

University of Iceland
School of Humanities
Department of English

The Queen's tribute to Princess Diana

*Discourse and rhetoric analysis of the Queen's speech at Diana's
tragic death*

B.A. Essay

Frida Margareta Ryden

Kt.: 080587-4579

Supervisor: Þórhallur Eypórsson

May 2015

Abstract

The death of Princess Diana affected a whole world. She was the “People’s Princess” and still today her legacy lives on. Diana’s death contributed to a nation gathering in grief while the British monarchy faced its worst crisis in modern time. The royal family was harshly criticised for their lack of commitment. When the situation was no longer endurable, the Queen was forced to actions and on September 5th 1997 she delivered her speech “The Queen’s tribute to Princess Diana.” The speech became the turning point in restoring the monarchy’s damaged reputation. The main purposes of this thesis are to examine how Queen Elizabeth II exercised power through language and what her true intentions really were when delivering the speech. Moreover, the Queen’s persuasive strategies are studied in order to acknowledge her verbal and nonverbal methods.

I have focused on two approaches when analysing the Queen’s speech. The first approach is a critical discourse analysis based on Norman Fairclough’s three dimensional model. The second approach is Aristotle’s three rhetoric appeals: ethos, pathos and logos, and how they encourage identification as well as nonverbal strategies. A critical discourse analysis enables us to study how language and discourses are used in texts and social contexts and how they influence each other. Furthermore the sociocultural and historical context is described in order to explain the relationship between Princess Diana and the British monarchy followed by social constructionism to understand why our ideas are in fact historically and culturally related to the way we understand the world and how it has been constructed by people before us. The result of this thesis shows that a monarchy’s survival is not depending on the institution itself but on the character of the monarch and her or his ability to exercise power through language and appearance.

Table of Contents

1. Introduction.....	1
2. Context: social, cultural and historical background.....	2
3. Methodology.....	6
4. Social constructionism.....	7
4.1. The relationship between language and power.....	7
4.2. The consequences of social constructions.....	8
5. Critical Discourse Analysis.....	9
5.1. Norman Fairclough's three-dimensional model.....	9
6. Critical discourse analysis of the Queen speech.....	10
6.1. Text analysis.....	10
6.1.1. Vocabulary.....	11
6.1.2. Grammar.....	11
6.1.3. Text structure.....	12
6.2. Discursive practice.....	13
6.2.1. Forces of Utterances.....	13
6.2.2. Coherence.....	13
6.2.3. Intertextuality.....	14
6.3. Social practice.....	14
6.3.1. Political aspect.....	14
6.3.2. Cultural aspect.....	15
7. Rhetoric strategies.....	16
7.1. Ethos, pathos and logos.....	16
7.2. Identification.....	17
7.3. Ethos, pathos, logos and identification applied in the Queen's speech	17
7.4. Nonverbal communication.....	21
8. Conclusion.....	22
9. References.....	24
10. Appendix.....	30

1. Introduction

There have been significant social changes in Britain during the last 60 years under the reign of Queen Elizabeth II, and although the monarch's power has declined gradually since the grand era of the British Empire, the monarchy retains its popularity and global celebrity status. In addition to the critical period in 1992, referred to by the Queen herself as the "annus horribilis", the monarchy was exposed to scandals, divorces and later on the tragic death of Princess Diana. According to Gristwood (2012) twenty-first centuries marked a new era for Queen Elizabeth II, leaving some stormy years behind and becoming one of the most influential women in Britain of today. Although the British monarchy can be regarded as an outdated institution, the Queen has successfully transformed the monarchy into a modern institution by adjusting to changes, ensuring stability and continuity, and preventing stagnation.

The goal of this thesis is to critically analyse the extraordinary speech "The Queen's tribute to Princess Diana" in order to reveal the Queen's true intentions and various methods to maintain control by using language and rhetoric strategies. The Queen's duty was to save the British monarchy in its deepest crises during the twentieth century, caused by the death of Princess Diana.

At the end of August, beginning of September in 1997, the British monarchy was suffering its worst crisis in modern time when Princess Diana was accidentally killed in a car crash in Paris. The devastating death news untied the British nation in grief at the same time as criticism and anger grew towards the monarchy's lack of commitment and compassion. The royal family was nowhere to be seen or heard from when the people seemed to need them the most. It was the first time in modern history the British people and media turned against their Queen, demanding changes. Queen Elizabeth II was criticised and questioned for her role as a monarch and her trustworthiness was about to be tested as never before. However, the days following the death of Princess Diana the Queen showed her remarkable ability to adjust to unexpected circumstances and adapt to constitutional changes, demanded by her people.

This thesis is based on qualitative research and is organized as follows. Chapter 2 gives a description of the sociocultural and historical context. Chapter 3 describes the methodology used and chapter 4 explains social constructionism followed by a critical

discourse analysis based on Fairclough's three dimensional model in chapter 5 and 6. Chapter 7 presents rhetoric strategies and gives a detailed description how ethos, pathos, logos and identification is applied in the Queen's speech followed by nonverbal communication. Finally, in Chapter 8, conclusions and results drawn from this thesis are discussed.

2. Context: Sociocultural and historical

The sociocultural and historical context plays an important role in order to understand the background of the Queen's speech. Context is defined by Cambridge online dictionary as "The situation within which something exists or happens, and that can help explain it" (Cambridge Online Dictionary, context). Furthermore sociocultural can be defined as: "Sociocultural theory seeks to understand how culturally and historically situated meanings are constructed, reconstructed and transformed through social mediation" (MacArthur et al., 2006, p.208). Additionally Wertsch (1991, p.6) describes sociocultural as "The basic goal of a sociocultural approach to mind is to create an account of human mental processes that recognizes the essential relationship between these processes and their cultural, historical and institutional settings."

