

Pragmatic Analysis of Queen Elizabeth II's Speech on Covid-19

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Abstract

Studies on Queen Elizabeth II's speech of April 5, 2020 on COVID-19 have not benchmarked the speech with a blend of Austinian speech acts with accommodation, trauma and audience design theories. The present study is an attempt at filling this gap. It is designed to use these eclectic theories to bring out the untapped linguistic resources in the speech. Findings indicated that the informing act has the highest frequency of 7 (33.2%). This is followed by predicting, 4(19%), assuring, 4(19%), thanking/appreciating, 3 (14.4%). Meanwhile, describing, reminiscing and comparing have 1(4.8%) frequency each. Finally, the study indicated a preponderance of the deictic element of "we." Thus, the Queen, as a concerned and experienced leader, was able to identify with the citizens, inform and communicate a message of sympathy/hope to them at the traumatic period. She was also able to foresee into the future with an assurance that the efforts of the frontliners would yield the expected result.

Key words: *Pragmatics, Queen Elizabeth II, COVID-19, Illocutionary act, Deixis*

Introduction

Between December 2019 and December 2020, the world was caught in the web of a pandemic called COVID-19. It was a great health conflagration that consumed diverse nations of the world. The coronavirus known as SARS-CoV-2 is the source of COVID-19. It started in the city of Wuhan, People's Republic of China where a report of a cluster of cases of "viral pneumonia" was first reported to World Health Organisation (WHO) on December 31, 2019. However, by March 2020, it has spread to the nooks and crannies of the earth such that almost all the countries of the world had to be locked down for more than a year. The effect of the great plague is still being felt globally in 2023. According to WHO, as of December 6, 2023, at 6:59 p.m. Central European Time, 772,138,818 COVID-19 cases have been confirmed worldwide, with 6,985,964 deaths recorded, while 13,595,721,080 vaccination doses have been given out as of November 26, 2023 (see covid19.who.int/accessed December 12, 2023). In view of the above, different leaders of the world had to commiserate with their citizens by giving different speeches. This is why Queen Elizabeth II also gave an address on COVID-19 to her citizens as a matriarch and concerned leader. The speech, which is inundated with different illocutionary acts and linguistic resources yet to be unravelled, is our concern in the present study.

Studies on the Queen's speech of April 5, 2020 on COVID-19 (Luo Yu, 2020; Arsani et al., 2021; Balog, 2022) have not benchmarked the speech with a blend of Austinian speech acts with accommodation, trauma and audience design theories. The present study is an attempt at filling this gap. It is designed to use these eclectic theories to bring out the untapped communication and linguistic resources in the speech. The study is significant because it will approach COVID-19 issue from the speech communication's point of view. In addition, it will break the silence on the application of trauma and audience design to the speech. Finally, the study will contribute to the body of research on global medical health challenge (COVID-19) and international socio-political studies represented by the speech of Elizabeth II, the Queen regnant of 32 sovereign states and monarch of fifteen countries.

Queen Elizabeth II

Elizabeth Alexandra Mary (Queen Elizabeth II) was born on April 21, 1926 and died on September 8, 2022. She became the Queen of the United Kingdom on February 6, 1952 when she began to oversee the fourteen commonwealth realms apart from the UK. She ruled for 70 years. The *Royal website* (2023) captures the Queen's reign succinctly as follows:

The Queen ruled for longer than any other Monarch in British history, becoming a much loved and respected figure across the globe. Over 70 years, Her Majesty was a dedicated Head of the Commonwealth, linking more than two billion people worldwide. (www.royal.uk. Accessed December 22, 2023).

