



# International Journal of Multidisciplinary Research and Growth Evaluation.

## Expressive Speech Acts of Gender in American Concessions: A Sociopragmatic Perspective

Dr. Tiba Abdul-Razzaq Hasan Al-Sudani <sup>1\*</sup>, Dr. Hasan Imad Kadim <sup>2</sup>

<sup>1-2</sup> College of Education for Human Sciences, University of Babylon, Iraq

\* Corresponding Author: Dr. Tiba Abdul-Razzaq Hasan Al-Sudani

### Article Info

ISSN (online): 2582-7138

Volume: 05

Issue: 06

November-December 2024

Received: 03-11-2024

Accepted: 05-12-2024

Page No: 1261-1267

### Abstract

In politics, a concession is the act of a losing candidate publicly yielding to a winning candidate after an election after the overall result of the vote has become clear. The present paper finds it is important to trace the concession speeches of the political figures and tries to make a view on the general format of such speeches. So the present paper aims at analyzing the social factor of gender in American concessions socio pragmatically. Then, finding out the way that male and female American politicians use the expressive speech acts. It also aims at investigating the most frequent expressive speech act used by male and female in American concessions.

The procedures that are followed in this paper are: 1. presenting a theoretical background about sociolinguistics, gender, socio pragmatics and political concessions. 2. Selecting the data, which is the American concession to be analysed socio pragmatically. 3. Making a conclusion based on what have been found in the analysis. This paper is limited to analyze gender socio pragmatically according to Searle's classifications of speech acts (1969). The selected data are John Kerry's and Hillary Clinton's concession speeches after conceding defeat in the US presidential elections.

DOI: <https://doi.org/10.54660/IJMRGE.2024.5.6.1261-1267>

**Keywords:** gender, socio pragmatics, expressive, concessions

### 1. Introduction

Male and female simply do not communicate in the same way. To transmit meaning, women use distinct linguistic functions. Women, for example, frequently use socially prestigious speech styles. They speak in a polite, compassionate, deferential, and emotive manner. Rising intonations and tag inquiries are used in this style, which may appear conversational but could also indicate doubt. Women are more likely to speak in a sharing, intimate, and individualized manner than men. While women use language in a more cooperative manner, men use language in a more competitive manner. The aspects of men's identity are reflected in a more direct, assertive, vernacular, and dominant linguistic style (Lakoff, 1975) <sup>[14]</sup>. These distinctive linguistic variants carry specific social meanings. And society's interpretation of those meanings often sets up contentious debates about gender bias.

It is an utterance that serves a particular function in communication between people. Speech act theory is based on the assumption that language is a form of behavior that is governed by strict set of rules (Searle, 1969) <sup>[17]</sup>. The speech act, according to this theory, is seen as the minimal unit of linguistic communication. The idea that language is behavior is the basic element which helps us understand how language functions in a social context. Such acts include, for example, giving reports, making promises, apologizing, inviting, requesting, praising, criticizing, complaining, and so forth.

### 2. Literature Review

#### 2.1 Sociolinguistics

Since the late 1960's, sociolinguistics has taken place as a new growth field. This does not mean that the study of language is implied as an invention of 1960s, on the contrary, there is a tradition in the concern of dialects and in the general study of the relations between culture and word-meaning.

Sociolinguistics is defined by Hudson (2001) <sup>[12]</sup> as the study of language in relation to society. Some terms are essential in the sociolinguistic analysis as Hudson mentions that the beginnings of an analytical framework to be worked out, containing terms such as Language (a body of knowledge or rules), Speech (actual utterances), Speaker, Addressee, TOPIC and so on. Thus, the value of sociolinguistics is the interest which makes generally on the nature of language, or on the merits of some particular languages. Sociolinguists use a range of methods to analyse patterns of language in use. Meyerhoff (2006) <sup>[16]</sup> says that some sociolinguistic patterns can only be noticed systematically through a clear examination of lots of recorded speech and a good comprehension about the speaker's background or place in a society. Coupland (2007) <sup>[8]</sup> emphasises the blander definitions of sociolinguistics by referring to studying language 'in society' or language in its social context'. That means it can pay much attention both on the nature of language and on the nature of society. Other linguists focus on studying language variation, even though most people would agree that using language is an inherently a social mechanism. Sociolinguistically, Wardhaugh (2010) <sup>[20]</sup> proclaims that sociolinguistics is a multifaceted field of study that examines the relationship between language and society exploring their shared effect in addition to the different functions language performs in society.

