

Modality and its Functions in Interpersonal Relationships in Lecturers' Labour Protests in Kenya in 2017

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ABSTRACT:

Protesting or dissent has been a common phenomenon globally for many years and most countries worldwide have experienced at least one type of protest or another. One way that people have found to be beneficial in communicating their grievances is by protesting where language has been found to be a powerful tool. This paper specifically explores the use of modality and its functions in interpersonal relations. Critical Discourse Analysis theoretical framework [1] and Systemic Functional Grammar [2], were used to analyse data. Four genres of protest namely: slogans, banners, press conferences and placards were studied. Data was collected by downloading information from Kenya's Daily Nation, the Standard's news print media websites, You Tube, National Television and Citizen TV station. 84 texts were purposively sampled and analysed descriptively. The findings revealed that through modality, the protestors revealed their interpersonal relationship with their employer, vented their feelings and demanded for change in the educational as well as the judicial sector.

Keywords: Protest, genres, modality, stakeholders, policies, agreements

1. INTRODUCTION

One way in which mankind communicates feelings, opinions, views and emotions is through the use of language. Language has been found to be a powerful tool of communication both at personal level and at group level when a number of people come together to air their views. One way that people have found to be beneficial in communicating their grievances is by protesting. Through the use of language of dissent, protestors have been able to air their demands to the relevant stakeholders on political, social and economic issues affecting them. [3] defines protest as the questioning of dominant values and structures by collective practices that suggest alternative values and goals. Through human collectivity, people are in a position to question systems that are unfair and even suggest solutions to the problems stated. There are many reasons as to why people protest and some of the reasons include war and struggle for power. In most cases, the causes of protests have been due to political, economic or social reasons.

In some circumstances, some protests have grown to become movements and have drawn global attention. Such movements include: Civil Rights movement in Segregated USA that took place in the 1950s and 1960s, Youth Revolt movement in France in 1968, Soweto uprising in 1976 that protested against the apartheid regime, Tienanmen square protest in 1984 in China and the Arab Spring movement in late 2010 to 2011, the Occupy movement in 2011, Indignados movement in Spain and the Yellow Vest movement in France in 2018 among others. Globally, protests have been seen to be the trend of many countries. [4] in a study found out that between the 1980s and 1990s the number of strikes worldwide dropped significantly, however, from the year 2000, the number of strikes went up again. So bad was it that in 2010 there were 180,000 strikes in China alone. Africa was not spared either as in 2011 the Middle East and North Africa had a swell of strikes that led to revolutions in countries such as Egypt and Tunisia. The year 2011 has often been referred to as a year of revolution in the Middle East and North Africa.

The Arab Spring Movement also known as The Arab Uprising arose in the year 2011. This movement cut across several Arab countries and North Africa in the same year. The Arab uprising began in Tunisia in January 2011, where protests were caused by unemployment. The protests led to the government being overthrown and the president Zine El Abidine Ben Ali went into exile. After Tunisia's protests, followed Egypt where on 11th February 2011 there were protests against the government leading to the government being overthrown. This led to President Hosni Mubarak stepping down. After Tunisia and Egypt's protests, there were political protests that took place in Libya on 15th February 2011 as well. These protests led to civil war and the president then Muammar Gaddafi's government was overthrown and Gaddafi killed in August the same year. There were also protests in Syria that left president Ali Abdullahi Salah injured which led him to sign a power transfer agreement. Other countries that had protests that were related to Arab Spring Movement were: Algeria, Iraq, Jordan, Kuwait, Morocco and Oman [5]. It is important to note that the Arab Spring Movement was spontaneous as the protests were not organised by any political party or any leading figures but they spread like wild fire by social media.

The Kenyan Government too was not spared by protests in the country specifically In 2017. In this particular year, Kenya was faced with both political and economic strikes in form of labour strikes. There was a major political unrest in the country when the presidential elections were nullified but this was towards the end of the year. Throughout the year there were numerous labour protests. Protestors going to the street to riot became the order of the day and to illustrate this several of the strikes that took place in 2017 included: The doctors' strike that took place from December 5th 2016 and spilled over to 14th March 2017, the nurses' strike that took place from June 2017 to November 2017 which took five months [6]. Clinical officers' strike in September 2017 [7] the tea workers strike in October 2017 [8]. Kenya Airways Industrial strike in November 2017 was by engineers and technical assistants [9]. The public university lecturers went on strike three times in 2017. The first time was in January 2017 from 19th January to 9th March which was 54 days [10]. The second time was in July 2017 from 3rd July to 18th July which was two weeks long [11]. The third time was from 1st November 2017 to 9th December 2017 [12] which was 38 days. For designated employees, striking became the rule rather than the norm [13] as these protests took place throughout the year. This study was concerned with public university lecturers' protests in Kenya in 2017.