Literature Review

Odebode and Okunola (2018) illustrate how pragmatics, particularly speech acts by Austin (1962), can be used as a theory for analysing an inaugural speech. Drawing insight from the inaugural speech of Nigeria's former president, Goodluck Jonathan, the study reveals a preponderance of informing, acknowledging, motivating, and thanking as major illocutionary acts deployed by the speaker. This indicates that political leaders, through speeches, do acknowledge and appreciate their people. The work is related to the present study in theoretical framework and they are both national/international speeches. They are, however, different because the countries and speakers are different. While Goodluck Jonathan is a Nigerian, the Queen is from the United Kingdom. In addition, Mr Jonathan gives an inauguration speech while the Queen gives an emergency speech occasioned by the outbreak of COVID-19.

Osisanwo and Ajibade (2019) consider gender ideologies and representations in the sermons of selected Nigerian female preachers. They discover that religion has influenced the relationship between male and female genders for centuries and has, therefore, regulated women's traditional domestic and reproductive roles, as fashioned by culture; thus, legitimising male domination over female and promoting patriarchy. Based on this, female and male pastors have different ideological and representational strategies in their speeches. They submit that the patriarchist project three ideologies: supremacist, subjugationist and submissionist, while the womanist project two ideologies: sacrificialist and survivalist.

The work is related to the present study because a sermon is also a formal speech delivered to a congregation or live audience just as COVID-19 speech by Queen Elizabeth II. Additionally, the study focusses on the sermons of selected female preachers. In the same vein, COVID-19 speech of April 5, 2020 was delivered by a female monarch. However, the two studies are different in some respects. First, while we are considering just

one speech by the Queen, Osisanwo and Ajibade (2019) analyse some female African pastors' sermons. Moreover, the theoretical approaches and data engaged by the two studies differ.

Luo Yu (2020) examines the Queen's speech on Covid-19 from the functional stylistics' point of view. He discovers that the speech is principally designed to express appreciation to the workers on the front lines of the combat against the epidemic, and admonish the British listeners to respond to government call while confronting the epidemic positively. The study is related to ours in data, but differs in theoretical framework. While Yu (2020) uses transitivity system, we are engaging the speech act and trauma theory among others.

Arsaniet *al.* (2021) deploy representative speech act (Searle 1976) and Contextual meaning (Yule 1996) to benchmark the Queen's speech on corona virus. The findings from the study indicate that the speaker uses representative the most in her speech because 20 of the 28 utterances analysed by the researchers are representative acts. The rest are reported as expressive (4), commissive (2), directive (1) and declarative (1). The study is grounded on only Searle's (1976) representative speech act while the present study is based on a number of theories viz Austin (1962) speech act, Bell (1984) audience design theory, Giles and Copeland (1991) accommodation theory and Caruth (1995) trauma theory.

Balog (2022) in a related study considers Queen Elizabeth II's corona virus speech from Hyland's metadiscourse perspective. The study reveals that the Queen uses more interactional metadiscourse markers than interactive metadiscourse markers. However, both are used as resources to foster cohesion and build relationships among the people. Specifically, the Queen uses engagement markers, self-mentions, flashback and anecdotes to express support, appreciation and gratitude to the front liners as well as connecting the past to the present. The study serves as a springboard for the present work. However, while they connect in data, they differ in theory. For instance, Balog uses metadiscourse theory while we are deploying the speech act theory.

Theoretical Approaches

This work is grounded on a number of theories. First is Austin's (1962) speech act theory which maintains that words are used to perform certain actions in a given context. Based on this premise, Austin identifies three acts: locutionary (act of saying something), illocutionary (the function of what is said) and perlocutionary (the effect of what is said on the listener). Furthermore, the term trauma theory is also apt for this study. Based on Sigmund Freud's "traumatic neurosis," trauma theory was formulated by Cathy Caruth to account for the "Post-Traumatic Stress Disorder" (PTSD), which is a reaction to a traumatic event that manifests as persistent, bothersome hallucinations or actions related to the incident. The event is only completely experienced or digested after the fact, rather than immediately. To be traumatized thus, is to allow a picture or experience to take control of oneself. (Caruth 1995:3-5).