### 2.1.1. Gender

Early sociolinguistic studies of gender often assumed that gender should be studied where it was most salient, and that gender was most salient "in cross-sex interaction between potentially sexually accessible interlocutors, or same-sex interaction in gender-specific tasks" (Brown and Levinson 1987) <sup>[4]</sup>. Gender, according to Nelson, is a performance (i.e., something we do) rather than a representation of who we are; it is not a fact but an act. So gender is never really finished, and gender performances are considered as changing and context-dependent during study.

Gender is defined by Cameron (1998) <sup>[5]</sup> as "the cultural features and behaviors deemed proper for men or women by a specific community." Gender is a social construct that is formed through a variety of discourses, behaviors, and relationships. In sociolinguistic research, there is an increasing trend to avoid characterizing gender as a single or unchanging entity. To argue that differences found in people's behavior, including their speech behavior, can simply be explained by invoking gender is to fail to question how gender is constructed. Instead, one needs to ask how and why gender differences are being constructed in that way, or what notion of gender is being normalized in such behavior. Gender differences in language phenomenon are not accidental; they have the profound social root. Gender differences are the fundamental facts of social life and human differences. It reflects that there is a long historical origin in language difference phenomenon. Men and women have different status and play different roles, thus they have different duties and different rights.

Researchers engaged in sociolinguistics explain different phenomenon of language gender difference from the perspective of social structure, consistency and rights. They think the formation of language difference is due to the unequal status of males and females. For one thousand years, the traditional concept of "men outside, women inside" has dominated people, and men are seen as the dominators of the

status and power. They govern the external world and go out to earn money for the family, women were considered to be weak and only do activities in the family.

Normally, men usually talk eloquently in all kinds of competitive topics like sports while women's topics are usually about family life, individuals and emotions. So the dialogues showing directly one's inner lives are more from women, on the contrary, men are inclined to hide their feelings (Lakoff, 1975) <sup>[14]</sup>. Some extreme and commendatory adjectives are more used by women like great, lucky, happiest, excellent and etc. They also use some positive degree adverbs to emphasize in good aspects like really, largely and so much. It proves that women are inclined to use euphemistic expressions and cautious words like "ai", "a", "taoyan" in Chinese and "My dear", "Oh god" in English which men will not care about. Women usually avoid using slang and dirty words even they are really angry beyond endurance. But those words will be used by men like "tamade", "goudongxi" in Chinese and "Shit", "Damn" in English. Besides, there are greeting differences for males and females. Males will not add more emotional colors to salutations while females add more individual inclination and preference. The most obvious one is that females prefer to add- i.e. to some nouns, like bookie, luckier and etc (Lakoff, 1975) <sup>[14]</sup>.

Language gender difference studies have been the focus of sociolinguistics. Language is the main method of human thinking and self-expression. Thus, linguistics has close relationship with other subjects. The gender language phenomenon is not only a linguistic matter, it also involves in lots of other fields like psychology, philosophy, social science, education and media. While both women and men are restricted in their emotional expression, the constraint on both seems designed to intensify the preexisting power imbalance between the sexes. Until very recently, men were not supposed to cry or express sadness; women were not permitted to express anger, including the use of swear words. But the expression of sorrow is an expression of powerlessness and helplessness; anger, of potency. So although these rules may seem to equalize the sexes, in fact they intensify male power and female powerlessness. When women do express anger, its power is denied ("You're cute when you're mad"). (Holmes and Meyerhoff, 2003) <sup>[16]</sup>. In terms of sociolinguistics, language gender difference studies have at least three contributions: first, it builds a gender pattern research paradigm based on linguistics analysis; then, it indicates successfully correlative relationship between sex-based versus class-based differences and enrich the variation theory connotation; finally, using quantitative method to study gender language contributes to find its origin according to complicated linguistic phenomenon and improve the credibility and scientificity of linguistic studies. (Eckert, 2003) <sup>[9]</sup>. Even more than sexualization, objectification via elaborate discussion of appearance, usually negative, is disempowering. It's true that public figures can be chastised for their appearance (Al Gore's bald spot, Bill Clinton's paunch, George W. Bush's "smirk"). Men, on the other hand, are subjected to fewer and less severe insults than women. Furthermore, comments on appearances endanger a woman's already precarious hold on power far more than they endanger a man's: they relegate a woman to her conventional status of object, one who is seen rather than one who sees and acts. Because this is a conventional view of women, but not of men, comments about looks work much more effectively

to disempower women than men, and are more hurtful to women, who have always been encouraged to view looks as a primary attribute - as men usually have not. (Holmes and Meyerhoff, 2003) <sup>[16]</sup>.

