A discourse analysis of linguistic strategies in Julius Nyerere's speeches on education in Tanzania

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ABSTRACT

This study analyses the linguistic strategies in Julius Nyerere's speech on education in Tanzania. Data from ten (10) speeches of Julius Nyerere on education were descriptively analysed through the lens of Critical Discourse Analysis Theory developed by Norman Fairclough. The data analysis involved exploring word choices, comparison and contrast of the information, and recording relationships between the ideas, all contributing to making of thematic categories. The findings indicate the presence of linguistic strategies such as pronouns, anaphora, parallelism, modal auxiliary verbs, adjectives, and rhythmical sentence structure in Nyerere's utterances on education. These linguistic strategies in Nyerere's statements reflect people's power, ability, admiration, willingness, and emphasizing collective decision making on education. The study contributes to linguistic discourses in political public speaking. It enriches the methodological approaches to analyze political speeches and enlightens scholars pursuing research in political discourses and educational rhetoric.

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1.   Introduction

Linguistic strategies refer to the intentional techniques of manipulating language to achieve a specific communicative goal in a given context (Narke, 2021; Aqeel & Chung, 2024). They involve techniques such as using rhetorical devices, persuasive language, or altering formality based on the situation (Royani & Tukimun, 2023). The use of linguistic strategies in speaking motivates, attracts and engages the audience in communication. Speakers must select appropriate linguistic strategies

and organise them very carefully before delivering their speeches in order to meet their intended goals (Pawlak, 2018). Khafaga (2024) claims that linguistic strategies such as imperative words may be used to persuade people on socio-political, economic and cultural issues when political leaders address the public.

Literatures report on the linguistic strategies used by political figures as communicative strategies to explain their intended goals and objectives on education (Soloviova, 2020; Kotenko, *et al.*, 2023). Linguistic strategies have become important in establishing socio-political, economic and cultural policies to be implemented in specific nations by either government or private institutions. For instance, Soloviova (2020) reports that linguistic strategies were used by the Ukrainian Deputy Minister of Education, V. Kovtunetc on reformation of teaching practices. Similarly, King and Bigelow (2019) observed that linguistic strategies were employed to demonstrate the utility of narrative styles on education particularly on how language policies are developed, interpreted, and prioritised in educational issues in Minnesota State of the US.

Ariffin (2004) argues that the linguistic strategies in conversations are normally influenced by the speaker's ability to understand his or her utterances before speaking. This implies that linguistic competence is significant in enabling speakers to address their speeches successfully. Schegloff (1987) states that linguistic strategies such as fillers and anaphora can be used to avoid making mistakes in their speeches. Similarly, Kotenko *et al.* (2023) found that Donald Trump, the United States of America's president used anaphora to emphasise the importance of education in promoting development and rhythmical patterns to attract the audience in public forums and meetings during presidential campaigns in USA. The linguistic strategies in applying political discourses in different spheres, provides opportunity for politicians to express their ambitions and seek recognition from the audiences.

In Uganda, President Yoweri Kaguta Musemi presents educational speeches on the important of inclusion of science and technology in education system in Uganda which became true in 2021. During celebrating the world science day for peace and development November 2021, his expressions proved his efforts made on education since independence 1962. Museveni used the person pronouns to show his power such as …I had struggled with Makerere University to turn it into a Science based University…, this means that, it was himself who made it to become a centre of educational science and technology (Museveni, 2021). In Southern Africa especially Zimbabwe, educational speeches begun after independence in 1980 from the hands of British rule. Robert Gabriel Mugabe played significant roles to change the inherited education to black. He used language to establish very strong statements on education which copied and practiced by many African countries (Sigauke, 2023). His slogan such as Mugabe education revolution became educational revolutionary tool in Zimbabwe, he believed that knowledge was not organically created but rather nurtured through deliberate investment in infrastructures and educational systems, which became true for Zimbabweans (Sigauke, 2023).