As a result of the traumatic experience being encountered by individuals or a group, sympathizers/addressers tend to adjust their words as means of identifying with the addressees' distress(es). This is the emphasis of the audience design theory which views a speaker as adjusting his/her words to suit the addressees in order to express solidarity or intimacy with them (Bell, 1984). Meanwhile, Giles *et al.* (1991) posit that language functions as an instrument of identity and solidarity "with or dissociation from a conversational partner reciprocally and dynamically." (Giles *et al.*, 1991, p.2). This is what they developed into the theory of accommodation, which "strategies can characterize wholesale realignment of patterns of code of language selection, although again related to constellations of underlying beliefs, attitudes and socio-

cultural conditions.” (Giles *et al.*, 1991, p.2). Accommodation theory stresses that the encoder adjusts his/her speech to accommodate the decoder, which may eventually result in convergence or divergence. Convergence occurs when speeches are moved closer to the addressee while divergence moves speech styles far apart, although the latter rarely occurs.

Methodology

The data for this study is principally the speech of Queen Elizabeth II which was delivered on 5th April, 2020. We chose the speech because it was apt, relevant (Grice, 1975) and delivered by one of the foremost revered monarchs of the world. The speech also showcases the culture and customs of the British and their language usage particularly in a case of emergency. Therefore, the speech was downloaded and watched on the *BBC* such that issues of paralinguistic features can be deduced from the broadcast as it progresses. Particular attention was also paid to felicity conditions and perlocutionary acts based on the clips being relayed in the course of the address. The text of the speech was analysed paragraph-by-paragraph as demonstrated in table 1 while detailed exposition follows immediately. The system adopted is to test the theory on the data and use the data, in turn, to elucidate the theory.

Data Analysis

At this level, an attempt is made to analyse the Queen’s speech principally, based on the principle of speech acts by Austin (1962). However, other theories (accommodation, audience design and trauma) are used to reinforce the analysis in the relevant areas. It should be noted that graphologically, the text has 2 pages, 525 words, 2,397 characters, 21 paragraphs and 41 lines. Subsequently, we attempt a paragraph-by-paragraph analysis of the speech based on table 1 as follows:

Table 1: A tabular presentation of the speech acts in the data

	Locutionary Act	Illocutionary Act
1.	I am speaking to you at what I know is an increasingly challenging time.	Informing
2.	A time of disruption in the life of our country: a disruption that has brought grief to some, financial difficulties to many, and enormous changes to the daily lives of us all.	Describing/empathizing
3.	I want to thank everyone on the NHS front line, as well as care workers and those carrying out essential roles, who selflessly continue their day-to-day duties outside the home in support of us all.	Appreciating

4.		I am sure the nation will join me in assuring you that what you do is appreciated and every hour of your hard work brings us closer to a return to more normal times.	assuring/appreciating/ affirming
5.		I also want to thank those of you who are staying at home, thereby helping to protect the vulnerable and sparing many families the pain already felt by those who have lost loved ones.	Thanking
6.		Together we are tackling this disease, and I want to reassure you that if we remain united and resolute, then we will overcome it.	assuring/affirming
7.		I hope in the years to come everyone will be able to take pride in how they responded to this challenge.	Anticipating/predicting
8.		And those who come after us will say the Britons of this generation were as strong as any.	Predicting/comparing
9.		That the attributes of self-discipline, of quiet good-humoured resolve and of fellow-feeling still characterise this country.	Predicting/describing
10.		The pride in who we are is not a part of our past, it defines our present and our future.	Informing/asserting
11.		The moments when the United Kingdom has come together to applaud its care and essential workers will be remembered as an expression of our national spirit; and its symbol will be the rainbows drawn by children.	Predicting/affirming
12.		Across the Commonwealth and around the world, we have seen	Informing/encouraging