Learning in public universities almost came to a standstill in Kenya in 2017. The Public University lecturers are registered under the trade union University Academic Staff Union (UASU). The non-teaching staffs such as the technical staff are registered under the Kenya University Staff Union (KUSU) while the subordinate staffs such as security staff and cleaners staff are registered under the Kenya Union of Domestic Hotels Educational Institutions, Hospitals and Allied workers (KUDEIHA). All university staff are registered under a union depending on their roles at the university. Trade unions on behalf of the workers sign a collective bargaining agreement after every five years. The government who is the employer of Public University staff enters into an agreement through a collective bargaining agreement. The 2013-2017 CBA that was agreed on between the unions and the government in 2012 had not been implemented yet by the year 2017 and was about to expire in July of the same year. This meant that the public university lecturers by the year 2017 were still earning salaries based on 2008-2012 Collective Bargaining Agreement. The other members of staff under KUSU and KUDEIHA joined the lecturers in the protests. This led to all university services getting paralysed as the government had refused to get into any negotiation with the trade unions.

With directives from UASU, the lecturers protested in three different strikes in 2017. The first strike took place at the beginning of the year between 19th January and 3rd March 2017. In this first strike lecturers were demanding for the implementation of a 2013-2017 CBA that had not been signed and had six months left before expiry. This strike took 54 days and finally ended on the 14th of March 2017 when an agreement was arrived at between UASU officials and the government [14]. The agreement was that the lecturers would get a 17.5% basic salary increment and a 3.9% house allowance increment on or before 30th of June 2017. Between 3rd July and 18th July 2017 a second strike took place. This was as a result of the agreement that had been signed on 13th of March 2017 not having been effected. By the 3rd of July, no money had been wired into the lecturers' accounts as earlier agreed and as such lecturers downed their tools again. The third strike took place between 31st October 2017 and the 9th December 2017. This was as a result of only five universities implementing the new salaries as agreed but two months later reverted to the old rates as this was not sustainable owing to lack of funds. Lecturers

were mainly protesting against the 2013-2017 CBA that had not been honoured by the government. All the academic activities such as learning, taking of examinations, graduation ceremonies and student supervision came to a standstill. As a result, the following groups of people were affected: all public university students, all academic staff as they were not paid during the striking period, the parents of students in these universities as well as the public because the protests were held on the streets of major cities where these universities were located. The general objective of the study was:

The study set out to establish the use and function of linguistic resources employed in lecturers' protests in Kenya in 2017.

Some linguists have moved to investigate how protests are represented by the media with major focus being on civilian protests and political protests however little attention has been paid to the actual language used by the protestors themselves and it is this gap that this study set out to fill. The study sought to analyse the language that protestors use in protests often expressed in genres of protest such as press conferences, banners, slogans and placards in the lecturers' strikes in Kenya in 2017.

2. LITERATURE REVIEW

This study made use of two theories namely: Critical Discourse Analysis by [1], Systemic Functional Grammar by [15] and Multimodal Discourse Analysis [16]. ([17], [18], [19]) approach to CDA makes use of a three-tier dimension of discourse known as the Three-Dimension Model of Discourse. [19] gives an explanation as to how this approach is used to analyse texts. The three dimensions are: the text, the discursive practice and the social practice. The text is the object of analysis which can be verbal, written or both verbal and written. Discursive is the process by which the object is produced and received which can take either the writing/speaking/designing or reading/listening/viewing. The social practices are the socio-historical conditions that govern these processes. The study also made use of Systemic Functional Grammar (SFG) is also referred to as Systemic Functional Linguistics (SFL), Systemic and Systemic Linguistics [20]. This model is based on [21]. Language is used in our everyday activities where it could be part of an activity or the focus of the activity. The functional model is mainly concerned with constructing meaning for different purposes. [22] says that words mean not only on their own but as part of a network of systems. The study looked at the system of modality under the interpersonal metafunction where the tenet that language has got basic functions that are expressive, appeal and reference was looked at. The study looked at the expressive function which is about conveying feelings or emotions.