In Tanzania formerly Tanganyika, educational situation can be viewed based on time or period, and also, the needs or demand for education in Tanzania. Based on time or period, by then Tanganyika, education can be traced back since 1954 when Julius Nyerere gave the first speech in legislative council to criticise the colonial government for providing education to only 31 percent of school aged African children (Lema, *et al.*, 2004). Nyerere argued on the pace of educational expansionism in Tanganyika and the creation of opportunity for African children to access education, he used strong statements to express his beliefs on the pace of education as the utterance reflects …it would take thirty or more years to achieve universal literary…, also, he was very humble when stated for the question of educational provision to the government, he used words which express his internal feelings such as …I feel that while we are saying…., I would like to turn to…, all these statements proved and showed Nyerere's attitudes on educational development in Tanzania. In addition, Nyerere's speeches were realised in 1956 at the meeting of fourth committee asking for mass education in Tanganyika. He showed his acceptance words by saying that now it is true…output from secondary schools has been increasing and will increase. At that time, there were educational divide between Europeans, Asians and African, they differed financially, teaching and other resources (Lema *et al.*, 2004).

In 1963, during the inauguration of the University of Dar East Africa in Nairobi, Nyerere argued on kind of education after independence, particularly University education. He used imperative words showing the position of universities in East Africa by saying …it is in this manner that the University will contribute to our development…we must, and do demand…, to him University was the prevalent institution for human development. He believed that, University education should include the majority, and avoid discrimination based colour between Europeans, Arabs and Africans. Nyerere insisted that independence should bring people together to overcome segregations. In 1967, the policy document on education for self-reliance was done and Nyerere argued on the six years of Independence and the education system in Tanzania. He claimed the educational system that reflect the vision of social changes, equality, respect and dignity (Lema *et al.*, 2004). Nyerere used prediction words and believed that in the future the educational system must gain a reform to suit the demands. Motivational words were deployed to encourage the government on the structure of education particularly examination system practices and theories (Lema *et al.*, 2004).

In the mid of 1980s, Nyerere started implementing his idea on education and adopted macro reform policies which turned around the educational system. The enrolment ration of students at primary schools fall-rise, for example in 1980 the peak of enrolment was 98 percent, in 1988 dropped to 71 percent and gradually rose to 78 percent in 1997. In 1999, out of every 100 children of primary schools age, only 56 enrolled in schools, of 56 children enrolled in schools, only 38 completed primary school, and 38 who completed primary school, only 6 proceeded to secondary school. The present status of basic education in Tanzania has been improved since 2001 as a resulted of the Primary Education Development Plan (PEDP). The government abolished school fees at the primary level and mandatory cash contributions led to an immediate leap in enrolment (Lema *et al.*, 2004).

Furthermore, the historical encounter above reflects that Tanzanian education system experienced transformation before and after Independence and also contributed significantly in different spheres of life. Lema *et al.* (2004) highlights the needs of education at the respective periods, for example, before independence, the aim of education was meant to ensure equality, the major issue of education was to ensure every child attend school. After independence, the key addressed matter on education was the relevance of education in a sense that the provision of education should meet people's needs and demands, Nyerere promoted the democratic principles of organisation and transformative pedagogy particularly the idea of Education for Self-Reliance. Other major idea of education after independence was the lifelong education process which intended to empower adults with skills for life. Therefore, Nyerere adopted appropriate linguistic strategies that enabled his communication on political agenda in relation to period.

The available literatures (e.g., Narke, 2021; Aqeel & Chung, 2024; Royani & Tukimun, 2023; Pawlak, 2018; Khafaga, 2024; Soloviova, 2020; Kotenko *et al.*, 2023; King & Bigelow, 2019; Ariffin, 2004; Lema *et al.*, 2004; Schegloff, 1987) generally analysed linguistic strategies used in political spheres. For example, Schegloff claimed that fillers and anaphora used to avoid some mistakes in a formal speech. Thus, the analysis of Nyerere's discourse remains important in order to understand the significance of applying linguistic strategies in promoting socio economic development such as education. Through different speeches, Nyerere managed to influence people during the nationalist struggle for independence (Fouéré, 2015). By using language techniques, people became encouraged to participate fully in different socio-economic activities including education even after independence. Nyerere's speeches on education were meant to eliminate ignorance among people, emphasised on the importance of empowering people through skills based programmes that could enable them to become self-reliant (Sanga, 2016). Therefore, this study analysed the linguistic strategies in Julius Nyerere's discourses on education in Tanzania in order to establish the extent language use supported his political ambitions leading to attainments of educational goals.

