

speech with the use of **pronouncement** to insist these problems will be solved.
on the value of his proposition that, with Trump,

Table 2

Frequencies and Percentages of Engagement Instances of the Whole Speech

No.					Freq.	Perc. in relation to contract/expand	Perc. in relation to heterogloss
1	Monogloss 17 (22.36%)						
2	Heterogloss 59 (77.63%)	Contract 44 (74.57%)	Disclaim	Deny	13	29.54%	22.03%
3				Counter	11	25%	18.64%
4			Proclaim	Concur	4	9.09%	6.77%
5				Pronounce	16	36.36%	27.11%
6		Expand 15 (25.42%)		Endorse	0	0%	0%
7				Entertain	10	66.66%	16.94%
8			Attribute	Acknowledge	5	33.33%	8.47%
9				Distance	0	0%	0%

Table 1 indicates that there are 77 instances of engagement. Both major types of heterogloss and monogloss appear in the speech. However, heterogloss is the most prominent type at 77.63% (59 instances) while monogloss accounts for 22.36% (18 instances). Monogloss is used by the speaker to close the dialogic space completely, leaving no alternatives that may contradict his viewpoints. It is especially used to mention how the Democrats want to take advantage of people.

Of these heteroglossic instances, contraction makes 74.57% of the heteroglossic instances. Both subtypes of disclaim are used almost similarly by the speaker to reject the alternatives that do not suit his narrative.

Pronouncement (16 instances) is the most prominent subtype of proclaim, accounting for 36.36% of contraction and 27.11% of heterogloss as a whole. It is used by the speaker to insist on the validity of his proposition that Trump is the better choice for the presidency.

Within expansion, entertain (10 instances) is the most prominent subtype, accounting for 66.66% of expansion while it makes 16.94% of heterogloss as a whole. It is used by the speaker to acknowledge the existence of other alternatives in the dialogic space. It is used to present promises, expressing concerns, and providing hope. Only two subtypes of heterogloss are not used at all: endorse and distance.

Table 2

Frequencies and Percentages of Engagement Instances of the Separate Stages

Engagement	Stage 1	Stage 2	Stage 3	Stage 4
Monogloss	1 (5.88%)	4 (23.52%)	9 (52.94%)	3 (17.64%)
Deny	0%	3 (23.07%)	7 (53.84%)	3 (23.07%)
Counter	1 (9.09%)	8 (72.72%)	0 (0%)	2 (18.18%)

Concur	1 (25%)	1 (25%)	1 (25%)	1 (25%)
Pronounce	1 (6.25%)	5 (31.25%)	4 (25%)	6 (37.5%)
Endorse	0%	0%	0%	0%
Entertain	2 (20%)	2 (20%)	0%	6 (60%)
Acknowledge	0%	4 (80%)	1 (20%)	0%
Distance	0%	0%	0%	0%

Table 2 illustrates how each type and subtype of engagement is distributed across the four stage. Monogloss is mostly used in the third stage (52.94%). The same is true with Deny (53.84%). Counter is mostly used in the second stage (72.72%). Concur is distributed equally in the four stages. Pronounce is mostly employed in the fourth stage (37.5%). Entertain clusters mostly in the fourth stage (60%). While acknowledge is used more frequently in the second stage (80%).

ii-Positive Self-presentation vs. Negative Other-presentation

In the first stage, the speaker starts by establishing who belongs to the US-group and presenting the group positively. He builds a sense of closeness with the listeners by mentioning relatable details, such as Wisconsin, the audience's city, and Detroit, his home city. He also refers to sports and links this topic to JD Vance who is introduced through the pronoun "*our*" in the phrase "*our Vice Presidential nominee*". This places him within the US-group. The speaker further claims that Vance has done a great job. Then, he tells the audience that Vance will need their help, which positions the audience as part of the US-group. He aims to build an in-group feeling to gain the audience's agreement and support before attacking the THEM-group in later stages.

In the second stage, the speaker presents an important positive self-representation by narrating his father's story. He presents the American Dream as achievable if the listeners share the same values of the speaker, his father, and, by extension, the Republicans. The father story presents the speaker's family as patriotic, self-reliant, and unwilling to make excuses. They take matters into their own hands and show the will to

change their circumstances. By contrast, the Democrats are presented as focusing on issues such as racism. The speaker also presents himself positively through his military service and his role in defending his country. Using this description, he gives himself moral authority to justify his later criticism of Biden's leadership.

In "that's what we're doing here today", the speaker stresses that the audience is part of the group who sees the real America. They are shown as those who do not believe racism defines America and who follow what God has instructed them to do. The speaker implies that the THEM-group, the Democrats, does the opposite. The speaker also introduces Trump as part of the US-group. He presents Trump and himself as heroes standing against the THEM-group. The speaker directly states that his group is the one that care about America and they will do everything needed to protect it. He finishes this stage by mentioning his achievements in running his family business and becoming a representative. He emphasises that his story is a representation of the American Dream and that whoever becomes the president must believe that this dream is achievable.