This paper sought to find out how protestors use modality to express their relationship with their employer. In investigating modality and its functions, [16] notes that modality helps people to create truths which they need so as to form groups. Moreover, these groups share same beliefs and so are able to act cohesively and effectively in and on the world and adds that truth cannot be expressed as either /or (true or false) but rather it is a matter of degree. [22] gives another dimension of modality which is degree of frequency. He says that it is not just about degrees of truth but also kinds of truths and truth can be based on a scale ranging from 'yes', 'always', 'never', 'no' or 'yes', 'everybody' to 'nobody'. The more people say or do it the higher the modality of assertion. These express degrees of frequency and these can be expressed using the following words: always, often, sometimes, most, many and some. In addition, [22] gives another distinction in modality that is between objective modality and subjective modality. Subjective modality is about the strength of one's inner connection about the truth of an assertion. On the other hand, objective modality is about how truth is explicitly expressed. Objective modality on the other hand has frames beginning with 'it is', 'there is', 'it is this' such as It is possible that she has another name.

Modality expresses the speakers' judgment towards the topic and can show social role relationships. It is realised through the use of modal verbs and adjuncts ([16]; [2]; [23]). According to [2], modality can be categorized into two. These are modalisation and modulation. Modalisation is concerned with meaning ranging between positive and negative poles, asserting and denying, positive 'it is so' and 'it isn't so' [23]. Modalisation is usually in the indicative type. This is realised as either probability or usuality. Probability refers to how likely information is to be true. This can vary in degree in that it can very close to 'yes' or very close to 'no' depending on how likely the mentioned information will take place [23]. Probability expresses different degrees of likelihood which can be 'possibly/probably/certainly'. This scale shows that certainty is more

likely to happen it is shown under high degree of occurrence compared to probably under median degree and possibly that falls under low degree [23]. Probability can be expressed using words such as must, can, will and be. The second degree of modalisation is Usuality. This refers to how frequently the information being exchanged is true. Usuality lies between ‘yes’ and ‘no’ and will show different degrees: ‘sometimes/usually/always’ [15]. The Table 1 gives an illustration of modals that express probability and usuality.

Table 1: Degrees of Modalisation

Realisation	Degree of High	Modalisation Median	Low
Probability	Must, certainly, sure, believe, can't, bet, of course, definitely	Probably, think, will, be, wont, should.	Maybe, possibly, may, perhaps, may
Usuality	Always	Usual, frequently	Sometimes, occasionally, ever, never, once, seldom, rarely

Source: (Halliday & Matthiessen, 2014: 337)

The second type of modality is Modulation where the clause functions to exchange goods and services depending on the speech function whether to offer or command. Modulation is concerned with the meaning of a proposal in the negative and positive poles [23]. Modulation can either be obligations which are offers or inclinations which are commands. In commands, different points represent different degrees of obligation such as ‘allowed to/ supposed to/required to.’ ‘Allowed to’ has a lower value compared to supposed to and required to. ‘Required to’ has got the highest value. ‘Allowed to’ is permission, ‘supposed to’ is advisable while ‘required to’ is obligatory [24]. Obligation involves responsibility or pressure imposed on the addressee by the addresser to meet the addressee’s demands.

The second subtype category of modulation is inclination. Inclination is about willingness of a speaker to do something or readiness to fulfill an offer ([23]; [25]). Offers are represented by different degrees of inclination such as ‘willing to/anxious to/ determined to’ [15]. ‘Willingness’ has the lowest degree of inclination while ‘determined to’ has the highest degree of inclination. The Table 2 below gives an illustration of modals that express obligation and inclination.

Table 2: Degree of Modulation

Realisation	Degree of High	Modulation Medium	Low
Obligation	Must, have to, ought to, need, is to	Should, shall, will, would.	May, might, can, could, allowed
Inclination	Determined to, need to.	Want to, keen, will, would, won't, wouldn't	Willing, can

Source: (Halliday & Matthiessen, 2014: 189)

One of the challenges of the use of modality though it seems clearly outlined by Systemic Functional Grammar is that a modal can express both degree of modulation and also modalisation. For example, the modal ‘must’ can be used to express high degree of obligation which falls under modulation and at the same time, it can express a high degree of probability which falls under modalisation. To deal with this challenge, the use of each modal was analysed based on usage in context. In a study by [23] epistemic modality and deontic modality were looked at and in particular modals that could be used with either of the two. The findings revealed that the modals ‘must’, ‘should’, ‘may’ and ‘can’ could be used as either epistemic or deontic modals. Suhadi calls the aforementioned two sides of the coin and should be analysed well depending on the use in context.

