

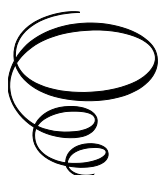
Modal Verbs and Modality in Literary and Non-Literary Texts

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CONTENTS

Preface	vii
Modality in selected speeches of Winston Churchill.....	1
Bartosz Bataliński	
<i>Would</i> in academic research article. Abstracts across three disciplines.....	29
Oleksandr Kapranov	
Modality of <i>can</i> in the comedies of William Shakespeare	59
Monika Skorasińska	
Modality in <i>The House at Pooh Corner</i> by Alan Alexander Milne.....	71
Anna Walkowska	
The use of the modal verb <i>can</i> in the language of computer science	125
Marika Zagórska	
Modal verbs <i>can</i> and <i>could</i> in <i>Alice's Adventures in Wonderland</i> by Lewis Carroll	145
Nikola Zagórska	

PREFACE

This volume is a collection of papers presenting a range of research on modality in the English language. It aims to show that this concept, although extensively studied, is still undervalued in terms of its versatile and ubiquitous presence and its functions in all types of genre, from Elizabethan plays and children's literature, to speeches, academic and functional texts.

The collected studies present the outcomes of research on modality in various research materials and with various research objects in focus. Bartosz Bataliński discusses the modality of the modal verb *must* in the speeches of Winston Churchill. Oleksandr Kapranov investigates the frequency and use of the modal verb *would* in research article abstracts in three disciplines, that is in applied linguistics, applied psycholinguistics, and in English literature. The modality of the modal verb *can* from a historical perspective, as employed in the comedies of William Shakespeare, is explored by Monika Skorasińska. The study of Anna Walkowska involves the analysis of two modal verbs *can* and *must* in *The House at Pooh Corner* by Alan Alexander Milne. Observations on the modality of *can* and *could* in the nineteenth-century British children's literature are presented by Nikola Zagórska, whose research material covers *Alice's Adventures in Wonderland* by Lewis Carroll. Modality in IT literature is in the centre of interest of Marika Zagórska, who looks into the modal verb *can* in a computer science guide *Android UI Design* by Francesco Azzola.

The editor would like to express her gratitude to the contributors to this volume for their patience, involvement, and support in carrying out this project.

—Monika Skorasińska

MODALITY IN SELECTED SPEECHES OF WINSTON CHURCHILL

BARTOSZ BATALIŃSKI*

Abstract

The subject of the chapter is the analysis of modality in selected speeches by Sir Winston Churchill from different periods of his oratory career. The choice of the research material is due to the niche in research on modality in political speeches. The subject of the analysis is the modal verb *must*. The choice of this verb is mainly due to the period from which the speeches come, i.e. the time of war, which certainly required leaders to be firm in deeds and words. The first part focuses on presenting the theoretical issues of modal verbs and modality based on various authors specializing in these issues. The main source of knowledge to conduct the research is the work of Palmer (2013). In the second part, the verb *must* is analyzed in terms of the type of modality in which it occurs in the research material, its collocations with various personal pronouns, occurrence in active and passive voice, the number of occurrences in negative and affirmative sentences, and in different tenses. The main purpose of the study is to examine whether the type of modality expressed by the modal verb *must* depends on the addressee, and, secondly, to examine whether there is a relationship between personal pronouns and the modality expressed by this verb.

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Introduction

Concepts of English linguistics are continually being reinterpreted by scholars who do not cease in attempts to explain them as coherently as possible. Despite these efforts, many concepts still lack a final form, and the debate on them preoccupies successive generations of linguists. Modality is one of such concepts. The confirmation of this standpoint is the fact that despite countless scientific publications and books devoted to this concept, it still divides linguists because of its vagueness. This fact, combined with a narrow spectrum of research on modality in political speeches, is the driving force behind this study.

The object of the research is the modal verb *must* appearing in the collection of speeches by Winston Churchill, which constitute the research material. The choice of the former British Prime Minister's speeches as the research material and the modal verb *must* is not accidental. Firstly, the research on modality in political discourse is a huge niche, which gives a lot of potential for surprising conclusions. Due to this, the speeches of Winston Churchill – considered by many to be a representative of the pantheon of political orators – seem to be a natural choice. Secondly, the modal verb *must* has a powerful meaning which perfectly matches the massive charisma of Churchill and the fact that most of the speeches were delivered during the Second World War, when only forceful words, such as *must*, were appropriate to conduct messages and ideas.

The primary question thus is whether the use of the modal verb *must* in the speeches of Winston Churchill varies depending on the addressee of a given speech. It is assumed that when addressing different recipients, Churchill might have wanted to achieve different goals, which could have affected the modal meaning and the use of the verb in his utterances.

The secondary question is whether the modal meaning of the verb *must* varies depending on the personal pronoun used as the subject of a sentence. Using various personal pronouns, Churchill might have been able to manipulate recipients efficiently, making them engage in the issue under discussion or approach it from a distance. This manipulation might have been also effected by means of modal meanings expressed in a given utterance.

It is expected that in Winston Churchill's statements there is a strong correlation between the addressee of the speeches and the kind of modality expressed, as well as between the personal pronouns used as the subject of a sentence and the kind of modality conveyed.

The concept of modality

Frank Robert Palmer is a well-known British linguist who has had a significant impact on the development of the field of linguistics through his publications and research concerning English modal verbs and modality. Thus his second edition of *Modality and the English Modals* (2013) has been taken as the theoretical background for the analysis of the research material.

According to Palmer (2013, 11), modality belongs to one of the most difficult to precisely define aspects of English grammar, and only an in-depth and comprehensive analysis of this concept gives hope for its clarification. Palmer (2013, 14) agrees with Lyons (1977, 452) in that the concept of modality expresses the opinion and attitude of the speaker. He also notes that modality is “one of a number of semantic-grammatical features” (Palmer 2013, 14).