## 2.2. Speech Acts Theory

Communication is a function of language and it is carried out by speech in spoken language. Speech is represented by shorter or longer strings of linguistic items used in order to express particular purpose and includes both written and spoken text. Speech is dependent on the will of the speaker and therefore it is totally individual (Gallaway, 1994) <sup>[10]</sup>.

So the role of the speech is to influence the thoughts rather than the actions of the listener. Another role of speech is to establish or reinforce social relation to recognize the presence of each other. Speech, then, might be used to ask someone to do something, to get information, for the expression of emotion and for its own sake.

By tracing the theory of SAs, it is witnessed an outstanding development at the hand of Austin (1962) <sup>[1]</sup> and Searle (1969) <sup>[17]</sup>. They are regarded the pioneers in this field. The key idea of this theory is that many sentences which we utter do not impart information about facts, but they are connected with action: while saying something the speaker performs certain speech acts with an illocutionary force of either threatening, ordering or apologizing...etc.

### 2.2.1. Searle's Speech Acts Classification (1969) <sup>[17]</sup>

Searle proposes a set of speech acts which carries the content and the message of the utterance. He explains that a speaker's performance has:

The utterance act (using words and sentences without real meaning), the propositional act (using language to refer to matters in the context of situation) and the illocutionary force (the speaker's intention to do something like threatening, commanding...etc). Thus, he states the following:

Speaking a language is performing speech acts such as making statements, giving commands, asking questions, and so on... These acts in general are made possible and are performed in accordance with certain rules. (Searle, 1969) <sup>[17]</sup>.

**Searle (1969) <sup>[17]</sup> presents his five taxonomies of speech acts as follows**

1. Representatives, which commit the speaker to the truth of the expressed proposition. As: affirm, deny, report etc.
2. Directives, which attempt the speaker to get the addressee to do something for his sake. The verbs belong to this category are request, ask, invite, suggest etc.
3. Commissives, which commit the speaker to some future actions. This category includes verbs like: promise, threaten, warn, offer etc.
4. Expressives, which express a psychological state such as apologizing, welcoming, thanking etc.
5. Declaratives, which effect immediate changes in the institutional state of affairs and which tend to rely on elaborate extra-linguistic institutions. Verbs of this category are like: resign, approve, etc.

Searle's addition to his theory, present a distinction between direct speech acts (DSAs) and indirect speech acts (ISAs). He depends on this basis to say that by uttering a statement, like: *It is raining outside*, language users may perform another type of act to be performed as a request to close the door or

to take an umbrella. (Searle. 1969:24.5) <sup>[17]</sup>.

Searle (1969) <sup>[17]</sup> makes a relation between the three structural forms (declarative, interrogative, and imperative) and the three communicative functions (statements, questions, and requests/ commands). Thus, he proposes that whenever there is a direct relationship between a structure and a function, there is a DSA. And whenever there is an indirect relationship between structure and function, there is an ISA. Accordingly, DSAs are those acts that indicate that the utterance explicitly stands by its felicity conditions (especially the structural ones), whereas ISAs count more on context in order to reconstruct the underlying speech act performed.

### 2.2.1.1. Expressive Speech Acts

The category of expressive speech act is what the present paper is concerned with. These speech acts are used to express the speaker's feelings about themselves or the world. Specifies that expressive speech acts express psychological conditions, and thus not beliefs or intentions, certain expressive speech acts are discussed through this section by recognizing their felicity conditions to be applied in the coming analysis of the selected data. The main expressive speech acts are:

#### 1. Thanking

The general effect of thanking is to enrich the rapport or solidarity between language users by making the other party feel appreciated. The acts of thanking has the influence of developing rapport between the interlocutors. A 'Thank you' expression is basically used to express appreciation of benefits. Thanking includes a set of conditions which distinguish it from other acts. As they are as proposed by Searle (1969:66-67) <sup>[17]</sup>:

**Propositional content:** Past act A is done by H.

**Preparatory condition:** A benefits S and S believes A benefits S.

**Sincerity condition:** S feels grateful or appreciative for A.

**Essential condition:** A Counts as an expression of gratitude or appreciation.

#### 2. Praising

Praising is used to express commendation which is performed by uttering different adjectives that may be related to appearance, performance, polite manners, or intelligence. On the other hand, Wolfson (1989:50) <sup>[21]</sup> classifies three different types of praise according to the fact that 'praise' is to donate a positive value to a person's attitude. The first type is the social praise when praising is uttered to make someone feels good and to express friendship. Second, when praising is uttered by different people, as teachers with their students, parents and employers with their employees. Thus, it is performed to build self-esteem, to motivate others. Third, praising is to encourage cooperation and build relationships. The following felicity conditions of the speech act of 'praising' as proposed by Searle (1969) <sup>[17]</sup>.

**The Propositional Conditions:** where S must indicate a positive value for an attribute, state, or event.

**The Preparatory Conditions:** S expresses A regarding H who is not being addressed directly.

**The Sincerity Condition:** S must approve of the attribute, state or event being mentioned.

**The Essential Conditions:** A has to count as a recognition and approval of the attribute, state, or event credited to H.

### 3. Compliment

Complimenting as regarded by Searle (1975:63) is "a very common expressive speech act which can be used by/to anyone in everyday situations and in many circumstances". Compliment according to Gorelov and Sedov arises or evokes positive feelings in people as everyone should know his recognized and good individual features. Making compliment differs according to people's age, the closeness between the interlocutors, and mainly, to the appropriate situation. The felicity conditions of Compliment are:

**The Propositional Conditions:** where S must indicate a positive value for an attribute, state, or event.

**The Preparatory Conditions:** A must have positive value, the attribute must be noteworthy, and H must be able to take credit for the attribute.

**The Sincerity Condition:** S must approve of the attribute, state or event being mentioned.

**The Essential Conditions:** A counts as a recognition and approval of the attribute, state, or event credited to the hearer.

### 2.3. Socio pragmatics

Sociopragmatics combines two studies within linguistics, sociolinguistic and pragmatic studies. According to Chaika (1982) <sup>[6]</sup> the interface between sociolinguistics and pragmatics is the way in which conditions on language use are derived from social situations. This indicates that how language is used depends on the prevailing situations. Significant conversation patterns are combined with speech acts which may be recognized differently according to different contexts and situations in which the users involved. The notion of socio pragmatics can be traced, and most clearly to the work of Geoffrey Leech (1983) <sup>[15]</sup> and Jenny Thomas (1983) <sup>[18]</sup>. Leech makes the following three distinctions:

- General pragmatics: "the general conditions of the communicative use of language";
- Socio pragmatics: 'more specific' local 'conditions on language use';
- Pragma linguistics: "the particular resources which a given language provides for conveying particular illocutions".

Pragma linguistics and socio pragmatics are not considered to be sub-categories of general pragmatics, which 'exclude[s] more specific 'local' conditions on language use'. Instead, the three areas are regarded as complementary areas of study within pragmatics as a whole. Regarding socio pragmatics, he elaborates: [...] it is clear that the Cooperative Principle and the Politeness Principle operate variably in different cultures or language communities, in different social situations, among different social classes, etc. [...] pragmatic descriptions ultimately have to be relative to specific social conditions. In other words, socio-pragmatics is the sociological interface of pragmatics (Leech 1983) <sup>[15]</sup>.

Sociopragmatics is identified with the interaction between language and culture. Indeed, it is in studies of cross-cultural pragmatics and inter-language pragmatics that one can occasionally encounter the term "sociopragmatics". However, placing "culture" at the heart of the definition and yet not elaborating further is not helpful as culture is a fiendishly slippery notion and one that can work at various levels of abstraction (e.g. national cultures, institutional cultures, social group cultures). A classic definition of culture is as follows: Culture consists in patterned ways of thinking, feeling and reacting, acquired and transmitted mainly by symbols,

constituting the distinctive achievements of human groups, including their embodiments in artefacts; the essential core of culture consists of traditional (i.e. historically derived and selected) ideas and especially their attached values; culture systems may, on the one hand, be considered as products of action; on the other, as conditioning elements of future action. (Kroeber and Kluckhohn 1952) <sup>[13]</sup>. Socio pragmatics focuses on the way in which speakers exploit such norms to generate particular meanings, take up particular social positioning, and so on. Moreover, Trosborg (1994) <sup>[19]</sup> views sociopragmatics and pragma linguistics as belonging to sociolinguistics. He thinks that what constitutes the scope of pragmatics are socio pragmatics, contrastive pragmatics and ILP (inter language pragmatics). The first one has to do with speech acts in relation to social situations whereas contrastive pragmatics has developed in the field of cross cultural Pragmatics concerned with contrasting pragmatics across cultural communities.