		heart-warming stories of people coming together to help others, be it through delivering food parcels and medicines, checking on neighbours, or converting businesses to help the relief effort.	
13.		And though self-isolating may at times be hard, many people of all faiths, and of none, are discovering that it presents an opportunity to slow down, pause and reflect, in prayer or meditation.	Informing/admonishing
14.		It reminds me of the very first broadcast I made, in 1940, helped by my sister. We, as children, spoke from here at Windsor to children who had been evacuated from their homes and sent away for their own safety.	Reminiscing
15.		Today, once again, many will feel a painful sense of separation from their loved ones.	Informing/affirming
16.		But now, as then, we know, deep down, that it is the right thing to do.	Comparing/affirming
17.		While we have faced challenges before, this one is different.	informing/affirming/asserting
18.		This time we join with all nations across the globe in a common endeavour, using the great advances of science and our instinctive compassion to heal.	Informing/asserting
19.		We will succeed - and that success will belong to every one of us.	assuring/affirming
20.		We should take comfort that while we may have more still to endure,	Comforting/advising/assuring

		better days will return: we will be with our friends again; we will be with our families again; we will meet again.	
21.		But for now, I send my thanks and warmest good wishes to you all."	Thanking

Source: author

In paragraph one, the addresser (Queen Elizabeth II) declares that she is speaking to her audience. She identifies with them by informing them that she is aware of the challenging time they are passing through. This affirms Bell's (1984) audience design theory which views a speaker as adjusting his/her words to suit the addressees in order to express solidarity or intimacy with them. Based on this, we may deduce that the Queen is expressing solidarity with her audience while, simultaneously, declaring/informing them.

Paragraph two is devoted to highlighting what characterizes the challenging time alluded to in the first paragraph. In the Queen's words, it is "a time of disruption in the life of our country: a disruption that has brought grief to some, financial difficulties to many, and enormous changes to the daily lives of us all." The use of the deictic elements (our, us) corroborates her majesty's camaraderie with the audience. In addition, the addresser preponderantly describes the constituents of the challenging time, which are symptomatic of the trauma theory, because the message is a response to an overwhelming event (Caruth, 1995) which consequently, has a devastating effect on the lives of the people. The illocutionary act of the Queen's words here is thus describing/empathizing.

Furthermore, paragraph three showcases the Queen's appreciation for her audience, particularly, those on essential services like the National Health Scheme (NHS) front liners "who selflessly continue their day-to-day duties outside the home in support of us all." The illocutionary act of this statement is therefore thanking/appreciating/eulogising.

Meanwhile, paragraph four reinforces the previous paragraph. Her Majesty affirms her appreciation for the workers on essential duties. She further asserts that the remaining addressees in the nation will join her in assuring the workers of appreciating their efforts which gradually bring the audience closer to a return to more normal times. This is why three illocutionary acts can be deduced from the paragraph namely, affirming/assuring/appreciating.

As a mother/matriarch to all, the Queen extends her thanks to those who stay at home to take care of the vulnerable (i.e. the aged and the infants). It should be noted that Covid-19 is a virus that is easily contracted by children and adults who are 65 years and above. These dependent ratio in the social economy have to be taken care of preponderantly by the working class; hence Her majesty's appreciation for the latter. The illocutionary act is thus thanking. Consequently, in paragraph six, she identifies with her audience again and

affirms her words of assurance to them that they would tackle the disease together, hence the illocutionary act of affirming/assuring.

In paragraphs seven and eight, the addresser is hopeful that the participants/listeners will be proud of their present action in future. Similarly, she is hopeful that the coming generation will be proud of the present generation which will be described as strong as any. This attests to the tenet of the trauma theoreticians that the “event is not assimilated or experienced fully at the time, but only belatedly” (Caruth, 1995:3). Therefore, the two paragraphs have the illocutionary undertone of anticipating respectively. However, since the speaker compares the present generation of Britons with the others, we may deduce that paragraph eight also has comparing as part of its speech acts.