A modal meaning can only be attributed to those of the grammatical categories that express at least partially a central set of modal meanings (Palmer 2013, 15). One of these categories are modal verbs, the main group of which are: *will, shall, may, can, must*, and *ought to* (Palmer 2013, 15). Also, the verbs *dare* and *need* are linked to the main group of modals, but their meaning is more marginal (Palmer 2013, 15). Palmer (2013) also mentions verbs such as *used to*, which formally belongs to the modals but semantically is completely distinct, and *have to*, which, on the other hand, is very similar semantically, but does not belong to the central modal group.

A turning point in the study of modality is the work of Lyons (1977), in which the author states that modal verbs can be subjective or objective regardless of the type of modality they represent. This statement attracted the attention of many linguists, such as Timotijevic (2009), who, in her work (Timotijevic 2009, as cited in Salkie, Busuttil, and Auwera 2009, 105) juxtaposes subjective and objective interpretations of modal verbs. An interesting standpoint regarding modality is also taken by Larreya (2009), who interprets modality “as a mental system – or sub-system – based on the mutually related concepts possibility and necessity” (Larreya 2009 as cited in Salkie, Busuttil, and Auwera 2009, 9). Quite clear, though still very general on the subject is also Mitchell (2009) saying that “modal utterances are speech acts in which the speaker decides what states of affairs are to obtain or occur, and the speaker expresses his conclusions about what might be true or not” (Mitchell 2009, as cited in Salkie, Busuttil, and Auwera 2009, 55). Following this lead, Berk’s (1999, 130) statement that modality embraces making wishes and hedging in its spectrum seems to be justified as well.

The range of ways to express modality is vast. However, it is not infinite, and the common denominator of the whole spectrum is linguistic devices called modalizers. According to Declerck (2011, 30–35), in English, we can distinguish such modalizers as modal auxiliaries (e.g., *can*, *must*), modal adverbs (e.g., *perhaps*, *possibly*), intentional verbs (e.g. *believe*, *suppose*), attitudinal verbs (e.g., *want*, *hope*), the subjunctive mood, modal backshifting, etc.

The division of modality into types and the attempt to group them is as complicated as the concept itself. As in the case of modality, the typology differs depending on the scholars and the criteria they adopt. Palmer (2013, 11) clearly states that the only way to achieve a satisfactory result is a detailed analysis of a broad spectrum of written and spoken texts. The degree of inconsistency of the issue perfectly reflects the approach of Papafragou (2000, 6), who, in attempts to classify modality, is searching for its regular features in different languages to make the division as consistent as possible. Nevertheless, she also states that “there are various constraints on the distribution of modal interpretations” (Papafragou 2000, 6) which may prevent scholars from reaching an agreement on this matter.

Classification of modality

Palmer (2013) indicates epistemic modality as the easiest to identify because of its “internal regularity and completeness” (Palmer 2013, 54). He states that “the function of epistemic modals is to make judgments about the possibility, etc., that something is or is not the case. Epistemic modality is, that is to say, the modality of propositions, in the strict sense of the term, rather than of actions, states, events, etc.” (Palmer 2013, 54). He also claims that epistemic modals have subjective nature because they are based on the speaker’s experience and knowledge. Also, the important thing about epistemic modality is that it has a performative character because “the judgment and the act of speaking are simultaneous and so can only be present” (Palmer 2013, 54).

According to Berk (1999), “epistemic modality encompasses all the ways in which speakers indicate their degree of commitment to the truth of a given proposition. It allows speakers to indicate that they are certain about something, unsure about it, or deem it impossible” (Berk 1999, 130). In her opinion, verbs *can*, *could*, *should*, *will*, *may*, *might*, *must*, *ought to* and occasionally *would* express epistemic meanings. She also explains that “epistemic modals express meanings that range from slight possibility to absolute certainty” (Berk, 1999, p. 133).

Rocq-Migette (2009) demonstrates that epistemic modality can also be expressed by means of adjectives *surprised* or *surprising*. She states that “these predicates basically refer to a feeling, the reaction of a speaker to an event or situation, and so the modality they convey is attitudinal. But where if-clauses complement It would be surprising / I would be surprised, the interpretation is mostly epistemic” (Rocq-Migette 2009, as cited in Salkie, Busuttil, and Auwera 2009, 223).

In turn, Larreya (2009) explains that epistemic meaning “consists in the attribution of a truth-value to a proposition (or to the situation that constitutes the referent of that proposition)” (Larreya 2009, as cited in Salkie, Busuttil, and Auwera 2009, 13–14). He divides epistemic modality into *implicative*, where the truth-value is either ‘true’ or ‘false,’ and *problematic*, with intermediate or weak values such as ‘probable’ or ‘possible’ (Larreya 2009, as cited in Salkie, Busuttil, and Auwera 2009, 13–14).

Palmer (2013) takes the criterion of being performative as a starting point for defining deontic modal verbs and lists their main functions: giving (or refusing) permission, laying an obligation, or making a promise (Palmer (2013, 70). He also notes that deontic modality sometimes permeates dynamic modality, and the difference between the two types is that deontic modality is performative or discourse-oriented, whereas dynamic modality is not” (Palmer 2013, 70).

According to Berk (1999), this type of modality “involves language and potential action; when speakers order, promise, or place an obligation on someone, they usually exploit linguistic forms that express deontic modality” (Berk 1999, 131). She lists directives, volition, and commitment as the main meanings expressed by deontic modality. “A directive is any utterance in which a speaker tries to get someone else to behave in a particular way” whereas “volition includes wanting, willingness, intention, and wishing” (Berk 1999, 131–132). Although Berk’s (1999) vision of modality is different from Palmer’s (2013) vision, in the same way does she emphasize the substantial role of modal verbs, especially in the sense of directives. She argues that “modal auxiliaries are especially important in this regard; they can be used to order, insist, reprimand, lay an obligation, make a suggestion, and give permission” (Berk 1999, 134) According to Berk (1999), verbs expressing a deontic meaning include *will*, *must*, *should*, *ought to*, *shall*, *might*, *could*, *can*, and *may*.