1.1. Statement of the Problem

In Tanzania, Julius Nyerere is a prominent public figure and a good language articulate in socio-political, economic and cultural aspects. His contributions for achieving developmental goals was through his persuasive skills including language strategies in speeches and influenced significant changes particularly on education (Twaddle, 1968; Fouéré, 2016; Becker, 2013). Effective communication, in any context such as in formal occasion particularly the public address is

determined by the application of linguistic strategies. These strategies perform a significant role in a public address, however, it was found that there were no clear supports in the understanding the extent these strategies facilitate communication. Malekela (2024) emphasises that Nyerere was a highly successful politician in using linguistic discourses to mobilize masses for socio-political and economic development. Therefore, it is critical to study his linguistic strategies employed on enhancing education for emulating and facilitating the current developmental goals.

Linguistic strategies are fundamental in public speaking, they help speakers in achieving the intended goals of their speeches (Czerniewska, 1984; Daulay, *et al.*, 2021; Amenu, 2020). Julius Nyerere, the first president of the United Republic of Tanzania had access to public platforms where he could address people on issues related to nation building and development that include the education sector (Fouéré, 2015). However, the knowledge to which linguistic strategies were employed by Nyerere in his speeches to meet the intended goals in education remains unclear (Hornberger & McKay, 2010). This may hinder the adoption of effective educational policies, resulting to poor planning and implementation of education policy and the intended objectives (Shrestha, *et al.*, 2019; Remzi, 2022). Thus, this study aimed to address this gap by analysing the linguistic strategies in Julius Nyerere's utterances on education and their role in educational transformation in Tanzania.

1.2. Theoretical Framework

The study was informed by the Critical Discourse Analysis Theory (CDA), which was developed in 1985 by Norman Fairclough. It is a theoretical framework that examines language usage in communication by relating the language structure and the social context in which it is used (Fairclough, 1995). It seeks to understand the role of language in constructing meaning, reflecting power dynamics, and influencing social interactions. According to Shahmirzadi (2018) and Alassiri (2024), CDA is a suitable technique for analysing the language structure of political texts or discourses to determine their intended representation of messages. The theory is commended for its ability to explain the relationship between language, ideology, and power, making it suitable for analysing the linguistic texts extracted from speeches (Van Djik, 1995).

Fairclough suggested three dimensions to be observed in application of the theory especially in discourse analysis. Firstly, text is regarded as a core component of the model, which deals with the description of the structural form or properties of the text including the words such as lexical, grammar, syntax, lexical choices, and the prosody features. The second dimension focus on processing analysis, which deals with discourse practices. It is an interpretation phase in which the analyst focuses on the context where the text is produced and consumed. Handling of the text in this phase, takes into consideration the context text along with the audience's decoding information in the particular context. Lastly, it is discursive practices which create a connection between the text and the macro-level of 'social practices' that frame the third dimension and the two other dimensions are embedded. In this stage, the relationship between the two dimensions and the macro social processes is defined as an overall order of discourse. The analyst in this stage is concerned with exploring power relations through sociocultural practices.

However, the theory may trigger misinterpretations because a single text can be interpreted differently depending on the social context (Wang, 2022). Despite this limitation, the theory remains relevant in discourse analysis because it provides a comprehensive framework for analysing language structure in relation to social contexts (Sriwimon & Zilli, 2017). Thus, the Critical Discourse Analysis Theory was found to be a significant theory in analysing the language structure (linguistic strategies) used in Nyerere's speeches on education to influence the masses about social construct in political contexts. Specifically, the Critical Discourse Analysis (CDA) approach was employed to study the relationship between language, power and society.

1.3. Empirical Literature Review

Linguistic strategies are contributing factors to effective communication in public speaking (Putri & Suhardi, 2023). Speakers, including politicians, have been witnessed carefully selecting words and employing various linguistic strategies in their speeches to be well understood by the public (Fadhli & Rosita, 2020). Nnamani (2023) points out that linguistic strategies such as grammar, boosters, anaphora, parallelism, and language surfaces like tone, intonation, and accent are commonly used in

public speeches. This section presents the existing literature on the linguistic strategies in different speeches to gain a deeper understanding of the topic under study and establish the gap through which this study was framed.