Meanwhile the ninth paragraph reinforces the couple of paragraphs seven and eight by shedding more light on how the present age Britons responded to the Covid-19 challenge; and how the response will endear praises from the coming generation. The paragraph emphasises that part of the noble response which the unborn generation will commend the present on are “the attributes of self-discipline, of quiet good-humoured resolve and of fellow-feeling.” Based on the above, we may submit that the illocutionary undertone of the statement is describing/anticipating.

In paragraph ten, Her Majesty informs the listeners that “the pride in who we are is not a part of our past, it defines our present and our future.” The statement is asserting the present and future greatness of Britain. This indicates that Her Majesty has foresight. As a great leader, She believes that the United Kingdom does not live on the past glories, rather she plans at present, for the future. Thus its illocutionary act is asserting/informing.

Like a clairvoyant, the Queen foresees into the future and predicts that “the moments when the United Kingdom has come together to applaud its care and essential workers will be remembered as an expression of our national spirit; and its symbol will be the rainbows drawn by children.” The speech act therefore is affirming/predicting.

Similarly, the Queen, in paragraph twelve, informs the audience of the relief efforts put in place by different countries globally. The relief efforts include food, medicines and parcels delivery among others. The presupposition of the statement is that the speaker wants her audience to know that the problem is not only local but global. In addition, she pragmatically, sensitises them to the fact that other countries are distributing relief materials among their people. The Queen stresses that such gestures are “heart-warming.” If this is so, they are expected to be replicated in the United Kingdom. This is a case of an indirect speech act where the listener is expected to infer an action from the encoder. For instance, the statement, “it is hot in here” said in a room where the windows are shut indicates that the listener should open the windows. Thus, the listeners are expected to extend such heart-warming gestures to their fellow citizens. The illocutionary act of the statement is thus informing/encouraging.

Like the previous, paragraph thirteen is another indirect speech act. The Queen tactically admonishes the audience to go into self-isolation. She hangs the appeals on religion by positing that isolation affords many people of all faiths the opportunity to reflect, pray and meditate. The illocutionary act therefore is informing/admonishing.

In paragraph fourteen, the addresser reminds the audience of her first broadcast to them in 1940. She affirms that she was young and had to be assisted by her sister then. The speech act is thus reminiscing. Paragraph fifteen is tied to fourteen in a sense. The Queen in fourteen has mentioned that the children at Windsor were broadcasting to “children who had been evacuated from their homes and sent away for their own safety.” In the same vein, she is preparing the mind of her listeners that some of them will bear the “painful sense of separation from their loved ones.” This presupposes that some people will have to be quarantined and separated from their family members. The illocutionary act of the statement is therefore, affirming/informing.

In paragraph sixteen, the speaker eventually compares the present time with the 1940s and submits that separation/lockdown is the right thing to do. The utterance is thus comparing/asserting by illocutionary act. Paragraph seventeen also corroborates the previous one as the Queen informs the audience that comparing notwithstanding, the present pandemic is unique because, according to her, it is a different one. The speech act is thus informing/asserting. In the same vein, the illocutionary undertone of paragraph eighteen is informing/affirming. It is so because in the paragraph, Her majesty affirms that Britain has teamed up with all nations in the world in a common endeavour, to use “ the great advances of science and our instinctive compassion to heal.” The statement presupposes that the challenges they had in the past were tackled alone, hence we may submit that they were local. But the present issue is not only global, it required the scientific advances to resolve. This therefore necessitated the Country’s cooperation with the nations of the world to fight the common enemy i.e. COVID-19. She then assures the listeners in paragraph nineteen that they will succeed collectively because the success belongs to every citizen. Therefore, the illocutionary act of the paragraph is assuring/affirming.