Mitchell (2009) states that “in deontic modality the speaker uses his volition, his authority or his reason to seek to bring about the occurrence (or non-occurrence) of potential situations (events, acts, processes, states, etc)” (Mitchell 2009, as cited in Salkie, Busuttil, and Auwera 2009, 55).

For him, deontic modality is expressed through the speaker's decisions, and its function is "directive/conative" (Mitchell 2009, as cited in Salkie, Busuttil, and Auwera 2009, 59).

A third type of modality distinguished by Palmer (2013, 41) is dynamic modality, which by many linguists is not considered a type of modality. According to Palmer (2013, 41) "dynamic modality is subject-oriented in the sense that it is concerned with the ability or volition of the subject of the sentence, rather than the opinions (epistemic) or attitudes (deontic) of the speaker (and addressee)." Palmer (2013, 42) states that arguably there is also "neutral or circumstantial" modality, but he treats it as a sub-class of dynamic modality with subject-oriented being the other.

On the other hand, Portner (2009, 193) divides dynamic modality into two sub-modalities, namely volitional and quantificational. Volitional modality mainly expresses ability and opportunity, whereas quantificational modality is expressed by modals "incorporating the semantics of an adverb of quantification together with some sort of additional, more properly 'modal' meaning" (Portner 2009, 210) although the distinction between the two sub-modalities may be a problem due to the still relatively small knowledge of quantificational sub-modality.

English modal verbs

English modal verbs constitute an important part of English grammar. Despite some disputes regarding their classification, they are distinct by a set of traits that separate them from other groups of verbs. These are so-called 'NICE properties' (Palmer 2013, 15). There are four traits behind this acronym that are common to this group of verbs. According to Palmer (2013, 16), they are in turn: negation with the suffix *-n't*, inversion with the subject, code, and emphatic affirmation. Hansen (2014) shares Palmer's (2013) view and explains that modal verbs "allow negation contraction" and "inversion without do-periphrasis" (Hansen 2014, 93). Further, he explains that "code" stands for anaphorical contexts in which modal verbs allow the following verb phrase to be deleted, and that "emphatic affirmation" is used when the speaker wants to make the statement more firm (Hansen 2014, 93).

Palmer (2013, 16) also indicates that apart from NICE properties, there are three further traits that make modal verbs a unique class of verbs. The first of these is the lack of the ending *-s* in the 3rd person singular so the forms *musts* and *shalls* are incorrect; the second trait is the lack of non-finite forms; and the third – the impossibility of co-occurrence.

Modal verbs can be divided into those that meet all the criteria listed above and those that only meet them to a certain extent. These include *will*, *shall*, *may*, *can*, *must*, and *ought to* with a few deviations from the rules. Namely, *may* does not have *-n't* suffix in the present tense, *must* and *ought to* do not have past tense forms, and additionally *ought to* is the only one that needs *to* particle (Palmer 2013, 16).

There is also a group of verbs that share a part of the characteristics assigned by Palmer (2013, 15) exclusively to modal verbs. This group includes *dare* and *need*, which conform to the first two NICE properties, that is negation and inversion. Then, when the verb *be* does not occur as an auxiliary verb, it possesses all the NICE properties. Another verb is *is to* which is closest to modal verbs because it meets all the criteria listed by Palmer (2013, 15) except for lacking the suffix *-s* in the third person singular. *Had better* also counts in this group of verbs because it meets all three additional traits given by Palmer (2013, 17), viz lack of the ending *-s* in the 3rd person singular, lack of non-finite forms, and the impossibility of co-occurrence. Interestingly, “it has been noted by a number of scholars that these characteristics of the modals are essentially formal features of English. They are not, for instance, to be found with the modals of German, which are otherwise very like those of English and historically related to them” (Palmer 2013, 17).

The modal verb *must*

The modal verb *must* dates back to Old English. As some other modal verbs, it is a descendant of Old English verbs called *preterite-present* (Millward and Hayes 2011, 109), which are “so called because the original present had fallen into disuse and the original strong (ablaut) preterite had taken on present meaning. A new weak (dental) preterite then developed to replace the earlier one that was now a present” (Millward and Hayes 2011, 109). From the time of Old English to Present Day English, the verb *must* has undergone a transformation from the past to present tense form. It settled in the present tense to such an extent that it needs to appear with the perfect construction to gain the past reference. However, the verb *must* has a common feature with Old English verbs, which is the expression of the future. In Old English, all verbs “were inflected for only two tenses, present and preterite” (Millward and Hayes 2011, 110), and in order to refer to the future they were used with adverbs to avoid ambiguity in meaning. Although, as already mentioned, in some cases the verb *must* occurs in a progressive form to express the future, it is also used in its basic form with adverbs added to indicate the future tense.

The verb *must* occurs in all three modalities, most often expressing necessity. Yet, it can also be used to express prohibition, certainty, very strong recommendation, obligation, and logical conclusion. Because its use gives a very severe tone to an utterance, it is often replaced by the verb *have to*, which is more flexible concerning grammar and is not as strong in meaning as *must*. Moreover, *have to* tends to be more common in speech. The verb *must* in turn is very often used in an official context and written texts, especially in ordinances and regulations.

In the negative, the verb *must* is often confused with the verb *have to* because *must not* expresses a strong prohibition from acting while *do not have to* expresses the lack of requirement to act.