[26] studied the use of modality in President Trump's 2016 victory speech. The findings were that President Trump used high, medium and low modality in his speech. Through the use of modality, he was able to express gratitude for those who voted for him, and his determination to lead the people of America. High value modality was used to express authority as the president. Low value modals such as 'can' were used to reduce the distance between the president and the people.

[27] studied the use of humor in Gezi park movement and also analysed the use of modality. The study analysed the use of objective and subjective modality in protests. The equated themselves to power. Not many studies have been done and the use of modality in labour discourse and it is this gap that the study sought to fill.

The study sought to find out how modality brings out power relations between employer and employee.

3. MEHODOLOGY

The study made use of qualitative descriptive research design. The design was chosen because the data collected was analysed using words and no statistical tests were done. This study focused only on the University Academic Staff Union (UASU) strikes carried out in 2017. The strikes were nationwide and these affected all the 31 Public Universities. Included in the population is UASU at national level. This is because all the university chapters took instruction from the national level. The study had a target population of 768 texts of which 480 were placards (5 from each Chapter times 3 for the three different strikes), 96 were press conferences, 96 were banners and 96 were slogans (one from each group times 3 for the three strikes for each of the mentioned genres). The study collected data from three important dates which were the first day when each of the protests commenced which were 14/01/2017, 03/07/2017 and 31/10/2017. The study chose the three dates because these are the dates when the strikes started and the UASU leadership gave press conferences both nationally and at University Chapter levels.

The study concentrated on the industrial action of the University Academic Staff. The first one took place between 19th January and 3rd March 2017; the second one took place from July 3rd to 18th July 2017 while the third one took place from 31st October to 9th December 2017. The reason for choosing the lecturers strike was because the lecturers went on strike three times in one year and so raising alarm in the education sector and in the country at large. This study made use of several sampling techniques. Multilevel sampling [28]; [29] was used to select the universities that were used in the study. Out of the 31 public Universities that took place in the three strikes, a sample of eight universities which is 25% of the population was used. The reason why multilevel sampling was chosen was so that the whole country could be represented.

The study made use of four genres namely; press conferences placards, banners and slogans that were used in the protests. The four genres were chosen because they were used in complementary in the strike to give the protests more force and identity. Genres were selected through purposive sampling and specifically homogenous sampling was used [30]. A total of 51 placards were collected that is 5 placards from each Chapter and UASU at national level on each of the selected days of the strikes. One banner and one slogan were selected picked from each of the nine groups making a total of twenty-seven banners and twenty-seven slogans for the three strikes. The sample size was therefore 84 texts (45.41%) out of the expected sample of 185 texts.

Using Fairclough's approach, description, interpretation and explanation were all used for this objective. In the description stage, all instances of modality were identified in all the genres of protest. Frequency counts were done for each one of them. The modals were further classified into two broad groups that is modalisation and modulation as outlined by [15]. The modals were then further categorised into the two categories of modalisation (Probability and Usuality) and the two categories of modulation (obligation and inclination). Frequency counts were done for each of the four categories. In addition, the degrees of density that is high, medium and low were identified for each of the modules. These were represented in form of tables. [15] approach to modality was applied here for analysis.

4. FINDINGS AND DISCUSSION

Modality is an expression of the speaker’s opinion. This can be done either by the use of prepositions or proposals [15]. Propositions assert or deny possibilities which can either be negative (it is not) or positive (it is so). Two kinds of possibilities are degrees of probability and degrees of usuality. These are called modalisation. On the other hand, proposals are about meaning of positive (do it) or negative (do not do it) poles. Two possibilities exist here that is commands and offers. Commands are represented by degrees of obligation while offers are represented by degrees of inclination. Scales of obligation and inclination are referred to as modulation. The study looked at the use of modality on all the selected conferences, banners, slogans and placards in that order. The conferences were organised beginning with the first Strike referred to as Strike 1, followed by the second which was Strike 2 and the last one referred to as Strike 3.

The following Table 3 illustrates the use of modality on banners for the three protests that took place in the year 2017.