Unexpected circumstances contributed to Elizabeth becoming Britain's next queen. However, it was a role she would easily adapt to. Smith (2012) claims that Elizabeth's father, King George VI struggled all his life with stuttering, meanwhile Queen Elizabeth already at an early age developed a high standard of eloquence. Elizabeth was the eldest daughter of Prince Albert and his wife Elizabeth. However Prince Albert was not first in line to the British throne but when his older brother King Edward VIII declared his plans to marry a divorced woman by the name Wallis Simpson, the Church of England refused unless he agreed to morganatic marriage. King Edward VIII became the first King to abdicate his throne in Britain. He was succeeded by his younger brother Prince Albert, later known as King George VI and since Elizabeth had no brothers, she became second in line to the throne. However there were major concerns about Prince Albert since he had difficulties communicating due to his stuttering. According to Mollick (2014) Queen Elizabeth II is not only considered extraordinary for being a long lived monarch but also because of her ability to adjust to the political and social changes that

during her reign have threatened the stability of the monarchy. Despite crisis, the Queen has succeeded to remain a political figure, devoted to her country and people. Mollick further discusses that although the Queen received harsh criticism for misinterpreting the people's reactions after Princess Diana's death, she has always had a public presence through her way of speaking to an audience. According to British historians the great royal paradox refers to royalties who wants to be just like us but at the same time entirely different from us.

From a sociocultural perspective Princess Diana was the "People's Princess" and mourned as she was a family member. On Sunday the 31th of August 1997 the world woke up to the terrible news, confirming Princess Diana's death. Great Britain was in shock. According to Paprocki (2009) Princess Diana was enormously popular among the people due to her devotion for humanitarian work. Despite the fact that Diana struggled to fit into the royal circle, she remained dedicated to her work and duties throughout her life as a princess. Furthermore Fotheringham (1997) claims, the admiration of Princess Diana were extraordinary. Millions attended her funeral cortege or followed it broadcasted on television. However the public began to question the monarchy's loyalty to their people since they were nowhere to be seen or heard from. Princess Diana had succeeded in achieving what the British monarchy had failed to do; to become a "Princess of the People."

The monarchy was criticised by media for their lack of compassion and regarded as an outdated institution. One of the leading newspapers in Britain, The Independent, harshly criticized the royal family for not showing any public emotions and compared the Queen to an "ancient Roman matriarch" (The Independent, 1997). According to Victor and Jury (1995) media accused the monarchy for ignoring Diana, living as dead, referring to the stiff relationship between Princess Diana and the royal family. While separated from Prince Charles, Princess Diana agreed to an interview on national television, BBC programme "Panorama" in 1995, where she among many things admitted to infidelity while being married to the Prince of Wales. Moreover Princess Diana expressed her opinion about Prince Charles lady friend, Camilla Parker Bowles. According to Storry and Childs (2013) Princess Diana held the entire royal family responsible for her unhappiness. The British newspaper, The Independent (1997)

published articles about the royal family stuck in an outdated institution, where emotional expressions were not accepted. Meanwhile the royal family isolated themselves in Scotland the days following Princess Diana's death, Prime Minister Tony Blair encouraged people to express grief and find comfort among other mourners. In other words, Tony Blair represented the youth and modern Britain; meanwhile the monarchy was trapped in another time aspect, holding on to traditions. Likewise did Princess Diana represent a modern royalty and was not afraid of showing off her emotional and lively appearance publicly. The younger British generation could easily identify themselves with Princess Diana, as a woman and a single parent. The Independent further discussed the critical stagnation of the monarchy and the fears of them developing in a different direction, not experiencing the same social changes as the ordinary people. Britain is continuously changing and hopefully the monarchy will discover that in time and learn from the days after Princess Diana's death. However, if they do not adapt to the changes, the gap between the monarchy and the people will grow even larger. Finally Salome (1997) argues that Princess Diana's death triggered the British people for demanding a more modern and open monarchy. The people and historians raised their voices forcing the monarchy to change in order to survive. People adored Princess Diana. She was one of the people, yet still, a royal.

Media contributed to mass mourning hysteria by constructing an ideal image of Princess Diana. According to Thomas (2008) the death of Princess Diana united people in grief. Social boundaries appeared to be forgotten. The British people were all equal and mourning together. The media criticised the Queen for not returning back to London, meanwhile Prime Minister Tony Blair was praised for his warm hearting speech addressing Princess Diana as the "People's Princess." Princess Diana belonged to the people more than she belonged to the royal family. Media deliberately constructed an image of Princess Diana as flawless. She was the people's loved princess and all image damaging pictures or opinions about her were excluded from British media in order to maintain the feeling of unity in Britain. Media presented Princess Diana in a way so readers would feel connected to her, as she was one of them, yet still a royalty. By using persuading techniques, media established a relationship between the people and Princess Diana by enabling women to identify themselves with her. Salome

(1997) claims public anger and media criticism forced the Queen to return to London earlier than expected to address her people

From a historical context the death of Princess Diana forced the Queen to constitutional changes, in order to save the monarchy. According to Benoit and Brinson (1999) public anger was founded by a short announcement confirming the death of Princess Diana. Although the British people expected more reactions from the royal family, yet no announcement of sorrow or sympathies were expressed. Opposite to the royal family the British people gathered in a massive grief, decorating Westminster Abbey, Kensington Palace and Buckingham Palace with flowers. At the time as Diana's death was confirmed the Queen and her closest family were attending their yearly vacation at Balmoral Castle in Scotland. Despite pressure from the people, media and government, the Queen decided to stay at Balmoral and not return to London as expected. Moreover Worcester (1997) claims that although Diana's death was confirmed on Sunday the 31st of August, the public would have to wait until Friday the 5th of September, the day before Princess Diana's funeral, before the Queen finally addressed her people. According to Victor and Brown (1996), obstacles concerning the funeral appeared since Diana was no longer a member of the royal family. Lady Diana Spencer married Queen Elizabeth II eldest son, Prince Charles of Wales in 1981. One year later their first son Prince William was born, followed by the birth of Prince Harry in 1984. However, their marriage would not last long and they separated in the early 1990: s. The final divorce settlement was granted in 1996. Princess Diana remained Princess of Wales however she lost her title as Her Royal Highness. Smith (2012) argues that the Queen first agreed with letting the Spencer family arrange a private funeral for Diana. However the Queen soon realised that a public ceremony was demanded by her people. The first issue to resolve was Diana's funeral procession. After divorcing Prince Charles, Diana was no longer a member of the royal family and therefore no funeral procession was planned for her. However it was finally decided to give Diana a mixture of a traditional and modern funeral of royal standard although she was no longer a member of the royal family. Moreover Smith claims that the Queens adaption was just beginning and more historical rules and traditions were about to be changed. Since the Queen was not at home the days after Princess Diana's death, the flag was not at half-mast at Buckingham Palace. Media and public criticized the