The modal verb *must* shows a variety of meanings, as Palmer (2013) proves in his work. The first possible interpretation of this verb that he indicates is epistemic necessity. In this meaning, it is paraphrased as “the only possible conclusion is that” (Palmer 2013, 54). In this modality, *must* refers mainly to states and activities in the present, but Palmer (2013) also states that it can be used to express a habitual activity, and emphasizes that “*must* seldom occurs with the future time reference because it would usually be open to dynamic interpretation” (Palmer 2013, 57). Nevertheless, he demonstrates that the future epistemic interpretation of the verb *must* is possible when the verb occurs in the progressive form.

Another possible interpretation of this verb that Palmer (2013) offers is deontic necessity, stressing, however, that it has a deontic meaning only where “the speaker (or writer) clearly takes responsibility for the imposing of the necessity” (Palmer 2013, 73), otherwise the meaning of the utterance may be interpreted also as dynamic.

The key meaning also has the fact that “deontic necessity usually implies that the speaker is in a position to lay the obligation, and is thus in a position of some authority” (Palmer 2013, 73). Therefore, a deontic meaning might be conveyed in a command given by both a boss to their employees and by a mother to her child due to the superior position of the commanding subjects. Palmer (2013, 73) also draws attention to the peculiar phenomenon of using the verb *must* in invitations. He claims that “it is, in fact, polite to be insistent in matters in which the person addressed is the beneficiary from the action” (Palmer 2013, 73), and that the usage of *must* in this context is not so odd from the perspective of a social convention.

The last possible interpretation of this verb that Palmer (2013, 107) proposes is dynamic necessity. As already mentioned, *must* takes on a dynamic meaning if the subject does not take responsibility for imposing necessity or is not in a position enabling him to impose an obligation on

another interlocutor or the audience. In such circumstances, *must* may be paraphrased as “it is necessary for...” with “little or no indication of the involvement of the speaker” (Palmer 2013, 107).

Nevertheless, Palmer (2013) also notes that in this sense the verb *must* can be replaced by verbs *have to* and *have got to* with almost “complete overlap in the area of neutral necessity” (Palmer 2013, 109). To clarify, Palmer (2013) mentions features that differentiate these verbs from *must*. Firstly, “since *must*, like the other modals, has no non-finite forms, only *have to* can be used where a non-finite form is required, e.g., after another modal or similar form” (Palmer 2013, 109), and, secondly, “in the present tense, *have to* and *have got to* imply actuality, while *must* does not” (Palmer 2013, 109). These two arguments seem to be sufficient to treat those verbs as independent of each other. However, it is worth asking whether if *have got to* differs from *must*, is *have to* different in any way from *have got to*? Palmer (2013) explains that “*have to* is more formal; *have got to* belongs to a more colloquial style and generally appears only in the spoken texts” (Palmer 2013, 108), and that “*have got to* is much rarer in the past tense, and may differ in meaning from *have to*, in that only the latter usually implies actuality” (Palmer 2013, 108).

The research methodology

The study is based on the analysis of the modal verb *must* in selected speeches by Sir Winston Churchill. The speeches constituting the research material have been selected in order to reflect a variety in terms of recipients and the time of delivery. This diversity creates greater potential for drawing reliable conclusions.

The analysis consists of a few steps. The first step is to find all the occurrences of the verb *must* in the research material, which are distinguished using Microsoft Word’s search engine. Next, each token is investigated in terms of the type of modality, type of the sentence, tense, its collocation with different personal pronouns, and voice. The modal meaning of the verb is analyzed in accordance with the criteria adopted by Palmer (2013). These criteria include the circumstances of the speaker’s utterances, his position in relation to the recipients, the issue under discussion, and political events that could significantly influence the speaker’s intentions.

The power of speech

Already in ancient times, people were aware of the power of words. First great orators, such as Aristotle or Cicero, enrolled in the pages of history with their extraordinary oratory abilities, which allowed them to have a measurable influence on the culture and politics of their time. To this day, the works of these geniuses regarding the art of oratory are widely quoted and respected by the majority of orators who know the profession. As a confirmation of these words, it is worth quoting one of the most exceptional speakers who walked on the Earth, Winston Churchill: “Of all the talents bestowed upon men, none is so precious as the gift of oratory. He who enjoys it wields a power more durable than that of a great king. He is an independent force in the world” (Churchill 1897, 1).

What does it mean to make a public speech? According to Webster (2012), “every time you greet a friend or make a telephone call, give a short introduction to the paper you’re presenting in class or share with your teenage child some sage advice, you are making a speech” (Webster 2012, 2). Hence, it seems reasonable to conclude that public speaking is roughly a verbal message in the presence of at least two recipients.

According to Webster (2012, 97), speeches can be divided into two categories. The first category is ‘Limited Preparation Speeches’ (Webster 2012, 97). The name of the group derives from the fact that in these speeches a speaker has limited time to prepare a speech, or does not have any at all. This category consists of ‘Impromptu’ and ‘Extemporaneous’ types of speeches (Webster 2012, 97). The former type requires the speaker to speak immediately on the topic without any preparation. Speaking under the canons of the latter type allows the speaker to conduct research and preparation, but forbids having any notes when speaking, so the speaker must be well prepared since they can rely only on their memory (Webster 2012, 97).

The second category is ‘Unlimited Preparation Speeches’ which includes informative, convincing, and persuasive types of speeches (Webster 2012, 98–104). The name of the category derives from the fact that a speaker has unlimited time for preparing the speech. “Speeches to inform are intended to share new ideas and build perceptions” (Webster 2012, 98). Their purpose is to provide information in an objective manner without drawing conclusions. In this kind of speech, the speaker neither takes any side nor proposes any solution to the problem under discussion (Webster 2012, 98).