The last discipline 'ILP' has been defined by Kasper and Blum Kulka (1993:117) <sup>[3]</sup> as "the study of people's comprehension and production of linguistic action in context". A more elaborate explanation of the concept of socio pragmatics is proposed by Cohen (1996:23) <sup>[7]</sup> in which he substitutes the term socio pragmatics with the term sociocultural ability.

### 2.4. Political Speeches

One of the major and interesting topics is the field of politics where the kind of language used is quite different from other varieties of language. Among these topics is the political discourse used in writing speeches delivered by presidents and leaders of political parties.

The politicians usually use many different aspects which have their role in highlighting the way political speeches are planned or written to be presented to the hearer or reader. Writers of these speeches resort to the way that draws the addressee's attention so that they can gain the support they need in justifying their deeds.

#### 2.4.1. Concession

In politics, a **concession** is the act of a losing candidate publicly yielding to a winning candidate after an election after the overall result of the vote has become clear.

The winner of the campaign usually waits for a concession speech to be declared by the loser candidate. A losing candidate's concession usually presents thanking to his supporters for their valiant efforts and points to the non-electoral successes of the campaign in building party strength and raising issues to attention that would not otherwise be in public discussion. It is also traditional, unless the campaign has been exceptionally bitter, to congratulate and wish well the winning candidate, perhaps even offering a parting word of advice (web source 1).

A losing candidate commonly offers a private concession directly to the winning one, often by telephone, before any public announcement is made. Concession is optional, and candidates sometimes refuse to concede defeat despite the vote count being against them, especially if they suspect electoral fraud. It is not necessary for the losing candidate to concede for the winning candidate to be seated, and the losing candidate is not obliged to concede once defeat has been conclusively demonstrated.

### 3. Data Analysis

The selected data are John Kerry's and Hillary Clinton's

concession speeches after conceding defeat in the US presidential elections.

**The selected data contains the following**

1. The total number of the utterances in Kerry's concession is about (58), (24) of them is expressives. While the total number of utterances in Clintons" concession in about (43), (19) of them are expressives.
2. The most frequent expressive speech acts found in both male and female concessions are: *thanking, compliment and praising*.

The following is a table for the percentage of the above-mentioned findings concerning *the expressive speech acts* in both *male* and *female* concessions:

**Table 1:** Frequency of expressive speech acts in male concession

Expressive SAs	Frequency	%
Thanking	12	%50
Praising	8	%33
Compliment	4	%17
<b>Total</b>	<b>24</b>	<b>%100</b>

**Table 2:** Frequency of expressive speech acts in female concession

Expressive SAs	Frequency	%
Thanking	10	%52
Praising	3	%16
Compliment	6	%32
<b>Total</b>	<b>19</b>	<b>%100</b>

The analysis of the data will follow the model of Searle's (1969) [17] speech acts classification according to their felicity conditions.

**A. Male (John Kerry's concession speech)**

**Thanking**

John Kerry expresses his thanks to different people, the audience, his friends and his family, so:

**Propositional Condition:** As Kerry was presenting his concession speech, he is thanking the audience and his friends.

**Preparatory Condition:** presenting a concession speech, Kerry believes such activity might save his face and benefits him.

**Sincerity Condition:** sincerely, Kerry feels grateful for the people who helped him and voted to him despite he did not win.