1.4. Linguistic Strategies Used in Political Speeches

Abbadi et al. (2024) conducted a comparison study to identify the linguistic features and rhetoric strategies used in the speeches of the three presidents, Joe Biden the former president of the United States of America, Vladimir Putin president of Russia, and Volodymyr Zelenskyy Ukraine president, to reflect the power and dominance in the context of Russia-Ukraine War. A critical discourse analysis was used to analyse vocabulary, grammar, semantics, and rhetoric devices in the speeches. The study revealed that grammatical structures and rhetorical devices were highly employed to evoke public emotions, reflect power and influence beliefs, attitudes, and ideologies. Moreover, it was revealed that linguistic strategies such as powerful word choices, pronouns, and modal verbs were used to indicate their influence and supremacy. Mangad *et al.* (2024) in his study examined the meaning of various election campaign posters in Philippines. The study employed rhetorical semantic analysis theory and data were analysed from the printed posters. Findings indicated that political slogans in the Philippines are embodied in a unique linguistic structure. While other findings highlight the use of a more straightforward language in political slogans, it could also be noted that, such effortlessness of the language is reinforced by politicians using local languages.

Arianto and Septriani (2023) analysed the linguistic strategies in the speeches by Martin Luther King Jr., John F. Kennedy, Barack Obama, Nelson Mandela, and Soekarno. The study was informed by rhetoric theory and was executed qualitatively, in which the data were collected through interviews and observations and analysed thematically. The findings indicated that linguistic strategies such as anaphora (repetitions), parallelism, rhetorical questions and rhyming were used in their speeches to convey ideas, persuade the audience, emphasise and create social impacts. Similar study of Almehmdawi (2018) who analysed the use of parallelism in speech of Hillary Clinton in America. The study was guided by Critical Discourse Analysis (CDA) to study how Hillary Clinton (Democratic presidential nominee) has made use of parallelism in her political speech during "the fourth and final night of the Democratic National Convention" in USA. The study has concluded that parallelism is an important devise used to show and reflect dominance, the central intention of this approach, in the political context particularly in political spheres.

Halomoan (2024) conducted a study to examine the linguistic strategies in the speeches of Joe Biden and Donald Trump. Guided by critical discourse analysis theory, the study examines hedges and boosters qualitatively, and data were collected from debate manuscripts. Findings indicated that linguistic devices such as modal auxiliary verbs and tone were crucial in shaping political discourse by modulating confidence and authority. Hedges introduce ambiguity and caution, while boosters amplify certainty and assertiveness. Joe Biden frequently uses hedges to express caution and acknowledge complexities, while Donald Trump relies heavily on boosters to project unwavering confidence and decisiveness. Biden's strategic use of hedges allows him to direct contentious issues with a balanced tone, while Trump's emphasis on boosters strengthens his assertive stance and enhances his perceived authority, such as the modal auxiliary verbs "must". Rania et al. (2022) conducted a critical discourse analysis strategies and modality use in a speech text by Tan Sri Dato' Muhyiddin Yassin, the eighth Prime Minister of Malaysia on COVID-19. The critical discourse analysis introduced by Fairclough (1995) was adopted in the research which followed the three-dimensional framework including the text, discourse practice, and sociocultural practice analyses. Findings revealed that the new government utilises the power of language by using modality in delivering messages, fulfilling intentions, and gathering support to reinforce political power in particular.

Luthfiyati and Hamidah (2022) conducted a study to analyse Zelensky's first personal pronouns in his political speeches. The study employed qualitative methodology by reviewing documented speeches to identify their forms and discourse functions. The first personal pronouns used in Zelensky's speeches were pronouns "I", "You", and "We". Zelensky used the singular personal pronoun ''I'' to express his heartfelt gratitude and admiration, as well as his professional and personal experiences, arguments, perspectives, aspirations, and commitment. Inclusive "We" and variants indicate Zelensky's willingness to share responsibility and foster unity, equality, and public

declarations about their situation and any potential challenges. He used exclusively "You" to demonstrate political intentions, commitment, and experiences during the election, and significant concern for reconciliation.

The minimal response is another aspect of linguistic strategy which can be observed in speeches, or gender differences in language use. Almasri (2023) investigates how the usage of minimal responses differs between men and women in different situations. Data were gathered from eleven conversations collected from the Santa Barbara Corpus to attain this aim. The results show that women use minimal responses at a higher frequency compared to men except in informal conversations. Also, there is no significant difference in the function of minimal responses between men and women on gender. Apart of the minimal responses, also, the use of sexism words in texts especially male can influence or undermine other gender. Kun (2022) observed that sexism, especially the discrimination against females, has become one of the most heatedly-discussed topics in this field of discourse. The study used comprehensive analysis methods to analyse the causes of this phenomenon from the aspects of society and culture. The findings indicate that women have been oppressed through the use of sexism words.