Table 3: Frequency count of modals

Modals	Banners Frequency counts	Slogans Frequency counts	Placards Frequency counts	Press conferences frequency counts	Total
Can	0	0	2	6	8
Cannot	0	0	2	3	5
Won't	0	0	1	3	4
Be	0	0	2	7	9
Do	0	0	0	1	1
Did	0	0	0	1	1
Must	0	0	1	10	11
Should	0	0	0	5	5
Want to	0	0	1	11	12
Need	0	0	1	1	2
Has	0	0	0	2	2
Had	0	0	0	2	2
Have	0	0	0	9	9
Have not	0	0	0	1	1
Will	0	0	0	10	10
Always	0	0	0	1	1
Willing	0	0	0	1	1
Never	0	0	2	3	5
Ever	0	0	0	1	1
Total	0	0	12	78	90

Source: Author’s analysis (2019)

A total of 90 instances of modality were found in the study. To start with, the study found that there was no single use of modality on the banners as well as the slogans that were used in the protests however, the study found a substantial use of modality in the placards (12 counts) and the press conferences (78 counts). Frequency counts were done for all modal verbs that were used as well as other modal adjuncts that expressed modality such as never, ever and willing. The modal want to (11 counts) had the highest frequency count, followed by must (10 counts) and will (10 counts). The study went further to categorise the modality into modulation and modalisation according to [2]. This information is shown in Table 4 below:

Table 4: Modals of modalisation and modulation

Realisation	Banners	Placards	Press conferences	Total
Probability	0	4	17	21
Usuality	0	2	5	07
Obligation	0	4	18	22
Inclination	0	3	19	22
Total	0	13	59	72

Source: Author’s analysis (2019)

The study found out that there were a total of 72 modals that expressed both modalisation and modulation. The modals of modulation (obligation and inclination) were used more frequently (44 counts) compared to the modals of modalisation (probability and usuality) that had a frequency count of 28. For easier analysis, each subcategory was illustrated individually. Modals of probability were also studied as shown below.

4.1 PROBABILITY

Probability is to do with likelihood it answers the question how likely the information being exchanged is true. It can be expressed by using modal operators in the verb category as well as modal adjuncts such as probably, possibly, perhaps, maybe, can, will and be. The prototype modals of possibility in the study were “must”, “cannot”, “be” and “will.” Table 5 gives a summary of the frequency counts of the modals of probability.

Table 5: Frequency counts of modals of probability

Realisation Probability	Banners	Placards Frequency count	Press conferences Frequency count	Total
Must (H)	0	0	3	3
Cannot (H)	0	2	3	5
Be (M)	0	2	7	9
Will (M)	0	0	7	7
Total	0	4	20	24

Source: Author’s analysis (2019)

KEY: H (High modality): M (Medium modality): L (Low modality)

The study found 24 modals of probability that were used in the study which were be, will and cannot. Out of the 21 modals, four were used on placards while 20 were used in press conferences. The modal be (9 counts) had the highest frequency count overall followed by the modal will (7 counts). Cannot is a high degree modal while be and will are of medium degree modals. Starting with medium degree modals because they were used more frequently than the high degree modals, the modal ‘will’ was used in the example below:

Lecturers will be signing when they will be satisfied with what they are signing. All other academic staff will be signing when they are satisfied with what they are signing. Other than this it is not going to be business as usual.

The use of ‘will’ shows that the protestors were probably going to sign an agreement with their employer if they were satisfied with the terms and conditions. Likelihood of signing the agreement was neither very high nor very low but there was medium likelihood of signing an agreement if it was agreeable with the protestors. In another line protestors say, we are not going back, are used to show that the probability of the protests going on was there. The lecturers were looking forward and would not retreat.

The following are illustrations of how probability was expressed in the findings. One placard had the message, An MCA can’t earn more than a Don. The protestors expressed their disbelief that a member of county assembly (An MCA) whose minimum qualifications is a high school certificate was actually earning more than a university Don who had several degrees since one can only have a minimum of a Masters’ Degree so as to qualify as a Don. The protestors did not understand how this could possibly happen. They were certain that this was wrong. Another instance was: I offer services which I cannot afford. The university lecturers who were teaching at the university yet they could not afford to have their own children learn here. This is further reinforced in one press conferences; Kwa sababu watoto wangu hawawezi Kusoma University of Nairobi. Matajiri wanaleta watoto ninawafundisha (Because my children cannot study at the University of Nairobi. The rich bring their children so that I can teach them....). A lecturer could not afford to educate his own children in the university where he lectured because he could not afford due to poor pay. It was the rich who could afford to educate their children in these