**Essential Condition:** thanking counts as an expressive of appreciation and gratitude.

The following are extracts from Kerry's concession in expressing his thanks

1. I wish that I could just wrap you up in my arms and embrace each and every one of you individually all across this nation. *I thank you from the bottom of my heart.*
2. *I will always be particularly grateful to the colleague that you just heard from who became my partner, my very close friend, an extraordinary leader, John Edwards. And I thank him for everything he did. Thank you, sir.*
3. *I want to thank my crewmates and my friends from 35 years ago, that great band of brothers who crisscrossed this country on my behalf for 2004.*

4. *And thanks also, as I look around here, to friends and family of a lifetime, some from college, friends made all across the years, and then all across the miles of this campaign.*
5. *And I thank your families and I thank you for the sacrifices you've made. And to all the volunteers all across this country who gave so much of themselves.*

**Compliment**

Kerry is presenting his compliment to all American citizens, he is expressing that through describing how they helped him and how their encouragement and support made him stronger.

**Propositional Condition:** Kerry shows a positive value the American citizens.

**Preparatory Condition:** the attribute carries a positive value. Americans feel proud of taking credit for the attribute by Kerry.

**Sincerity Condition:** Kerry approves the positive state and mentions it sincerely.

**Essential Condition:** compliment counts as a recognition and approval credit to Americans.

**The following are compliment made by Kerry**

1. You just have no idea *how warming and how generous that welcome is, your love is, your affection. And I'm gratified by it.*
2. *You are so special. You brought the gift of your passion for our country and the possibilities of change. And that will stay with us and with this country forever.*
3. I want to especially say to the American people: In this journey, *you have given me the honour and the gift of listening and learning from you.*
4. You may not understand completely in what ways, but it is true when I say to you that you have taught me and *you have tested me and you've lifted me up and you've made me stronger.*

**Praising**

Kerry made praising mostly towards his family members and then towards American people.

**Propositional Condition:** Kerry makes a positive value about his family and the American people.

**Preparatory Condition:** Kerry expresses praising to the his family and the American people.

**Sincerity Condition:** Kerry approves the positive state and mentions it sincerely.

**Essential Condition:** praising counts as a recognition and approval credit to Kerry's family and Americans.

**The following are extracts express praising**

1. *No one did this more with grace and with courage and candour that I love, than my wife Teresa.*
2. *And our children were there every single step of the way. It was unbelievable. Vanessa, Alex, Chris, Andre and John from my family, and Elizabeth Edwards, who is so remarkable and so strong and so smart.*
3. *I think of the brigades of students and people, young and old, who took time to travel, time off from work, their own vacation time, to work in states far and wide. They braved the hot days of summer and the cold days of the fall and the winter to knock on door because they were determined to open the doors of opportunity to all Americans.*

**B. Female (Hillary Clinton's concession speech)****Thanking**

Clinton expresses her thanks and gratitude to different people, the audience, her friends and American citizens, so:

**Propositional Condition:** As Clinton was presenting her concession speech, she is thanking the audience and her friends.

**Preparatory Condition:** Presenting a concession speech, Clinton believes such activity might save her face and benefits her.

**Sincerity Condition:** Sincerely, Clinton feels grateful for the people who helped her and voted to her despite she did not win.

**Essential Condition:** Thanking counts as an expressive of appreciation and gratitude.

The following are extracts from Clinton's concession in expressing her thanks:

1. Thank you. Thank you all very much. Thank you so much. A very rowdy group. Thank you, my friends. Thank you. Thank you.
2. But I feel pride and gratitude for this wonderful campaign that we built together.
3. I am so grateful to stand with all of you. I want to thank Tim Kaine and Anne Holton for being our partners on this journey.
4. To Barack and Michelle Obama, our country owes you an enormous debt of gratitude.
5. We thank you for your graceful, determined leadership that has meant so much so many Americans and people across the world.

**Compliment**

Clinton is presenting her compliment to all American citizens, she expressing that through describing how they helped her and how their encouragement and support made her stronger.

**Propositional Condition:** Clinton shows a positive value the American citizens.

**Preparatory Condition:** The attribute carries a positive value. Americans feel proud of taking credit for the attribute by Clinton.

**Sincerity Condition:** Clinton approves the positive state and mentions it sincerely.

**Essential Condition:** compliment counts as a recognition and approval credit to Americans.

**The following are compliment made by Clinton**

1. This vast, diverse, creative, unruly, energized campaign. You represent the best of America, and being your candidate has been one of the greatest honors of my life.
2. Some of you, it was your first campaign. I want each of you to know that you were the best campaign anybody could have ever expected or wanted.
3. I am incredibly honored and grateful to have had this chance to represent all of you in this consequential election. May God bless you and may God bless the United States of America.