According to Webster (2012, 98–99), the informative kind of speech consists of three subcategories, namely description, demonstration, and

explanation. A speech of description is based on narrative and language choices to create clear images in the minds of the audience. Demonstration is a process that is explained step by step in order to build a coherent image in the minds of the audience at the end of the speech, whereas explanation is mainly used to describe abstract and difficult topics which need to be explained in the possibly clearest manner. However, Webster (2012, 99) also says that in informative speeches these three subcategories rarely occur alone and mainly permeate each other.

A convincing type of speech might be tricky since it oscillates between informative and persuasive types of speech (Webster 2012, 100). As the name suggests, its purpose is to convince the audience to a certain point of view and move its members into an agreement with the speaker. A key aspect of this kind of speaking is that the speaker refrains from expressing their own opinion and uses professional opinions of credible individuals to support the standpoint. As Webster (2012, 100) says, all the speaker does is providing the means for the audience to agree with him or her without being irrelevant.

While informative speaking is objective, and convincing speaking transfers mild emotions, persuasive speaking engages the speaker emotionally to a very large extent. According to Webster (2012), “persuasive speaking takes a less objective view on some topics and asks the audience to take action in support of that view” (Webster 2012, 101). To be effective in persuasion, a speaker ought to follow the three principles developed by Aristotle, that is *ethos*, *logos*, and *pathos* (Webster 2012, 11). *Ethos* refers to the credibility of the speaker; it must be irrefutable. *Logos* deals with the logic of the conclusions drawn by the speaker during the speech; they should be valid and clear, whereas *pathos* is responsible for the emotional connection of the speaker with the audience, which is more likely to succumb to the influence of the speaker if it is engaged in his words emotionally (Webster 2012, 11).

Webster (2012, 105) also emphasizes how important it is to choose the right type of speech for the audience’s needs and for what the speaker wants to achieve with their speech. A great example is the former British Prime Minister, Winston Churchill, who had great intuition in this area and whose speeches usually achieved the set goal.

The analysis

In the thirteen analyzed speeches, Winston Churchill used the modal verb *must* one hundred and thirteen times. Table 1 presents a numerical division of *must* into three types of modality.

Table 1. Number of cases of the verb *must* in the research material

number of cases of the verb <i>must</i>	dynamic modality	deontic modality	epistemic modality
113	71 (63%)	30 (26%)	12 (11%)

Epistemic modality is the easiest to identify due to the fact that it occurs everywhere where the speaker draws conclusions based on their subjective feelings and possessed knowledge. This modality occurs in speeches directed both to people subordinate to Churchill and those equal to him. In these cases the recipients do not play the most important role, but rather the discussed issue is at the centre of attention. Examples include quotes (1–2).

- (1) “I will say that he *must* indeed have a blind soul who cannot see that some great purpose and design is being worked out here.” (Churchill, 1941)
- (2) “We *must* all of us have been asking ourselves...” (Churchill, 1941)

Quote (1) comes from a speech addressed to the American Congress less than a month after the Japanese Empire attacks on Pearl Harbour, in which Winston Churchill raises the issue of mutual cooperation between the American nation and the British people in the struggle against the Nazis and their allies, who are prevailing at that time. Winston Churchill having regard to the circumstances and relying on his subjective assessment draws the only possible conclusion that only a man with a blind soul may not see that a great purpose and design is being worked out.

Quote (2) comes from a speech addressed to the entire British nation. These words are spoken at a time when Hitler is already ruling almost all of Europe and is considering an attack on the British Isles. Churchill expresses the conviction that the only possible conclusion stemming from the situation is that every citizen of the United Kingdom is wondering what moves Hitler plans for the upcoming months of the war.

Deontic modality appears mainly in the speeches directed by Winston Churchill at the entire British nation. All these speeches come from his period of office as the Prime Minister of the United Kingdom, and hence from the period when he is the leader of the British nation. Considering this circumstance, he is able to oblige the British as their commander and a

leading figure. It is also worth mentioning that the speeches addressed at the whole nation mainly concern matters directly related to Great Britain, which seems to strengthen Churchill's position as an authority who obliges his countrymen to act. Examples include quotes (3–4).

- (3) “We *must* all be prepared to meet gas attacks.” (Churchill, 1941)
- (4) “I *must* say that I find in these facts a sure basis upon which practical and reassuring thoughts may rest.” (Churchill, 1940)

Quote (3) comes from a speech addressed to all his countrymen, in which Winston Churchill comments on the forthcoming German invasion on the British Isles. Speaking of the horrors which the British kingdom must be expecting from the Nazis, he mentions, among others, gas attacks. Using the verb *must*, Churchill obliges his countrymen to be ready, leaving them no choice due to his higher position and the essence of the issue on which the survival of the entire state may depend.

In quote (4), Churchill raises the question of defending the coast of the island against Nazi raids. With his words, he seems to impose an obligation on himself to state the facts and immediately performs the action. All these factors contribute to the interpretation of these cases in terms of deontic modality. However, it has to be noted that Palmer (2013), when using *must* with the personal pronoun *I*, also allows a dynamic interpretation meaning only “It is necessary for ...” (Palmer 2013, 107).

Dynamic modality occurs wherever Winston Churchill informs neutrally about the necessity to do some action or achieve a given goal. In all cases of this kind of modality, Winston Churchill speaks to people on whom he cannot impose an obligation because he is not of a higher rank than them. At the same time, most of these cases are Churchill's neutral statements of facts, which he himself has no influence on, and which are conditioned by external factors. As examples, quotes (5–6) can be considered.