universities. The use of this negative high modality was an expression of anger by the protestors A line on the press conference read; We want to say that in this country, you cannot get anything on a silver platter. The protestors were certain that they could only get what they wanted by staging a protest. The protestors had to get what rightfully belonged to them. Again this was an expression of anger that without protests they could never get what they wanted. Another instance where ‘cannot’ was used was on We cannot be beggars...the government should know that we are eagles.... The protestors were certain that the government should treat them with respect and dignity. They were not begging but demanding for their rights that was the implementation of the 2013-2017 CBA. ‘Cannot’ is a high degree modal of probability indicating that the protestors were certain that there was no way an MCA could earn more than a university don, there was no way a lecturer could be teaching other people’s children when they could not afford the same education for their own. The use of ‘cannott’ exposes the inequality found in the country and these needed to be rectified for example; salary structures should be commensurate with the level of education. There was need for proper salary structure in the country and it was this change that protestors were demanding.

Another modal of probability is ‘must’ as used in some examples such as But we are saying we are moving forward in this...we must continue and we must get what we want. The protestors were determined to get what they wanted no matter what and they would not stop. Another line read; Yeah so we must as we said without any compassion, we have resolved on our own that there will be no work in this university from midnight tonight. The use of the modal ‘must’ shows that there was a likelihood of the protestors having the 2013-2017 CBA honoured if they pressed on with the strike. ‘Must’ is a high degree of likelihood indicating there were high chances of achieving their goal. Suhadi (2011) [23] says that when there is a high degree density, it shows that the action near the yes pole is likely to happen. The study also looked at modals of usuality as discussed below.

4.2 USUALITY

Usuality deals with frequency of a process and answers the question how often or how frequently is the information being exchanged likely to be true. It is expressed both by modals and adjuncts such as usually, always, sometimes, never, often and seldom. In this study, the prototype modals of usuality are: “always”, “ever” and “never.” Table 6 gives a summary of the frequency counts.

Table 6: Frequency count of modals of usuality

Realisation Usuality	0	Placards Frequency count	Press conferences Frequency count	Total
Always (H)	0	0	1	1
Ever (L)	0	0	1	1
Never (L)	0	2	3	5
Total	0	2	5	7

Source: Authors analysis (2019)

Usuality was expressed by the modals always, ever and never with never (5 counts) having the highest frequency counts while always and ever (1 count) had the same frequency count. The press conferences (5 counts) had a higher frequency count of usuality compared to the placards (2 counts). The modals of usuality were found in texts such as; 10 Billion = 3% NEVER! ‘Never’ is a low degree modal showing that chances of this proposition occurring was very low. By use of the negative, this was an indicator that this should not take place. The protestors said that it was not possible that they had demanded for 300% increase in salary and the government was only offering them 3% as displayed on one placard that said, We asked 300% GOK offer 3%. Lecturers would not take it up. Another instance of usuality was on one placard that said, lecturers are never intimidated. The message here was that the lecturers would not be cowed by any kind of harassment such as the one shown on another placard where protestors were being harassed by VCs which said, VCs stop harassing lecturers. The protestors were fearless. Another instance of usuality is shown below

Payment in phases or installments or whatever you want to call it was never an issue. We never ever had anybody bringing such a proposal on the table that workers will be paid in phases.

The protestors were telling government not to try and raise issues that were nonexistent in the negotiations discussed earlier. This was a warning to the government that it needed not manipulate a negotiation that had already been signed. This was a clear indication of misuse of power as outline by Van Dijk (1978). By the protestors using modals of usuality, they were making their stand clear that they were not to be shaken until their demands were met. Another incident of usuality is seen in the following line:

Nilisema (I) and we have always said, UASU ikisema kuna mgomo (When UASU declares there is a strike); kuna nini (what do we have)? Kuna mgomo (there is a strike).

Always is a high degree modal of usuality. The Union officials was reassuring the protestors that once UASU declared that there was a protest then members should not have had any doubts about it. Members of the union were being reassured that the strike was legal and they were expected to join in the protest. The use of the high degree modal shows that UASU was a powerful union whose directives were followed its members whenever issued. Always is used to assert the authority of UASU. The study also looked at modals of obligation.