2. Method

2.1. Design

The study used a descriptive research design, and a text analysis approach to analyse data qualitatively. It was qualitative because the nature of information supported by its methods of data collection and those techniques of data analysis. The design was found ideal for analysing the linguistic strategies in Julius Nyerere's speeches on education because it allows a detailed description of language use in relation to contexts. According to Creswell (2013), descriptive qualitative design is the best methodology for exploring socially determined phenomena like language practices in diverse contexts such as political spheres.

2.2. Sampling procedure and sample size

This study employed a convenience sampling technique to select ten (10) speeches of Julius Nyerere in the Tanzania National Archive. The convenience sampling technique allowed the researchers to come across Nyerere's speeches on education that were readily found in the Tanzania National Archive. Convenience sampling techniques are suggested by Etikan, Musa and Alkassim (2016) as the best sampling method for selecting participants or data that are easiest and most convenient to access. The use of the convenience sampling technique ensured data authenticity as the selected speeches were confirmed by archivists in the national archive as the real and original speeches of Julius Nyerere. The sample size of ten (10) speeches was determined by the type and availability of Nyerere's speeches on education in newspapers, pamphlets, books and recorded texts in the Tanzania National Archive.

2.3. Method of data collection

The data for this study were collected from Tanzania national achieve. Data collection process involved review of newspapers, pamphlets, books, recorded texts and Julius Nyerere's speeches on education available in the Tanzania National Archive in order to identify the linguistic strategies and interpret them afterwards. The Nyerere's speeches that were studied include those which were addressed in the Legislative Council (1954), to the UNO (1956), the inauguration of the University of East Africa (1963), the opening of the Dar es Salaam University College Campus (1964), Morogoro Teachers' College (1966) on the power of the teacher, the Arusha Declaration (1967), the inauguration of the University of Dar es Salaam (1970), the inauguration of Sokoine University of Agriculture Morogoro (1984), Honorary Doctorate of Letters Degree from the Open University (1998) and Education for Self-Reliance (1967). The linguistic strategies such as metaphors, rhetorical devices, and repetition identified from the reviewed speeches hence, they were written down in the notebook for further analysis. The use of documentary review was significant as it ensures consistency in data collection process (Ward, House & Hamer, 2009), hence contributing to the trustworthiness of the findings of this study.

2.4. Data analysis

The Critical Discourse Analysis (CDA) approach was employed to analyse the Nyerere's linguistic strategies that were deployed in his speeches on education. In discourse analysis the structure of texts produced were guided by the dimensions of the theory and its major assumptions. The collected data were coded and presented in the form of content thematically and followed by discourse analysis after having identified the recurring themes and patterns in relation to the objective of the study. With the guide of the CDA, the analysis process involved scrutinising the collected data thematically in order to identify the linguistic strategies used in Julius Nyerere's speeches. The identified linguistic strategies were then defined and named; followed by presentation and interpretation of data as suggested by Braun & Clarke (2006). The data presentation and interpretation involved the use of thick descriptions which were informed by the context of study.

3.   Findings and Discussion

The data indicate the presence of many linguistic strategies such as pronouns, parallelism, modal auxiliary verbs, and adjectives in Nyerere's statements on education, and each linguistic component has its role in supporting and promoting political aspirations. The following section presents the findings in relation to similar or contradicting literatures on linguistic discourses applied in political spectrum.

3.1. Pronouns

The data indicate the presence of variety of pronouns deployed in Nyerere's speeches on education. It was observed that Nyerere used various types of pronouns ranging from personal to possessive pronouns in his speeches for different reasons such as encouraging unity, commitment and admiration. In 1984 speeches in education, for example, he used first-personal pronoun plural 'we' by saying "It is appropriate that we should…" to encourage attendants of Sokoine University of Agriculture to adopt appropriate educational programmes that reflect the Tanzanian society and respond to socio-political challenges. He also used the first-personal pronoun plural 'we' in his speech during the opening of the Dar es Salaam University College Campus in 1964 when he said "We now have no alternative…" to encourage the importance of education in promoting national development. Nyerere also used the first-personal pronoun plural 'we' during the inauguration of the University of Dar es Salaam in 1970 when he said that "I know that we who have received education…" to encourage patriotism and commitment among the educated people for the development of the country. Also, he used possessive pronouns, our, ourselves, to stimulate belongingness, togetherness, and commitment. Fairclough (1995) suggested that, analysis of the texts should involve the interpretation of the text itself. Thus, the personal pronouns are influenced by the real context of the production of texts based on time and places, for example, Nyerere used the inclusion (we) in the context of education to mean that all educated people for that time could feel proud of education, and further, Nyerere meant that, the country's social transformation and education development is vested in hands of the educated people. These findings correspond to Luthfiyati and Hamidah (2022) who found that Zelensky used first-personal pronouns such as 'I' to expresses his heartfelt gratitude and admiration.