- (5) “I regret that we *must* refuse these requests.” (Churchill, 1940)
- (6) “(...) we *must* put our defences in this Island into such a high state of organisation that the fewest possible numbers will be required to give effective security (...)” (Churchill, 1940)

In quotation (5), Winston Churchill speaks about the idea of providing food for the civilian population on the Nazi-occupied territories. The first

factor determining the occurrence of dynamic modality is that it comes from a speech addressed at the respectable members of the House of Commons, on which Winston Churchill, despite his power, cannot impose direct obligations. Another factor is that Winston Churchill states that Great Britain must abandon this idea because the food can be taken over by the Germans and strengthen their armies on the front, which is an external factor independent of the speaker.

In quotation (6), Winston Churchill insists on the need to improve the organization of defence forces of the United Kingdom so that the smallest possible number of soldiers constitutes an effective barrier in the fight against the enemy. Considering the fact that in this case the recipients are also the representatives of the House of Commons, the dynamic modality of the statement is the most probable interpretation.

The choice of the personal pronouns accompanying the modal verb *must* in Winston Churchill's speeches is a phenomenon worth mentioning. Table 2 presents numerical and percentage breakdown of the use of particular pronouns with the verb *must*.

Table 2. Numerical breakdown of the use of pronouns with the modal verb *must*.

personal pronoun	number of cases	percentage
<i>I</i>	10	13%
<i>You</i>	4	5%
<i>He</i>	6	8%
<i>It</i>	4	5%
<i>We</i>	49	63%
<i>They</i>	5	6%

Winston Churchill uses the first person personal pronoun in collocation with the verb *must* ten times (13%), and all recorded cases occur in deontic modality. Some examples include (7–8).

- (7) “But now I *must* dwell upon the more serious, darker and more dangerous aspects of the vast scene of the war.” (Churchill, 1941)
- (8) “But I *must* drop one word of caution; for, next to cowardice and treachery, overconfidence, leading to neglect or slothfulness, is the worst of martial crimes.” (Churchill, 1941)

In both cases, (7) and (8), Winston Churchill imposes an obligation on himself and is performing the action at the same time. The verb *must* in

conjunction with this pronoun and in this context explicitly declares that the need to act comes from the speaker.

The pronoun *you* is used in combination with the verb *must* only four times (5%), two of which are deontic and two epistemic interpretations, as in examples (9–10).

- (9) “If you look around you, you *must* feel not only the sense of duty done but also you *must* feel anxiety lest you fall below the level of achievement.” (Churchill, 1946)
- (10) “You *must not* add to his pain; you *must* work for his recovery.” (Churchill, 1940)

Quotation (9) comes from a speech addressed to the student community of one of the American universities not long after the Allies won the Second World War. Considering the above factors, it is clear that Winston Churchill in his words is drawing a conclusion from the circumstances. His judgement is based on his knowledge and experience, which indicates the epistemic meaning of the verb *must* used by him.

Quotation (10) comes from a speech given in a radio station whose recipients were all British and at the time when the war flared up for good. Considering the steep time and the position of Winston Churchill as the leader of the British nation, it can be concluded that in his words he imposes an obligation on his countrymen. He addresses them directly by the use of the pronoun and distinctly expresses what he expects from them in these difficult times, thus giving his words the deontic meaning.

The pronoun *he* in combination with the verb *must* is used by Churchill twice in the epistemic sense and four times in the dynamic sense (8%). It is worth taking a closer look at some examples (11–12).

- (11) “(...) he *must* now carry his work of butchery and desolation among the vast multitudes of Russia and of Asia.” (Churchill, 1941)
- (12) “(...) he *must* steal from them their daily bread. He *must* devour their harvests. He *must* rob them of the oil (...).” (Churchill, 1941)

Quotation (11) comes from a speech to the Londoners that is a commentary on Hitler’s attack on the Soviet Union. This speech is delivered at a time when Hitler has already managed to take over the territory of almost all of Europe. Knowing his mad desire to conquer subsequent territories, Churchill states that taking these facts into account,

the only possible conclusion is that Hitler will continue the escalation of hostilities and turn his war machine against Asia and the Soviet Union. Since Churchill makes the only possible conclusion, the epistemic meaning is justified.

Although quote (12) comes from the same speech, it has a different modal meaning. Churchill expresses his opinion from the observer's position, only indicating what is necessary for Hitler to do to weaken the resistance of the Soviet Union. The lack of the speaker's involvement in connection with the situation determining Hitler's deeds explicitly indicates dynamic modality.

In the research material, the pronoun *it* occurs in combination with the verb *must* only four times (5%), but despite this small number, it combines with all kinds of modality. It is used twice in the epistemic meaning and once in the dynamic and deontic meanings, as in (13–15).

- (13) "It *must* be remembered that in the last war we suffered very grievous losses from mines (...)." (Churchill, 1940)
- (14) "It *must* be in continual motion (...). Moreover, it *must* be fed not only with flesh but with oil." (Churchill, 1941)
- (15) "It *must* also be remembered that all the enemy machines and pilots (...)." (Churchill, 1940).

The verb *must* in quotation (13) occurs in the deontic sense. This is indicated by the fact that the speech from which this passage originates is addressed to the entire British nation whom Churchill leads at that time holding the position of the Prime Minister. In his speech, he defines what he expects from his countrymen by imposing an obligation on them.

Quotation (14) contains double-occurring epistemic modality. Here, Churchill draws the only possible conclusion resulting from the situation. As the speaker himself indicates, Hitler's war machine cannot stand still because it would be destroyed. It is logical that maintaining such a large army and fighting on several fronts requires a massive amount of supplies and oil that are obtained mainly from the conquered areas. Consequently, the only possible conclusion is that warfare must be continued so that the Third Reich can prosper. In the second case, Churchill once again draws the only possible conclusion that the Nazis' army, apart from the enormous human capital, also needs oil. However, it is well-known that even nowadays no army can conduct war operations without a supply of oil.