As the longest reigning monarch so far, the Queen possesses tact and wisdom of presentation of communication in different situations. This is demonstrated again in paragraph twenty. Instead of asserting straight that the people will endure, she identifies with them, comforts them and advises that they all (including herself) “should take comfort that while we may have more still to endure...” She quickly raises their hope by cushioning the effect of the endurance through an interjection that “...better days will return.” She analyses the characteristics of the better days with the following triad: “**we will be with our friends again; we will be with our families again; we will meet again**” (emphasis ours).The illocutionary act of the utterance is thus comforting/advising /assuring.

Finally, in paragraph twenty-one, the Queen concludes the speech with “But for now, I send my thanks and warmest good wishes to you all.” This is a speech act of thanking. While she has raised the hope of the audience that they will meet again, she quickly tells them the reality on the ground which is to send them good wishes. The analysis indicates that the Queen is the custodian of the English language cum culture; hence she is able to use it dynamically to communicate a message of sympathy/hope to the people as she identifies with them at this crucial time.

Statistical Analysis and Results

At this segment, we attempt a statistical analysis of the illocutionary acts in the speech. For ease of analysis, the primary illocutionary act in each paragraph was chosen as the main corpus. Therefore, we have assuring (paragraphs 4,6,19,20), informing (paragraphs 1, 10, 12, 13, 15, 17, 18), predicting (paragraphs 7, 8, 9, 11), thanking (paragraphs 3, 5, 21), describing (paragraph 2), reminiscing (paragraph 14) and comparing (paragraph 16). This situation is captured by Table 2 and Fig 1 as follows:

Table 2: A table showing the frequency and percentage of illocutionary acts in the speech

Illocutionary Act	Frequency	Percentage
Informing	7	33.2
Assuring	4	19
Predicting	4	19
Thanking/Appreciating	3	14.4
Comparing/affirming	1	4.8
Reminiscing	1	4.8
Describing/empathizing	1	4.8
Total	21	100

Source: author

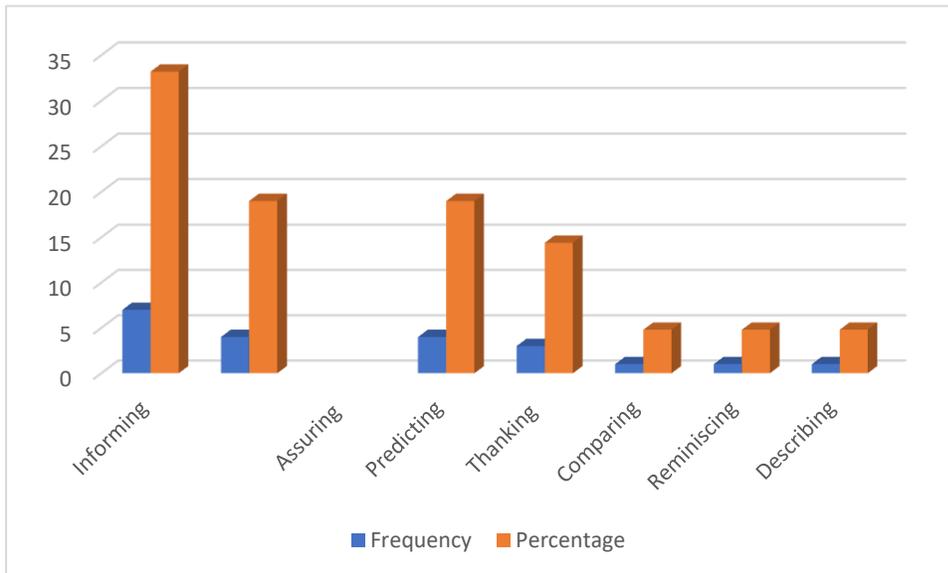


Fig. 1: A bar chart indicating the percentage and frequency of illocutionary acts

Source: author

Analysis of Person Deictic Elements in the Text

It should be noted that participants pay particular attention to the period and place of an ongoing discourse and therefore use expressions that capture the time and location of the linguistic encounter. Such expressions according to Bloomer *et al.* (2005:84) are called “deictic” and the act of using them is called deixis. Scholars (Yule1985:130, Bloomer *et al.* 2005:84, Levinson 1983:85) have agreed on three major deixis among others. These are person, time and place deixis.