3.2. Repetitions

It was found that repetition (anaphora) was one of the linguistic strategies used by Nyerere when addressing educational issues. Nyerere, for example, repeated the phrase 'egalitarian society' in his speech on Education for Self-Reliance in 1967 to show the importance of education for all in building a democratic and self-reliant nation. The repetition of the words 'egalitarian' and 'society' were used to emphasize on the quality and kind of education the country intended to implement under the philosophy of Education for Self-Reliance. The word choices and repetition of some words in oral texts as suggested by Fairclough (1995) is motivated by the interpretation of the texts, and the power of language. Also, the type of message to be delivered, for example, the word *egalitarian* and *society* in 1967 had been repeated in Nyerere's speech several times to emphasize type of education that was proclaimed significant for socio-economic transformation of the country. These findings are supported by Sigar & Saeed (2022) who argue that repetitions are used in speeches to motivate people and emphasise certain issues that are declared vital in people's well-being.

3.3. Adjectives

The data indicated that Nyerere used adjectives in his speeches. The adjectives were used to persuade the audience. For example, in 1966, at Morogoro Teachers' College, Nyerere used adjectives in his speech by saying, *"...our nation as any nation – is as great, as good, as fine a place to live in, and as progressive as its citizens make it... And the truth is that it is teachers, more than any other single group of people*". It was intentional for Nyerere to say that because he wanted to persuade teachers to serve the nation to make it a great, good and fine nation. Also, the of adjectives in his speech meant to arose the motivation for people to have love and passion for their own country and that all the time, they should work tirelessly to contribute in nation development. This implies that Nyerere had a mastery of communicative competence that enabled him to use the linguistic strategies successfully to convey his intended message. Text production and structural patterns as Fairclough (1995) termed in the first dimension in analysis of the texts, is made by the words patterns in a sentence, this can mean that, the adjectives apart from being the word class type, also, can determine the necessity of the message itself and describes the quality of the message. This aligns with Deichakivska (2024) who reports that successful intercultural communication is determined by the ability to use language, understand the contexts of expression, and apply linguistic strategies like the use of adjectives when communicating in a multicultural context. In the context of Tanzania, Nyerere used adjectives to persuade the government on teachers' training so that they could build a new strong nation from the hands of colonialists. To him, teachers are the initiators of change, and a college is a factory.

3.4. Paralellism

Parallelism was another linguistic technique employed by Julius Nyerere in his educational speeches in Tanzania. Parallelism is the communication strategy of repeating grammatical structures for clarity and memorability of both written and spoken speeches. For example, in 1964, at the opening of the University of Dar Es Salaam Campus, Nyerere used parallelism when he challenged educated people and intellectuals to get involved in nation-building efforts by practising their expertise in various field. He said, "We have to think, and *then act on our thinking. We have to recognise the facts and conditions which exist... and in that context...*" Van Dijk (1995) termed this technique as alliterations and rhymes at sound level and as parallelism when the repetition operations can be observed at sentence structure. Apart from 1964, also, twelve years later Nyerere used the rhythmical patterns word structures, for examples in 1976 when he addressed the public on the important of adult education, he used repetition of words in the same sentence structure "*so development is for Man, by man, and of Man.*" To him education was intended to liberate an individual physically (better well-being) and mentally (fight against ignorance), therefore, provision of education should set a man free from his enemies which he claimed the enemy of the nation include ignorance, poverty and diseases. These findings are similar to those of Arianto and Septriani (2023) who found that John F. Kennedy often used balanced and parallel sentence structures to provide rhythm and emphasis.