monarchy for not letting Union Jack fly on half-mast in tribute to Diana. However the Queen's Royal Standard only flies when the Queen is at her residence and never on half-mast, not even when a monarch dies. However the pressure from media and public became unbearable and unwillingly the Queen agreed on letting Union Jack be on half-mast at Buckingham Palace during Princess Diana's funeral. According to Worcester (1997), the last thing the Queen had to do was to address her people. On Friday the 5th of September, the day before Princess Diana's funeral the Queen finally paid her tribute to Diana. The special speech was broadcasted live on national television. Smith (2012) claims it was a remarkable and historical speech considering the fact it was only the second time during Queen Elizabeth II reign she addressed her people on a special occasion. The royal family had not expected the enormous reaction from the people after Diana's death. However, when the relationship between the monarchy and the people were drastically stagnating, the situation was no longer endurable. The speech became the turning point in order to restore the monarchy's damaged reputation.

3. Methodology

The qualitative method is used in this thesis and the purpose is to by a critical discourse analysis reveal the intentions behind the Queen's speech and how she exercises power through language. Furthermore the Queen's rhetoric strategies are investigated in order to understand her persuasive methods. However, to understand what a critical discourse analysis is, a definition of discourse is necessary. According to Van Dijk (1997, p.258) a discourse is "language use in speech and writing- as a form of social practice." Furthermore Van Dijk argues that a critical discourse examines social interactions expressed in a linguistic form. The critical study focuses on the relationship between society and language as well as the relationship between practices and analysis. Phillips and Jorgensen (2000) further claim that a discourse is a specified way of talking and understanding the world. Additionally Phillips and Jorgensen argue that discourses are constructed by different patterns in relation to different social groups and activities. These patterns can be revealed through a critical discourse analysis. Additionally Burr (2003) claims that a discourse is a set of meanings, representations, images, stories, statements or metaphors that together creates an idea of a phenomenon or event.

Finally Fairclough (2013) describes a discourse to be something that we cannot define independently. However, by analysing sets of relations, we can understand discourses.

In order to analyse the Queen's rhetoric strategies, the persuasive appeals; ethos, pathos and logos will be examined, as well as identification and nonverbal communication.

4. Social constructionism

Social constructionism is defined as a concept or an idea, constructed by people in order to organize their understanding, thoughts and then their behaviour in relation to it. According to Burr (2003) social constructionists argue that we have to be critical and suspicious regarding our assumptions and how the world is presented before us. What we consider to be the truth is in fact historically and culturally related to the way we understand the world and how it has been constructed by people before us. There are no objective observations, moreover it is a combination of social processes and interaction between people. However, there is no single truth or understanding superior others. Furthermore Burr claims that our knowledge is constructed between people. Language and interactions play a significant role in order to comprehend the world we are living in. Young and Collin (2004, p.376) describe social constructionism as: "...contends that knowledge is sustained by social processes and that knowledge and social action go together." Additionally Fairclough (2013) argues that the world is more socially constructed than real.

The following two sections of this chapter describes that by using a specific language, discourses are affected within social institutions. However, language has practical consequences as well when societies approach differently, lack of understanding occurs.

4.1. The relationship between language and power

Communications within social institution construct and change existing discourses. According to Burr (2003) the way people behave and act are connected to knowledge and constructions made by people. All constructions carry out different social actions.

In other words constructions include or exclude certain patterns of social actions. Our constructions of the world are related to power and relations since it interferes with what people are allowed to do and not, and how people interact with each other. However, Phillips et al., (2004) argue that institutions are shaped through discourses and institutionalization is a process where institutions in the society produce different ways of talking about the world. Likewise the production of texts depends on discourses and how discourses construct institutions. “An actor must work to affect processes of institutionalization through the production of influential texts that change the discourse on which institutions depend” (Phillips et al., 2004, p.648). Fairclough (2001) claims that in order to understand the power relationship in the modern society, it is necessary to include language. By investigating the language it is possible to come to terms with how language contributes to domination and power for some people and less power for others. By referring to the Queens speech the monarchy symbolises the social institution, where the discourse is used as a tool in order to maintain power, restore the broken image and regain the people’s trust and support. The importance and image of Princess Diana was constructed by the monarchy in order to the save the institution.

4.2. The consequences of social constructions

Language is not only a tool for people to express emotions, but also a way to construct the world (Burr, 2003). Moreover Burr claims that language has practical consequences. People use language in order to express things that exist inside of them or outside in the world. Knowledge is formed by people interacting with each other and using a variation of expressions and metaphors in order for other people to comprehend their message. Language enables us to structure our experiences. There are many social constructional possibilities since people tend to categorize the world in relation to what they know and are aware of. In other words, the way people categorize, determines our behaviour, actions and way of thinking in a society. However, language has practical consequences as well. Although there cannot be any knowledge superior to others, each society constructs their own knowledge and understanding of the world. When societies approach differently, conflicts occur. Different societies have different cultures and different ways of understanding the world. Languages already consist of constructed

categories and concepts, continually reproduced by people in the same culture, speaking the same language. According to Van Dijk (1997) norms, values and customs in different cultural societies are reflected in languages, discourses and through communication. From a political, social and moral point of view acceptance of other cultures come from learning, interacting and adapting with other societies. However, multiculturalism in reality appears differently and a misunderstanding causes conflicts and prejudice due to difference cultural approaches. Dominant societies tend to marginalize other societies. According to Fairclough (2013) language can contribute to power differentiations and inequality.