Person deixis denotes any expression used to point to a person (e.g. I, Me, Mine, My, You, Your, Yours, Him, His, Them). Time deixis are words used to point to time (e.g. yesterday, now, then, tonight, last week, in five minutes). Place deixis are words used to point to a location (e.g. this, that, here, there, yonder, above, behind, left, right). As Yule (1985:130) has observed, people (advertisers) can use deixis (especially 'place') humorously. For instance, "the bar owner who puts up a big sign that reads 'Free Beer Tomorrow' (to get you to return to his bar) can always claim that you are one day too early for the free drink" (Yule 1985:130). This study examines the use of person deixis in the Queen's speech table 2 as follows:

Table 2: A tabular representation of person deixis in the speech

S/N	Deictic Element	Frequency	Percentage
1.	I	9	22.5
2.	We	14	35
3.	My	2	5
4.	You	6	15
5.	Your	1	2.5
6.	Our	8	20
	Total	40	100

Source: author

From table 2, six major person deixis are noticeable in the text. These are *I, we, my, you, your, our*. *I* appears nine times often at the beginning of the paragraph(s). It is used twice in paragraph one, and once in paragraphs three, four, five, six, seven, fourteen and twenty-one. *We* is deployed fourteen times in the text: once in paragraphs four, five ten, twelve, eighteen and nineteen; thrice in paragraph six and five times in paragraph twenty. The deictic element *my* appears twice: once in paragraphs fourteen and twenty-one. The frequency of *you* in the text is six. It appears once in paragraphs one, five, six and twenty-one, and twice in paragraph four. In the text, the deictic element *your* features once in paragraph four. Meanwhile, the frequency of *our* in the speech is eight: once in paragraphs two, eleven and eighteen; thrice in paragraph ten; and twice in paragraph twenty. The above situation is represented by a bar chart in fig. 2 as follows:

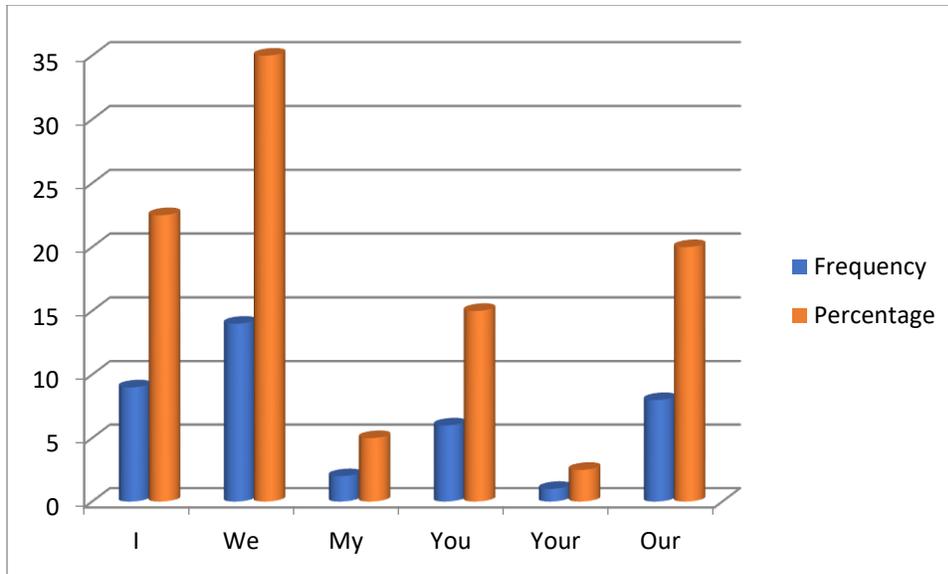


Fig. 2: A bar chart showing the frequency and percentage of person deictic elements.
 Source: author