Although passage (15) resembles (13) in its structure, there is a fundamental difference between them. It is the audience to whom the speech is addressed. In this case, the recipients are representatives of the House of Commons whom Churchill has no right to oblige to do anything. Since many of Churchill's actions as the head of the British nation require the permission of the House of Commons, he cannot order them, but only suggest what should or should not be done. All this indicates dynamic modality.

The pronoun *we* is the most numerous of all pronouns used by Winston Churchill in collocation with the verb *must*. It occurs as many as forty nine times (63%), and this is because in all his speeches Churchill strongly identifies himself with the audience by engaging himself in the conclusions he draws and the requirements he demands. Dynamic modality occurs here in thirty six cases, deontic modality in eleven, and epistemic modality in only two cases. It is worth looking closely at examples (16–18).

(16) “We are a deliberative Assembly, and we *must* have full freedom of discussion on all questions except defense. We *must* assert our right to this freedom, and we *must* have our own Parliamentary officers (...).” (Churchill, 1949)

(17) “We *must* remember that. We *must* always be expecting some bad thing from Germany(...).” (Churchill, 1940)

(18) “These facts are, of course, all well known to the enemy, and we *must*, therefore, expect (...).” (Churchill, 1941)

In quote (16), we deal with the threefold dynamic modality. This is evidenced by the fact that the recipients of the address given by Churchill are the members of the Council of Europe. In his words, the speaker signals only what he considers necessary and is far from drawing conclusions or imposing obligations on this respectable assembly. What is equally important, this speech is delivered after the end of the Second World War at the time when the community of European nations is tied together in the spirit of equality and democracy, which significantly reduces the likelihood of its members imposing on each other any obligations.

Quotation (17) comes from a speech addressed to the entire British nation and contains the deontic modality, as evidenced by the character in which Churchill's words are uttered. As the head of the British nation, he clearly states what he expects from the British people, so in other words, he imposes an obligation on the entire nation. Using the pronoun *we*,

Churchill proves that he does not run away and shares this responsibility with his people.

Quote (18) concerns the US supply ships which support Great Britain at a time when the Nazis are trying to destroy it. Here, the Prime Minister of the United Kingdom states that it is logical to expect attempts to cut supply routes by the Germans because it will significantly weaken the United Kingdom. Therefore, the only possible conclusion is drawn, which most probably indicates the epistemic modality.

The last but not least is the pronoun *they* which collocates three times with dynamic modality and once with epistemic and deontic modalities (6%). Examples include (19–21).

- (19) “Fourteen men in the Kremlin, holding down hundreds of millions of people and aiming at the rule of the world feel that at all costs they *must* keep up the barriers.” (Churchill, 1949)
- (20) “(...) they *must* now know that the stakes for which they have decided to play are mortal.” (Churchill, 1941)
- (21) “(...) power of the British nation and Empire are brought, as they *must* be, and as they will be, fully into line with the magnificent efforts of the French Republic (...).” (Churchill, 1940)

In quotation (19), Churchill turns to the auditorium consisting of American citizens in the early stages of the Cold War. He explains that the Soviets know that in order to control their nation and exercise absolute power effectively they must maintain the barriers separating their communist system from American capitalism. Thus, he gives expression to what is necessary to do for the Soviets to maintain power, which indicates the dynamic modality.

Quote (20) concerns the attacks of the Japanese Empire on the Allies. Churchill states in his words to the US Congress that the only possible conclusion of the brutality of the Japanese is that they know what rate the game is taking. The recognition of this fragment as an example of the epistemic modality seems to be the only possible choice.

In quotation (21), once again, it is relevant to whom Churchill speaks, and they are all British. Since he is the superior of the British people at that time, he insists that the efforts of the United Kingdom should cooperate with French efforts. All British people, including himself, are obliged by him to do their utmost to make these words turn into deeds.

The authority and position of Churchill determine in this case the occurrence of deontic modality.

Winston Churchill tends to be cautious in using negation with the verb *must*. This caution manifests itself in a small number of cases of this verb occurring in negative statements. Only fifteen of them can be noted, seven (47%) are deontic, and eight (53%) are dynamic. Some examples include (22–23).

(22) “I *must not* conceal from you the truth as I see it.” (Churchill, 1949)

(23) “We *must not* attempt to prophesy its result, but I have good confidence.” (Churchill, 1941)

In passage (22), Churchill lays an obligation on himself not to conceal the truth and thus reveals it to the audience giving his expression a deontic meaning. The use of negation with the verb *must* highlights the amount of respect Churchill had for the recipients of his words. He could convey the same message employing negation with the modal verb *can* which would, however, weaken the weight of the words spoken by him. Apparently, Churchill wanted to suggest to his audience that he would not dare to hide the truth as he sees it. The fact that his words are addressed to the prominent group of scientists from Massachusetts Institute of Technology in Boston seems to confirm this assumption.

In quote (23), Winston Churchill addresses his words to the Canadian parliament while the Jedabia battle is being fought. He is not in the superior position in relation to the recipients, and he does not draw the only possible conclusion, but only states what is necessary to do, thus revealing the dynamic modality. Through negation with the verb *must*, the Prime Minister of the United Kingdom wants to convince his listeners that prophesying the outcome of the ongoing battle would be utterly unreasonable for the Allies.

The number of cases of the verb *must* appearing in declarative sentences is as much as ninety eight, which is a large number in relation to the negatives mentioned above. The majority of this number is the dynamic modality (sixty three cases – 64%), followed by the deontic modality (twenty three cases – 24%), and the epistemic modality (twelve cases – 12%). Examples include (24–26).