5. Critical discourse analysis

A critical discourse analysis enables us to study how language and discourses are used in texts and social contexts and how they influence each other. According to Van Dijk (1997) a critical discourse analysis allows us to acknowledge discourse and language (spoken and written) as a social practice. There is a dialectical relationship in other words society shape discourse at the same times as discourse shapes the society. Kieran O'Halloran (2003) claims that a critical discourse analysis is used in order to acknowledge cultural and ideological meaning in a text. Additionally Fairclough (2013) describes the aim of a critical discourse analysis is not only focusing on the discourse a text, but also the social processes and other elements in relation to discourses. Moreover Burr (2003) claims that the purpose of a discourse analysis is to acknowledge the unequal power relations in the society and the role of social institutions.

5.1. Norman Fairclough's three-dimensional model

There are several methods to apply when critically analysing a speech. The selected critical discourse analysis is based on Norman Fairclough's three-dimensional model in order to identify how communication and society are linked together by language. The critical discourse analysis will focus on the historical speech "The Queens tribute to Princess Diana", that was broadcasted on British national television the night before Princess Diana's funeral. Fairclough's three-dimensional model consists of three parts; the first part is analysing the text (written and spoken), the second one analysing

discourse practices (text production and text interpretation) and last one analysing social cultural practices. In order to understand a discourse, simply a text analyse is not enough. It requires all three parts to be investigated and put into relations with each other. Fairclough describes the three-dimensional model to consist of three elements: description, interpretation and explanation (2013).

6. Critical discourse analysis of the Queen's speech

The speech was examined by using Fairclough's three-dimensional model based on following categories (Fairclough, 1992: p.137):

- 1) Analysing text (written and spoken).
 - Vocabulary
 - Grammar
 - Cohesion
 - Text structure
- 2) Analysing discourse practices (text production and text interpretation).
 - Forces
 - Coherence
 - Intertextuality
- 3) Analysing sociocultural practices.
 - Political
 - Cultural

6.1. Text analysis

The text analysis focuses on the written languages by examining formal and semantic features. Fairclough divides the text analysis into four parts; "vocabulary, grammar, and cohesion and text structure" (1992, p.75). These four categories represent the form and meaning hidden in the speech.

6.1.1. Vocabulary

According to Fairclough (1992) words are not neutral; people choose words in order to construct themselves a social identity, social relations or knowledge. Addressing the audience the Queen does not make alterations however she assumes that some concepts referring to the royal family are self-evident for example the name of her family estate Balmoral in Scotland, likewise the members of the royal family and Princess Diana: “This week at Balmoral, we have all been trying to help William and Harry come to terms with the devastating loss that they and the rest of us have suffered”, “...sadness at Diana’s death”. By referring without title reinforces intimacy with the audience. The way in which words are used reflects the ideology of the speaker and the word meaning contributes to maintain power. The Queen’s speech expresses self-evident truths:

“So what I say to you now, as your Queen and as a grandmother, I say from my heart.” A reinforcement of the ideology of monarchy and conservatism where the monarch emphasises intimacy and control in order to protect traditions and values: “It is a chance to show to the whole world the British nation united in grief and respect.” In order to strengthen emotional bonds the Queen uses literary techniques such as repetition of the message and using different nouns: “...who made many, many people happy”, “...disbelief, incomprehension, anger and concerns for those who remain”. Additionally, the Queen is using the techniques of contrast: “In good times and bad...” Parallelism occurs for instance here: “...to smile and laugh”, “...warmth and kindness”, “...admired and respected”. The metaphor “...a huge source of help and comfort” describes the people’s support as source of life for those who remain.

6.1.2. Grammar

The Queen uses very few passive constructions. There are only two mentioned in the speech: “...the initial shock is often succeeded by a mixture...” and “...there are lessons to be drawn...” However the tenses are switching rather frequently. At the beginning of the speech the Queen addresses the people by telling them what has happened in present perfect tense as in typical spoken language. The description of Diana is expressed in past tense since she is dead and her actions are finalized: “She was an exceptional and

gifted human being.” There are a few examples of future tense: “No one who knew Diana will ever forget her.” There is only one example of past perfect progressive since the Queen states her opinion as fact “We have all been trying.” Throughout the speech the Queen uses inclusive and exclusive pronouns. According to Fairclough (2001) pronouns are significant when discussing power relations. Examples of inclusive personal pronouns in the Queen’s speech are: I, our, us, we, and exclusive: they, their, them, he, she, it, you. In the Queens speech the inclusive pronoun is used when the Queen is referring to both the monarchy and the nation meanwhile the exclusive pronoun is used merely referring to Princess Diana. The personal pronouns that are frequently mentioned in the address are “we” and “I”. “We” is referring to the Queen, the monarchy and the nation. The uses of pronouns are typical for spoken language. Personal reference occurs when referring to Princess Diana or royal family members. The table 1 below shows frequent used pronouns in the Queen’s speech. Evidently by studying table 1, the Queen uses pronouns frequently in order to exercise power. The inclusive pronouns “I” and “we” empathizes inherence. Meanwhile the exclusive pronouns describe Diana, the family and the people (see table 1).

Table 1

Word	Repeat
<u>Inclusive:</u>	
I	8
We	7
<u>Exclusive:</u>	
Her	15
They	4
Your	3

6.1.3. Text structure

The speech begins with the Queen telling about the dreadful news of Diana’s death. This is followed by her purpose of the speech: to pay tribute to Diana. Followed by a personal description of Diana herself the speech then returns to Diana’s family and a

hope for the British people to become united in grief and respect. The speech ends with a wish, an appeal to dead people and God: “May those who died rest in peace...thank God...” The structure of the speech is very informal and simple for coming from a Queen. Personal references are used throughout the texts and different time tenses. The first part of the speech expresses sorrow for the loss of Princess Diana; it later becomes a personal tribute to Diana as an extraordinary person. The Queen later represents the royal family and shares their gratitude towards the people.

6.2. Discursive practice

The second step of the three-dimensional model focus on the processes of production and consumption of the text. In other words describing who the messenger is, who the receiver is and in what way is the receiver affected by the speech and its textual construction.

The messenger is the Queen and the receiver is the British people. The Queen who reluctantly at first takes part, justifies the people’s demands for a speech and constitutional changes of attitude by upgrading the deeds of Princess Diana.