**Praising**

Clinton made praising towards her campaign members and towards American people.

**Propositional Condition:** Clinton makes a positive value about her campaign and American people.

**Preparatory Condition:** Clinton expresses praising to her campaign and the American people.

**Sincerity Condition:** Clinton approves the positive state and mentions it sincerely.

**Essential Condition:** praising counts as a recognition and approval credit to Clinton's campaign and Americans.

**The following are extracts express praising**

1. Our campaign was never about one person, or even one election. It was about the country we love and building an America that is hopeful, inclusive, and big-hearted.
2. I want you to know that nothing has made me prouder than to be your champion.
3. It has been a joy get to go know them better and gives me great hope and comfort to know that Tim will remain on the front lines of our democracy representing Virginia in the Senate.

**4. Conclusion****It is concluded that**

1. The most frequent speech act used in American concession is the expressive speech act.
2. Male and female use the expressive speech acts differently; as female uses the expressive more than male does.
3. Both male and female use thanking as the most frequent speech act in American concession.

**5. References**

1. Austin J. How to do things with words. Oxford: Oxford University Press; c1962.
2. Austin J. Expression and meaning. Cambridge: Cambridge University Press; c1979.
3. Bergman M, Kasper G. Perception and performance in native and non-native apology. In: Kasper G, Blum-Kulka S, editors. Interlanguage pragmatics. New York, NY: Oxford University Press; 1993:82-107.
4. Brown P, Levinson SC. Politeness: Some universals in language usage. Cambridge: Cambridge University Press; c1987.
5. Cameron D. Gender, language, and discourse: A review essay. Signs. 1998;23:945-73.
6. Chaika E. Language, the social mirror. Rowley, MA: Newbury House; c1982.
7. Cohen A. Investigating the production of speech act sets. In: Gass SM, Neu J, editors. Speech acts across cultures: Challenges to communication in a second language. Cambridge: Cambridge University Press; c1996.
8. Coupland N. Style: Language variation and identity. Cambridge: Cambridge University Press; c2007.
9. Eckert P, McConnell-Ginet S. Language and gender. Cambridge: Cambridge University Press; c2003.
10. Gallaway C, Richards BJ, editors. Input and interaction in language acquisition. Cambridge: Cambridge University Press; c1994.
11. Holmes J, Meyerhoff M, editors. The handbook of language and gender. Oxford: Blackwell; c2003.
12. Hudson T. Indicators for pragmatic instruction: Some quantitative tools. In: Rose KR, Kasper G, editors. Pragmatics in language teaching. Cambridge: Cambridge University Press; c2001.
13. Kroeber AL, Kluckhohn C. Culture: A critical review of concepts and definitions. Peabody Museum, Cambridge, MA; c1952.

14. Lakoff R. Language and women's place. New York: Harper; c1975.
15. Leech GN. Principles of pragmatics. London: Longman; c1983.
16. Meyerhoff M. Introducing sociolinguistics. Routledge; c2006.
17. Searle J. Speech acts: An essay in the philosophy of language. Cambridge: Cambridge University Press; c1969.
18. Thomas J. Cross-cultural pragmatic failure. *Applied Linguistics*. 1983;4:91-112.
19. Trosborg A. Interlanguage pragmatics: Requests, complaints and apologies. Berlin: Mouton de Gruyter; c1994.
20. Wardhaugh R, Fuller JM. An introduction to sociolinguistics. 7th ed. Oxford: Blackwell; c2010.
21. Wolfson N. The social dynamics of native and non-native variation in complimenting behavior. In: Eisenstein M, editor. *The dynamic inter language*. New York: Plenum; 1989:219-36.
22. Brief history of presidential concession speeches. *Newsweek*. Available from: <https://www.newsweek.com/brief-history-presidential-concession-speeches-518527>
23. Hillary Clinton concession speech full transcript. *Vox*. Available from: <https://www.vox.com/2016/11/9/13570328/hillary-clinton-concession-speech-full-transcript-2016-presidential-election>
24. US elections; c2004: Concession speech. *The Guardian*. Available from: <https://www.theguardian.com/world/2004/nov/04/uselections2004.usa18>
25. An ode to the great American concession speech. *Arc Digital*. Available from: <https://arcdigital.media/an-ode-to-the-great-american-concession-speech-49367386d0ec>