(24) “(...) we *must* put our defenses in this island into such a high state of organization that the fewest possible numbers will be required to give effective security (...)” (Churchill, 1940)

- (25) “(...) we *must* prepare not only for the summer but for the winter; not only for 1941 but for 1942 (...).” (Churchill, 1940)
- (26) “The whole fury and might of the enemy *must* very soon be turned on us.” (Churchill, 1940)

Quote (24) is a fragment of a speech addressed at the House of Lords at a time when the Nazis are quickly conquering the territory of the old continent. Winston Churchill realizes that the German war machine would finally turn to the shores of the United Kingdom and informs his listeners about what is necessary to do to survive, which motivates dynamic interpretation of the modal verb. The importance of the matters raised by Churchill demand strong words, which undoubtedly influences the use of the verb *must* in this situation.

Quote (25) comes from a radio speech addressed to all Britons. As a leader and elite strategist, Churchill realizes that shortly the war will take a different route. In connection with this, he obliges his countrymen to prepare for this change to take place at the turn of 1941 and 1942. The position of the leader and the auditorium put Winston Churchill in the privilege of imposing an obligation on the listeners, which indicates the deontic modality. The use of the verb *must* by Churchill makes it clear to all listeners that it is not a joke, but a matter of life and death.

In quote (26), Winston Churchill once again turns to The House of Commons shortly after Hitler defeats the French. Considering this fact and the imperial inclinations of the Third Reich, the Prime Minister draws the only possible conclusion on the imminent directing of the war machine by the Nazis towards the United Kingdom, which points, in this case, to the epistemic modality.

The verb *must* is used by Winston Churchill twelve times in the passive voice – nine times (75%) in the dynamic modality, twice (17%) in the epistemic modality, and once (8%) in the deontic modality. Examples include (27–29).

- (27) “To give security to these countless homes, they *must* be shielded from the two giant marauders, war and tyranny.” (Churchill, 1946)
- (28) “And I believe that history will pronounce that upon the whole, and it is upon the whole that these matters *must* be judged, that the choice made was right.” (Churchill, 1941)

- (29) “It *must* be remembered that in the last war we suffered very grievous losses from mines (...).” (Churchill, 1940)

In quote (27), Winston Churchill speaks to the people gathered at Westminster College, Fulton, Missouri in the early stages of the Cold War. In his words, he expresses the conviction that in order to protect all households in the world it is necessary to provide them with security against tyranny and war that probably communists would bring. Although he is an influential person as a former Prime Minister and a well-deserved citizen of the United Kingdom, he cannot impose any obligation on his audience. In his words, he does not draw the only possible conclusion from the existing situation either, but only indicates what is necessary to do to ensure the security of the households, which means the dynamic modality in this case.

In quotation (28), Winston Churchill turns to the Congress of the United States just after the Battle of Britain. He talks about the decisions taken by the Allies during the current war struggles that will undoubtedly be judged by history as right. The context of the words uttered by the Prime Minister, motivate to classify them as the epistemic modality because it seems that he draws the only possible conclusion here. Using the passive voice, Churchill gives his speech a very formal overtone, which is understandable given the prominent audience and the importance of the issue raised.

In quote (29), Winston Churchill once again turns to the whole British nation as its leader and chief commander. He draws attention to the need to keep in mind the fact that in the previous war Great Britain suffered massive losses from sea mines. Considering the fact that the United Kingdom is an island and that its main supply routes lead through the sea full of German U-boats, it is not difficult to guess that the solution to the issue of sea mines appears to Churchill as superior. It is for this reason, and because of Churchill’s position that he obliged his citizens and generals to keep the issue in mind, which indicates the deontic modality.

The verb *must* in the active voice is used by Winston Churchill one hundred and one times, of which sixty two cases are the dynamic modality, twenty nine are the deontic modality, and ten are the epistemic modality. Examples include (30–32).

- (30) “We *must* never forget the solid assurances of sea power and those which belong to air power if it can be locally exercised.” (Churchill, 1940)

- (31) “We *must* show ourselves equally capable of meeting a sudden violent shock or - what is perhaps a harder test - a prolonged vigil.” (Churchill, 1940)
- (32) “(...) he *must* now carry his work of butchery and desolation among the vast multitudes of Russia and of Asia.” (Churchill, 1941)

In quote (30), Winston Churchill speaks to the House of Commons about the great importance of the naval fleet and aviation for their insular state. He suggests to his listeners that it would be profoundly unwise to forget about the significance of these branches of the British army, being at the same time far from drawing any conclusions and making the honorable auditorium obliged to anything. Taking the above-mentioned facts into consideration, the Prime Minister's words should be classified as the dynamic modality. The use of the active voice eliminates the ambiguity of the agent and shows that Winston Churchill takes responsibility for his own words, which certainly reduces the distance between him and the audience, and makes it easier for him to convince his listeners to his views.

In quote (31), Winston Churchill once again addresses all countrymen at a time when a series of Nazi victories have undermined the Allied morale. Winston Churchill, by his words, authoritatively obliges all Britons to be ready for a sudden shock or an extended period of vigil caused by the speeding war machine of Hitler. The use of the active voice is probably aimed at encouraging and showing the countrymen that their Prime Minister is with them in these difficult times and shares with them the hardships of this war.

In quote (32), Winston Churchill speaks to the Londoners about the heating up Nazi war with the Soviet Union. Bearing in mind Hitler's crazed thirst for conquering new territories, Churchill draws the only possible conclusion on the imminent targeting of Germany's war machine against Russia and Asia. Such a tone of expression allows undoubtedly to classify this statement as the epistemic modality. The use of the active voice puts Hitler in the guilty role of the vices mentioned by Churchill and certainly builds the unfavorable mood of the audience in relation to the German dictator.

In the research material, the verb *must* occurs one hundred and thirteen times. Of all cases, up to one hundred and eleven express the present tense, one future tense, and one past tense. Such a large disproportion in the occurrence of tenses can be caused by context of Winston Churchill's speeches, in which he usually comments on the latest events or the nearest