6.2.1. Forces of Utterances

The force of utterances refers to what the speaker actually wants to accomplish by delivering the speech in a functional and communicative terms. The Queen addresses her people in order to save the monarchy from their deepest crisis in modern time. Examples of strong words in order to evoke emotional responses from the British people: “dreadful”, “overwhelming”, “shock”, “anger”, “exceptional”, “devastating”, “remarkable”, ”sorrow”, “grief” and “loss”.

6.2.2. Coherence

Text Coherence is acknowledged easily since the language used is easy to read, to listen to and for the audience to understand. The text consists of twenty-one sentences. The

events are put into sequential order. Many of the sentences begin with a pronoun “I”, “this”, “we”, “she”, “these” or a conjunction: “so” and “since”.

6.2.3. Intertextuality

Examples of intertextual elements are: presupposition, negation, parody, quotation or irony. However, the only quotation mentioned is referring to the bible: “...may those who died rest in peace...” Additionally, there is an example of negation: “It is not easy to express a sense of loss...”

6.3. Social Practice

The sociocultural practice consists of investigating how discourses are connected to a sociocultural and historical context. According to Fairclough (2013) there are three aspects of sociocultural contexts of a communicative event: economic, political and cultural. In order to understand the context behind the Queen’s speech the political and cultural aspect will be investigated:

- Political (power and ideology)
- Cultural (issues of values)

6.3.1 Political aspect

Britain is a constitutional monarchy and Queen’s power is limited. According to Alden (2002) the role of the monarch nowadays is mainly symbolic and mainly consists of representative duties. However, the Queen has the right to rule and generally public servants must swear an oath of loyalty to the crown. Although the Queen should remain politically neutral, she has the right to advice or warn ministers and to be consulted. Yet, if the Queen decides to exercise her political power, she could dissolve the parliament and call for a new election if she considers it necessary. Additionally the Queen has the right to choose a prime minister after an inconclusive election. According to Story and Childs (2014) the British monarchy has been historically both popular and unpopular. At the same time as the royal family is highly respected by the British

people there is a discontentment considering the royal family's social privilege and income. The monarchy is a constitutional monarchy however, the royal family is nowadays a tourism target and attracts people from all over the world. The ancient view of the monarch as a leader of the country, superior his or her people, is partly forgotten. The monarch's need for leadership is expressed in the Queen's speech when she addresses the people: "So what I say to you know as your Queen..." On the other hand, the Queen then continues her speech by referring to herself as one of the people: "...as a grandmother." Although Diana blamed the royal family for making her life a misery, the Queen had to give a positive description of Princess Diana in order to preserve the people's affection for the monarchy: "She was an exceptional and gifted human being" and "...her warmth and kindness..." There was a political interest in preventing crisis of the monarchy and stabilize the situation. According to Alfano (2010) the Prime Minister Tony Blair handled the public response by convincing the Queen to speak publicly about Princess Diana. Ideology is also visible when nationalism is brought into the speech: "It is a chance to show the whole world the British nation united in grief and respect."

6.3.2 Cultural aspect

The speech has cultural influence as well. According to Smith (2012) Queen Elizabeth II speech was broadcasted on television. This was the second time in history, except from the annual pre-recorded Christmas speech that the Queen are addressing her country and people on radio or television. "No-one who knew Diana will ever forget her. Millions of others who never met her, but felt they knew her, will remember her". In this sentence the Queen refers to a relation between those who knew Princess Diana privately- her family and friends and those millions who never met her but felt they knew her. In a broader perspective Thomas (2008) describes in his article about mass hysteria and celebrity culture that the mass mourning following the death of Princess Diana was a phenomenon created by media manipulation. Media propaganda assigned Princess Diana a heroic image, "the people's princess" and consciously excluded all opposing opinions regarding Princess Diana's death in order to maintain a united grief among the people. However years to follow the public look back at their behaviour and

media's role the following week of Princess Diana's death, many felt that the mass mourning had been blown up and overrated. Thomas concludes his article by acknowledging the fact that it is unrealistic and impossible for people to identify themselves with a stranger and mourn a person that you have never met.

7. Rhetoric Strategies

Next step in this essay is to analyse the Queens persuasive use of language through studying Aristotle's three rhetoric appeals: ethos, pathos and logos. Furthermore the analysis will include nonverbal communication and a rhetoric extension by Kenneth Burke known as identification.

7.1. Ethos, pathos and logos

Ethos, pathos and logos are three persuasive appeals used to convince an audience to form an opinion or point of view in favour of the speaker. According to Covey (2004) ethos appeals to credibility, logos appeals to logic and reasons and finally pathos appeals to empathy and feelings. Furthermore Mshvenieradze (2013) describes the three rhetoric appeals as following: "Logos, Ethos and Pathos are inevitable components of reasoning but the combination of all of them enables a speaker successfully complete his/her discourse and achieve his/her goal". Finally Polansky (2008) claims, that Aristotle's defined three rhetoric components; ethos, pathos and logos. Ethos means credibility. The speakers aim is to persuade the audience that he or she is trustworthy and reliable through using the right manners, words and actions. Pathos on the other hand means persuading by appealing to the audience emotions or feelings. By implying pathos the audience recognizes that you understand their feelings and they are important to the speaker and in that way build up a relationship between the speaker and the audience. The last component is logos and it appeals to logic and the way of persuading an audience by reason.

7.2. Identification

Identification enables us to see persuasion in relation to identification through symbolism (Burke, 1969). According to Cambridge online dictionary symbol is defined as “An object can be described as a symbol of something else if it seems to represent it because it is connected with it in a lot of people's minds” (Cambridge Online Dictionary, symbol). According to Bailey (2008, p.505) “Symbols are used to represent a deeper meaning or idea, and even the smallest detail can have great value. They have become a very important part of our world today and will undoubtedly have a great role in our future”. Leggett (2012) further argues that a symbol could be a statue or a monument associating to freedom or independence. Symbols evoke emotions. According to Burke (1969) identification occurs when a speaker tries to persuade another person. To achieve identification the audience must identify themselves with the speaker and in order to do so, he or she must feel attached, connected and affected by the speaker. Identification is a two-way relation, impossible to achieve by one individual only.