In the third stage, the speaker begins the direct negative other-presentation. He starts by emphasising the concept of the American Dream, arguing that Americans still strive to achieve it. The THEM-group, by contrast, has not been doing what is required to sustain it. They have abandoned a core American value. The speaker presents the other group as incapable of handling financial issues, portraying them as corrupt and seeking to take away people's liberty and use it to advance their agenda. The pronoun "They" is used repeatedly to emphasise the separation between the two groups. He further claims that their plan is

based on hope, which, he argues, does not work in real life. In addition, he presents the audience as victims of the Democrats' failed policies. He contrasts the current situation to the period when Trump was the president. Positive representation is used to remind the audience of Trump's achievements, such as a secure border, peace and strong economy.

In the fourth stage, the speaker reminds the audience of what Trump is capable of providing the American people. He constructs a hopeful identity for those positioned within the US-group. The US-group does not include only Republicans. It can be widened to include every American who shares these values. In this way, the speaker adopts an inclusive and patriotic tone.

Table 3

Direct Instances of the Us vs. THEM Groups

No.	use of we, us, and our (US-group)	use of they, them, and their (THEM-group)
1	Even though we have marked blemishes in our past	but they missed
2	even though we have much farther to go	They want to take your dollars,
3	We don't even have to imagine a brighter day.	they want to take your voice,
4	We just have to remember.	they want to take your control
5	Under President Donald J. Trump, we had a secure border.	their woke and green new deal agenda
6	Under President Donald J. Trump, we have peace in Europe.	
7	And under President Donald J. Trump, we had an economy so good.	
8	We had an economy so good	
9	we could once again have a land	
10	We could once again have a land	
11	We can once again have a land	
12	The bad guys shot at us both	
13	until the good Lord takes us home	
14	Our Vice Presidential nominee	
15	we have marked blemishes in our past	
16	Now our streets are rife with crime	
17	Our kids can't read	
18	Our daughters were sold on hope	
19	Our borders are wide open	
	(19) 79.16%	(5) 20.83%

Table 3 illustrates the instances of the direct use of the pronouns that distinguish between the US-group and the THEM-group. It shows a much higher frequency of the US-group pronouns.

4. Conclusion

The speech shows clear signs of endorsement because the speaker expresses clear

support for a one side, namely Trump's. However, he does not begin that support directly. Instead, he divides the speech into four stages, each with a specific goal. In the first stage, the speaker attempts to connect with the audience by using a football reference to a famous player and linking the reference to JD Vance. Connecting him to a good player may associate those characteristics

with Vance. A combination of engagement subtypes is used, with no apparent pattern.

In the second stage, the speaker uses his family's story to establish credibility, i.e., to add weight to his words before expressing support for Trump and Vance later in the speech. When narrating his story, the most prominent major category is contraction. Contraction closes down the dialogic space, which allows the speaker to make the audience focus on the alternative that he presents. Within contraction, disclaim is used more frequently to reject or replace an expected alternative that the audience might hold, in an attempt to reshape their views. The speaker reduces the significance of the struggles faced by black people in order to present the country as welcoming for everyone. Proclaim is also used to direct the audience's attention to one preferred position and present it as the most important. Expansion, which opens the dialogic space to other alternatives, is also used when narrating his story to acknowledge what he has learned from his parents, presented as examples among many others.

In the third stage, when the speaker starts enumerating reasons why people should not vote for Biden, he uses monogloss intensively in order to present the negative actions of Biden and the Democrats as facts that should be taken for granted. In this way, no alternative position is given space. The speaker sends a message to the audience that what is being said is true and should

be considered. When encouraging the audience to vote for Trump, he shifts to the use of proclaim in order to emphasise the warrantability of Trump's achievements.

In the last stage, the speaker uses a combination of contraction and expansion to encourage the listeners and remind them why Trump is the correct choice for the presidency. Contraction in the form of proclaim is used to draw the audience's attention to the speaker's viewpoint that America is great. Expansion, by contrast, is used to present a possible future when Trump wins the election. Finally, monogloss is used to present America as a place that people must fight and sacrifice for and that this is something that the audience must take for granted. This may prevent the audience from questioning the significance of the election and may encourage them to take action and vote.

Regarding the use of ideology, the speaker uses a clear Us-group vs. Them-group distinction. He uses positive self-representation of the US-group, which runs throughout the whole speech. In contrast, the negative other-representation has a clear start at the third stage in which he mentions what the Democrats have failed at. This comparison may help the audience decide whom to vote for. A clear, hopeful, and reassuring atmosphere is used to urge the audience to vote for the "good" group that promises solutions for what the Democrats were not able to do.

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