Fig 2 indicates that the frequency of *we* is 14 (35%); *I* is 9 (22.5%); *our*, 8 (20%); *you*, 6 (15%); *my*, 2 (5%) and *your*, 1 (2.5%). The import of this is that in the speech, the Queen identifies with the people by the preponderance of the person deixis “we” which is a plural pronominal element with the highest frequency. As a leader and matriarch, she does not neglect her people during the challenging time. Thus, she identifies with them in word and deed. This thus affirms the theory of accommodation.

Conclusion

So far, the present study has been an attempt at Queen Elizabeth II’s speech of April 5, 2020 on COVID-19. Through the use of eclectic theories (speech act, audience design, accommodation, trauma), we have been able to bring out some yet-to-be-tapped linguistic resources in the speech. Findings indicated that the informing act has the highest frequency of 7 (33.2%). This is followed by predicting, 4 (19%), assuring, 4 (19%), thanking/appreciating, 3 (14.4%). Meanwhile, describing, reminiscing and comparing have 1 (4.8%) frequency each. Finally, the study indicated a preponderance of the deictic element of “we.” Thus, the Queen, as a concerned and experienced leader, was able to identify with the citizens, inform and communicate a message of sympathy/hope to them during the challenging time. We may conclude with the words of the audience design theoretician that in traumatic situations, a speaker adjusts his/her words to suit the addressees in order to express solidarity or intimacy with them (Bell, 1984).

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Appendix

Queen Elizabeth II's address to the nation in full:

"I am speaking to you at what I know is an increasingly challenging time.

"A time of disruption in the life of our country: a disruption that has brought grief to some, financial difficulties to many, and enormous changes to the daily lives of us all.

"I want to thank everyone on the NHS front line, as well as care workers and those carrying out essential roles, who selflessly continue their day-to-day duties outside the home in support of us all.

"I am sure the nation will join me in assuring you that what you do is appreciated and every hour of your hard work brings us closer to a return to more normal times.

"I also want to thank those of you who are staying at home, thereby helping to protect the vulnerable and sparing many families the pain already felt by those who have lost loved ones.

"Together we are tackling this disease, and I want to reassure you that if we remain united and resolute, then we will overcome it.

"I hope in the years to come everyone will be able to take pride in how they responded to this challenge.

"And those who come after us will say the Britons of this generation were as strong as any.

"That the attributes of self-discipline, of quiet good-humoured resolve and of fellow-feeling still characterise this country.

"The pride in who we are is not a part of our past, it defines our present and our future.

"The moments when the United Kingdom has come together to applaud its care and essential workers will be remembered as an expression of our national spirit; and its symbol will be the rainbows drawn by children.

"Across the Commonwealth and around the world, we have seen heart-warming stories of people coming together to help others, be it through delivering food parcels and medicines, checking on neighbours, or converting businesses to help the relief effort.

"And though self-isolating may at times be hard, many people of all faiths, and of none, are discovering that it presents an opportunity to slow down, pause and reflect, in prayer or meditation.

"It reminds me of the very first broadcast I made, in 1940, helped by my sister. We, as children, spoke from here at Windsor to children who had been evacuated from their homes and sent away for their own safety.

"Today, once again, many will feel a painful sense of separation from their loved ones.

"But now, as then, we know, deep down, that it is the right thing to do.

"While we have faced challenges before, this one is different.

"This time we join with all nations across the globe in a common endeavour, using the great advances of science and our instinctive compassion to heal.

"We will succeed - and that success will belong to every one of us.

"We should take comfort that while we may have more still to endure, better days will return: we will be with our friends again; we will be with our families again; we will meet again.

"But for now, I send my thanks and warmest good wishes to you all."

Source: www.msn.com Accessed 6th April, 2020