Through lack of identification and commitment, the Queen could not uphold a stabile monarchy. According to Mollick (2014) the Queen must represent the best about the nation in order deserve the affection of the people. However this seemed not to be the case after Diana’s death. The lack of commitment and the decision not to return to London directly caused a gap between the monarchy and the people. People’s grief and the Queen’s indifference made identification impossible. The monarchy’s position was jeopardized and the Queen unwillingly returned to London earlier than planned.

7.3 Ethos, pathos, logos and identification applied in the Queen’s speech

Ethos, pathos, logos and identification, all components are represented in the Queen’s speech. The organization of the speech is meant to carry out the Queen’s position on Princess Diana’s death. However, the speech is remarkable in some ways. Firstly, ethos and logos are frequently used meanwhile pathos disappears at the end of the speech when you expect the Queen to evoke emotions. However, instead the Queen

ends the speech by emphasising moral values, traditions and uniting the nation. In other words the Queen underlines the importance of protecting the monarchy. Secondly the Queen speaks about Diana. However, the Queen keeps a respectful distance by addressing everyone directly, except Diana herself.

In order to simplify the analysis, the speech is divided into four parts:

1. The first part of the speech begins with the Queen describing the dreadful event that has happened and begins with talking about Diana's death from a general perspective. However, later narrowing it by talking about her own personal experience of the event.

Pathos is applied in the first part of the speech when the Queen explains the cause of the speech: "Since last Sunday's dreadful news we have seen, throughout Britain and the world, an overwhelming expression of sadness at Diana's death." This was an important statement from the Queen as a response to the criticism for appearing heartless and unaffected after the death of Princess Diana. By appealing to pathos the Queen frequently uses the personal pronoun "we" indicating that she share the same feelings of loss as the audience. Ethos and logos is applied when the Queen responds to the criticism for not showing any public grief and as an indirect explanation and excuse of her actions: "We have all been trying in different way to cope. It is not easy to express a sense of loss, since the initial shock is often succeeded by a mixture of other feelings: disbelief, incomprehension, anger and concern for those who remain." This statement is not only acknowledges the different stages of grief in a cultural Western society, it also enables the audience to a greater understanding of the Queens own way of coping with the death of Diana. The Queen points out there are different ways of mourning and this was her way, giving the audience a reasonable explanation. Identification is then applied when the Queen tries to identify herself with the older audience from the same generation as herself growing up in a time when emotions were not expressed publicly, but privately. This is an example of identification when the Queen tries to persuade a particular group of the audience from the same generation as her to identify themselves with her discreet way of mourning and reminding the others that grief can be expressed in different ways. Furthermore the Queen is appealing to ethos and identification by

stating: “We have all felt those emotions the last few days. So what I say to you now, as your queen and as a grandmother, I say from my heart.” The Queen indicates to the audience that she, like others have been struggling with the same emotions the last days and then reminding them about her credibility and authority as a Queen at the same time as she tries to create a sense of identification by calling herself a grandmother. Although the audience cannot identify themselves with a monarch, they are aware of her authority as a monarch and therefore she has the right to speak to the public. However many can refer to being a grandmother and therefore they can strongly identify themselves with the Queen. The Queen continues appealing to pathos by expressing her own feelings in an informal way: “So what I say to you now... I say from my heart”.

2. The second part of the speech the Queen reaches out to her people addressing the grief of the audience. The Queen takes the leader role, representing the royal family and thanking the audience for the received condolence.

The Queen pays her own tribute to Diana. However, it is relatively short but direct: “First I want to pay tribute to Diana, myself”. This opening sentence the Queen appeals to ethos and her credibility as a person and as a Queen. Pathos and identification is applied in order for the audience feel they share the same image of Princess Diana: “She was an exceptional and gifted human being. In good times and in bad, she never lost her capacity to smile and laugh, nor to inspire others with her warmth and kindness.” The Queen recalls the best characteristics of Princess Diana and her amazing ability to stay strong in bad times. This way the Queen evokes images of Diana as a loving and caring compassionate person, identifying the same image as the audience has of Diana. The Queen then makes a personal and direct statement: “I admired and respected her for her energy and commitment to others, and especially for her devotion to her two boys. The Queen refers to Diana’s role as a mother and her respect for Diana. The Queen was much criticised for not returning back to London when the death of Diana was confirmed. However she appeals to logos in an attempt to justify her and the royal family’s actions by explaining the reason why they stayed in Balmoral was not because they grieved any less than others, moreover they wanted to stay there in order to help Princess Diana’s two sons to come to terms with the loss of their mother: “This week at Balmoral, we have all been trying to help William and Harry come to terms with the

devastating loss that they and the rest of us have suffered.” Identification is applied in order for the Queen to identify herself with those in the audience who have experiences the same kind of loss when young children are left behind to be taken care of and through providing this ground the Queen enables them to relate to the difficulties for the royal family. The speech then enters a new perspective when the Queen changes from talking about emotions and grief into discussing Diana’s legacy: “No one who knew Diana will ever forget her. Millions of others who never met her, but felt they knew her, will remember her. I for one believe that there are lessons to be drawn from her life and from the extraordinary and moving reaction to her death.” As a response to the criticism accusing the royal family and the Queen for ignoring Princess Diana living, as dead the Queen describes Diana’s legacy as unforgettable and remembered forever. The Queen then appeals to identity by indicating that the monarchy and the people share the same goal; to honour Princess Diana: “I share in your determination to cherish her memory.” At the end of the Queens speech she takes the opportunity to thank the people on behalf of her family: “This is also an opportunity for me, on behalf of my family, and especially Princes Charles and William and Harry, to thank all of you who have brought flowers, sent messages and paid your respects in so many ways to a remarkable person.” The Queens role changes here from being a monarch to being the representative of the family. When she paid her tribute to Diana she thanks the people for their condolences and especially on behalf of her grandsons Prince William and Prince Harry. Finally the Queen assures the people that their contribution has not been overlooked in fact the opposite- it has helped them to find comfort in their grief.