3.5. Modal auxilliary verbs

The data indicated that Nyerere used boosters such as the modal auxiliary verb '*must*' in his speeches on education to signify the power and ability Tanzanians have to accomplish their educational goals. For example, in the inauguration of the Dar es Salaam University in 1970, Nyerere used the modal auxiliary verb '*must*' to express the ability and power of the university in developing the nation through relevant educational programmes. In his speech, Nyerere said, "*The University must be allowed to do experiment… The staff must be encouraged to challenge the students and the society with arguments… must themselves be allowed to think and speak their thoughts freely*". It was his expectation that the university would be a place where students acquire knowledge and the source of necessary enquiries for the society. Fairclough (1995) argued that when the text is analysed, the analyst should involve the words, interpretations of the texts in relation to power. Therefore, the modal auxiliary verbs are always used when the speaker expresses his or her power. For that case, Nyerere used them to express his power towards the University. The findings relate to those of Halomoan (2024) who found that Donald Trump used booster words, such as modal auxiliary verbs to his signify his political authority. The findings are also supported by Shuangfeng (2021) who found that modal auxiliary verbs are used to show obligation.

3.6. Minimal responses

The findings indicate that Nyerere used the minimal responses during his speeches. In 1976 when he addressed the public on the fulfillment of education particularly on adult education, he used the minimal responses …*eeh and mmh…* to capture attention of the audiences. According to the critical discourse analysis as claimed by Fairclough (1995), the production of the texts enables the speaker to maintain his or her ways of producing words, and sentences. The study is contrary to Almasri (2023) who found that the usage of minimal responses in speaking differs between men and women in different situations and occasions. The use of back channels and touching behaviour are part of discourse, and thus these linguistic strategies significantly contribute to the production of utterances in formal or informal conversations.

3.7. Sexism words

Nyerere used sexism words to represent male sex. In 1976 at the opening of international adult education day in Dar es Salaam, he reiterated how education should liberate society. He said that *purpose is the liberation of Man…always we come back to Man, to liberate Man…for Man makes himself…education has to increase men's physical and mental freedom.* In this context *Man* is used to represent both male and female sexes, for that case, education should be part and parcel of all people in the society regardless of gender. Though in these texts the word *man* can represent male sex, but when the interpretation is based on the CDA theory, it indicates that, language has power in the society. Nyerere used his utterances to show the important of liberation to people by taking the male sexism as the representation of the educational roles. Kun (2022) observed that women in a social interaction have been oppressed through the use sexism words. Since over time media depicted female gender in negative ways compared to male gender. However, this study looks at words that reflect gender in public discourses, for example, Nyerere used the words that stand for gender in his speech of the implementation of adult education and educational liberation in Tanzania.

3.8. Contribution of the study

This study contributes to understanding of discourse analysis, mainly regarding the linguistic strategies used in utterances. Through the lens of critical discourse analysis, we can learn the linguistic strategies employed by public figures such as the late president Nyerere to project their political agenda and negotiation of power on education. It provides clues to methodological guide, contributing to Critical Discourse Analysis Theory. Also, the study adds knowledge to existing studies on discourse analysis by providing insights on the linguistic strategies used by Julius Nyerere in his speeches to convey his ambitions for education.

4.   Conclusion and Recommendation

Following the findings, the study concludes that there are different linguistic strategies used by Julius Nyerere in his speeches on education in Tanzania. The findings indicate that personal pronouns particularly (we) used strategically compared to (I) to mean that Nyerere was not detached from the majority in any situation. The linguistic strategies used by Nyerere make his speeches comply with the time and contexts in which education was regarded one among the powerful initiatives to overcome the problems facing the national development of Tanzania. The linguistic strategies in Nyerere's speeches aimed to persuade, encourage patriotism, express his emotions and command the mass to collectively take part in educational development. The study recommends for research to be conducted on the flow of Nyerere's ideas in his speech in order to establish the extent linguistic competence supported the creation and flow of those ideas overtime.

Limitations of the Study

The limitation of the study originates from the adopted methodology where convenience qualitative methodology and documentary review as the only method of data collection and only ten (10) Nyerere's speeches on education found in the Tanzania National Archive. The study might have analysed relatively fewer Nyerere's speeches on education, limiting the generalisation of the study's findings to all of his speeches.

Declarations

Author contribution	:	The first author initiated the research ideas, instrument construction, data collection, analysis, and draft writing, while the second author revised the research ideas, literature review, data presentation and analysis, and the final draft.
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Ethics Declaration	:	We, as authors, affirm that this research adheres to the ethical regulations of our university. We obtained necessary permissions from relevant institutes during the data collection process. We support the principles of academic integrity and honesty as upheld by the Teaching English as a Foreign Language Journal (TEFLJ) and maintain high standards of personal conduct in our professional practices.
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