3. The third part of the speech addresses the families of the others who lost their lives with Princess Diana.

The Queen goes back into her role as monarch and shares her thoughts with the other victims who died in the same car crash as Diana and sends her thoughts to their surviving families. However the Queen does not mention them by name but directly addressing to them: “Our thoughts are also with Diana’s family and the families of those who died with her.” The Queen maintains the focus on Princess Diana however by reaching out to the families including the other victims in the car crash the Queen identifies the tragedy in a broader perspective and also identification possibilities.

4. The speech finally ends with a blessing to those who have died in order to prepare the audience for Princess Diana's funeral the following day

The speech ends by the Queen preparing the audience for Diana's funeral the following day: "I hope that tomorrow we can all, wherever we are, join in expressing our grief at Diana's loss, and gratitude for her all-too-short life. It is a chance to show the whole world the British nation united in grief and respect." Once again the Queen's credibility is manifested speaking as a leader encouraging the audience to come together once again as a nation symbolizing unity and strength. Pathos is reflected in her message concerning following day's funeral. Identification is also demonstrated by recognizing Diana's funeral as an historical event.

7.4. Nonverbal communication

Nonverbal communication refers to communication without words or speech (Cambridge Online Dictionary). It is primarily associated with body language. According to Goman (2010) the body language is divided into time, space, appearance, touch, gesture, posture, facial expressions and eye contact. This thesis focuses on appearance, gesture, posture, facial expressions and eye contact. The Queen wears a black dress and jewellery. Behind the Queen the mourning people are gathering through the Buckingham Palace window. It demonstrates that she is one among the people. These are examples of symbols of communication in her appearance. Her royal style and jewellery represent power and authority. When analysing the speech, the Queen conveys one message but her nonverbal message communicates another. Her appearance is not emphasising any emotional expressions when using words like "remarkable" or "dreadful". The Queen's voice pitch remains the same throughout the speech. The Queen speaks monotonously with few variations. There are no gestures to be seen during the speech. The Queen's posture is straight, standing. However, her upper body is swinging and according to Goman (2010) the lack of balance indicates difficulties of controlling emotions. The Queen shows few facial expressions, except from frequent eye blinking and lip licking. However, the Queen keeps a firm eye

contact throughout the speech. According to Master and Wallace (2010) eye contact conveys a feeling of sincerity and trust.

8. Conclusion

During the reign of Queen Elizabeth II, there have been several social changes and the position of the monarchy has from time to time been unstable. The monarchy is not as powerful as it once was. However still today it represents British traditions, values and remains a popular tourist attraction. Queen Elizabeth II is today recognized as the monarch with an extraordinary ability to save the monarchy from critical situations and adjust to modernization. The Queen's abilities were especially tested in 1997 when Princess Diana was killed in a car crash. Due to public criticism, the Queen was forced to actions in order to prevent the monarchy from being damaged. The Queen delivered her speech in tribute to Princess Diana and it became the turning point for the monarchy's future.

The aim of this thesis was to expose the intentions and methods behind the Queen's speech in order to understand how Queen Elizabeth II successfully saved the monarchy from the crises after Princess Diana's death. To begin with the social, cultural and historical background was discussed in order to understand the relationship between Princess Diana and the monarchy. It showed that the people felt themselves closer to Diana than the royal family. The death of Princess Diana forced the Queen to a modernization of the monarchy in order to save her position and maintain control. Secondly social constructionism was described in order to understand how we construct our reality through language. A social institution as the monarchy deliberately constructs and changes existing discourse. The critical discourse analysis showed the verbal elements the Queen used in order to gain control and make the audience feel included by sharing the same image of Diana that the Queen obviously did not have previously but the circumstances forced her to generate. Furthermore rhetoric and nonverbal strategies were examined. The result showed that although you would have expected the Queen to express emotions, appealing to pathos, she mainly stuck to ethos and logos. The Queen's attitude is ambivalent and complex since she expresses her grief in a formal and controlled way using emotional and strong language, hoping for the audience to identify themselves with her and the monarchy.

As a result from investigating linguistic and rhetoric strategies, verbal and nonverbal, “The Queens tribute to Princess Diana” reveals that the Queen delivered the speech in order to maintain control and prevent the monarchy from stagnating. Furthermore the thesis shows that the monarchy can no longer depend on historical and traditional values only, but on the Queen herself and her ability to exercise power through language and appearance.

9. References

Alden, C. (2002, May 16). British Monarchy. *The Guardian*.

Retrieved from: <http://www.theguardian.com/world/2002/may/16/qanda.jubilee>

Alden, S. (2002, Sept 1). Princess Diana was a 'manipulator,' former British Prime Minister Tony Blair says in new memoir. *NY Daily News*.

Retrieved from: <http://www.nydailynews.com/news/world/princess-diana-manipulator-british-prime-minister-tony-blair-new-memoir-article-1.207217>

Bailey, E. (2008). Symbols: Historic and Current Uses. *International Journal of Pharmaceutical Compounding*, 12 (6).

Retrieved from: <http://search.proquest.com/docview/212039109?accountid=27513>

Burke, K. (1969). *A Rhetoric of Motives*. Berkeley: University of California.

Wersch, J.V. (1993). *Voices of the Mind: Sociocultural Approach to Mediated Action*.

US: Harvard University Press.

Burr, V. (2003). *Social Constructionism*. (2nd ed). East Sussex: Routledge.

Context. (n.d). In *Cambridge Online Dictionary*.

Retrieved from: <http://dictionary.cambridge.org/dictionary/british/context>

Covey, S.R. (2004). *The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change*. New York: Free Press.

Dijk, V. (1997). *Discourse as Social Interaction*. London: SAGE Publications.

Fairclough, N. (2013). *Critical Discourse Analysis: The Critical Study of Language*. (2:nd ed). New York: Routledge.

Fairclough, N. (2001). *Language and Power*. (2:nd ed). Edinburgh: Pearson Education.

Fairclough, N. (1992). *Discourse and Social Change*. Cambridge: Polity Press.

Fotheringham, Allan. (1997). Diana changed the monarchy forever. *Maclean's*, Vol 110 (37). Retrieved from: <http://search.proquest.com/docview/218506570?accountid=28822>

Goman, C.K. (2010). Why leaders should watch their body language; Non-verbal cues are powerful signals. *The Gazette*. Retrieved from: <http://search.proquest.com/docview/821583792?accountid=28822>

Gristwood, S. (2012). Shared glory of the Diamond Queens. *The Telegraph*.

Retrieved from: http://www.telegraph.co.uk/news/uknews/the_queens_diamond_jubilee/9287616/Shared-glory-of-the-Diamond-Queens.html

If only the royals dared weep with the people. (1997). *The Independent*. Retrieved from:

<http://search.proquest.com/docview/312646665/3A468363DF014ACDPQ/1?accountid=28822>

Leggett, B. (2012). Symbolism, Identification and Kenneth Burke. *Identification and*

Symbols. Retrieved from: <http://blog.iese.edu/leggett/2012/05/17/symbolism-identification-and-kenneth-burke-2/>

Master, L.A., Wallace, H.R. (2010). *Personal development for Life and Work*. (10th ed.).

Mason, OH: South Western Educational Publishing.

McArthur, C.A., Graham, S., & Fitzgerald, J. (2006). *Handbook of writing research*.

New York: Guilford Press.

Mollick, K., & Lockhard, M. (2014). *Global Women Leaders: Studies in Feminist*

Political Rhetoric. Lanham, Maryland: Lexington books.

Mshvenieradze, T. (2013). Logos, Ethos and Pathos in Political Discourse. *Theory and Practice in Language Studies*, 3 (11).

Retrieved from: <http://search.proquest.com/docview/1464745622?accountid=27513>

Nonverbal. (n.d). In *Cambridge Online Dictionary*.

Retrieved from: <http://dictionary.cambridge.org/dictionary/british/nonverbal>

O'Halloran, K. (2003). *Critical Discourse Analysis and Language Cognition*.
Edinburgh: Edinburgh University Press.

Paprocki, S.B. (2009). *Diana, Princess of Wales*. New York: Infobase Publishing.

Phillips, L., Jorgensen, M.W. (2000). *Diskursanalys: som teori och metod*. Lund:
Studentlitteratur.

Phillip, N., Lawrence, T.B., & Hardy, C. (2004). Discourse and Institutions. *Academy of Management Review*, Vol 29 (4).

Retrieved from: http://www.academia.edu/2973111/Discourse_and_Institutions

Polansky, B.F. (2008). Ethos, pathos and logos. *Dental Economics*, 98 (8). Retrieved
from: <http://search.proquest.com/docview/209826802?accountid=27513>

Salome, L. J. (1997). DIANA: Princess of Wales THE COLD HOUSE OF WINDSOR

Where's the emotion? The royal family's stoic response to its loss of the 'people's princess' underscores the public's dislike for a monarchy many see as hopelessly outdated". *The Atlanta Constitution* [Atlanta, Ga], 16:3.

Retrieved from:

<http://search.proquest.com/docview/413643222/DD609134A26140FFPQ/1?accountid=28822>

Smith, S.B. (2012). *Elizabeth the Queen: The Life of a Modern Monarch*. New York: Random House.

Storry, M., & Childs, P. (2014). *British Cultural Identities* (4th ed.). New York: Routledge.

Symbol. (n.d). In *Cambridge Online Dictionary*.

Retrieved from: <http://dictionary.cambridge.org/dictionary/british/symbol>

Thomas, J. (2008). From people power to mass hysteria: Media and popular reactions to the death of Princess Diana". *International Journal of Cultural Studies*, Vol 11 (3)

Retrieved from <http://ics.sagepub.com/content/11/3/362>

Victor, P., & Brown, C. (1996). Diana accepts Charle's divorce terms. *The Independent*.

Retrieved from:

<http://search.proquest.com/docview/312446149?accountid=28822>

Victor, P., & Jury, L. (1995, Nov 21). Diana: 'I have been unfaithful'. *The Independent*.

Retrieved from: <http://www.independent.co.uk/news/diana-i-have-been-unfaithful-1582908.html>

Worcester, Robert. (1997). The power of public opinion: Diana, Princess of Wales:

1961-1997*. *Market Research Society. Journal of the Market Research Society*,

Vol 39 (4) Retrieved from:

<http://search.proquest.com/docview/214804268/1161D99589B44D81PQ/1?accountid=28822>

Young, R.A., & Collin, A. (2004). Introduction: Constructivism and social

constructionism in the career field. *Journal of Vocational Behavior*, Vol.64 (3).

Retrieved from:

<http://www.sciencedirect.com/science/article/pii/S0001879104000065#>

10. Appendix

The Queens tribute to Princess Diana

September 5th 1997

Since last Sunday's dreadful news we have seen, throughout Britain and around the world, an overwhelming expression of sadness at Diana's death. We have all been trying in our different ways to cope. It is not easy to express a sense of loss, since the initial shock is often succeeded by a mixture of other feelings: disbelief, incomprehension, anger and concern for those who remain. We have all felt those emotions in these last few days. So what I say to you now, as your queen and as a grandmother, I say from my heart.

First, I want to pay tribute to Diana myself. She was an exceptional and gifted human being. In good times and bad, she never lost her capacity to smile and laugh, nor to inspire others with her warmth and kindness. I admired and respected her for her energy and commitment to others, and especially for her devotion to her two boys. This week at Balmoral, we have all been trying to help William and Harry come to terms with the devastating loss that they and the rest of us have suffered.

No one who knew Diana will ever forget her. Millions of others who never met her, but felt they knew her, will remember her. I for one believe that there are lessons to be drawn from her life and from the extraordinary and moving reaction to her death. I share in your determination to cherish her memory.

This is also an opportunity for me, on behalf of my family, and especially Prince Charles and William and Harry, to thank all of you who have brought flowers, sent messages and paid your respects in so many ways to a remarkable person. These acts of kindness have been a huge source of help and comfort.

Our thoughts are also with Diana's family and the families of those who died with her. I know that they too have drawn strength from what has happened since last weekend, as they seek to heal their sorrow and then to face the future without a loved one.

I hope that tomorrow we can all, wherever we are, join in expressing our grief at Diana's loss, and gratitude for her all-too-short life. It is a chance to show to the whole world the British nation united in grief and respect.

May those who died rest in peace, and may we, each and every one of us, thank God for someone who made many, many people happy.