4.3 OBLIGATION

This is a type of modulation is used in commands. It involves responsibility or pressure imposed by the addresser on the addressee. The prototype modals of obligation were realised through the use of the modals “must”, “can”, “need”, “should” and “will”. Table 7 gives a summary of modals of obligation.

Table 7: Modals of obligation

Modal	Frequency on placards frequency count	Frequency on press conferences	Total
Must (H)	1	7	8
Can (L)	2	1	3
Need (H)	1	0	1
Should (H)	0	5	5
Will (M)	0	2	2
Total	4	15	19

Source: Authors analysis (2019)

There was a high usage of modals of obligation (19 counts) of which press conferences (15 counts) made use of a higher frequency count compared to the placards (4 counts). Modals that expressed obligation were must, can, need, should, and will. The module must (11 counts) had the highest frequency count followed by should (5 counts) and can (3 counts). It is also important to note that the modals must, need and should were all of high degree modality while will made use of medium degree and can was of low degree modality. Examples some of these modals include: Matiangi must go. Matiangi was the Cabinet Secretary of Education and it was clear that the protesting lecturers were not happy with the way they had been handled by their employer represented by the Cabinet Secretary of the Ministry of Education. Another example was Wasilwa must go that was repeated four times in a press conference. The protestors’ believed that justice could not prevail if judge Wasilwa remained as the judge for Employment and Labour Relations Court as the court had declared the lecturers’ strike illegal. The protestors felt that she was not fair by declaring the protest illegal yet it had followed due process. Any one preventing the protestors from getting what they were demanding was not spared but rather asked to step down. This concurred with Pereria’s (2017) findings where protestors used texts to bring down leaders whom they did not want. ‘Must’ is a high degree modal indicating that if the lecturers had to have their demands met then there was no choice but for Matiangi and Wasilwa to step down. The protestors see them as a major obstacle to the implementation of CBA 2013-2017. The protestors demanded for change in both the education sector as well as in the legal sector represented by the

aforementioned respectively. This finding is similar to that of Chilwa (2015) where protestors demanded for the resignation of the finance minister who had played a role in the removal of the oil subsidy in Nigeria in 2012. Modals of inclination were analysed as shown below.

4.4 INCLINATION

Inclination refers to the degree of willingness that a speaker has towards doing something or readiness to fulfill an offer. The prototype modal of inclination was “want to’ however there were other modals and these we “can” and “won’t” were also used. A summary of the frequency counts of modals of inclination is given in Table 8

Table 8: Modals of usuality

Modal	Frequency on placards	Frequency on press conferences	Total
Want to (M)	1	11	12
Can (L)	1	5	6
Won't (M)	1	3	4
Total	3	19	22

Source: Authors analysis (2019)

The study found three modals of inclination which were; want to, can and won't. There were 22 frequency counts for all the modals of inclination. Press conferences (19 counts) had a large number of modals used compared to the placards (3 counts). The modal want to (12 counts) had the highest frequent counts followed by can (6 counts). Of the three modals want to and won't were of medium degree density while can was of low degree density. Illustrations of usage were: And with the powers conferred on me I want to declare this strike officially launched. It was only the UASU Secretary who had the power to officially launch such a strike. Another line read Payment in phases or whatever you want to call it was never an issue. This statement showed that the government was capable of manipulation which was misuse of power as outlined by CDA by van Dijk (197). It was not willing to give in to the 2013-2017 CBA. The initial agreement was that the lecturers had got their full pay but by then the government had changed goal posts. I want to say that this CBA was signed and registered in court and this is the registration certificate. The secretary General of UASU was keen in presenting documentation of what had been agreed upon and he had the ability to do so as he had the certificate with him that he displayed to the audience. In another instance, I want to tell our members wherever they are to leave or to down their tools and I want to also say that the strike is on and let the strike bite. These were statements that were given by the UASU Secretary and they simply showed that he was the only one who had the power to give protestors direction such as; the strike was still on. This was because of the powers that had been bestowed on him. In another line, We want to say that in this country, you cannot get anything on a silver platter. The protestors showed their feelings of discontent that without going protesting no one would have listened to them. Another line read; We have the top brains in this university...we are only saying, we want to negotiate and agree. This statement showed the willingness of the protestors to negotiate. The government needed to extend their hand and have positive negotiations. Another modal of inclination used was won't. in one placard that read, PARAMILLITRY TACTICS WON'T WORK. The protestors were not scared by any tactics that were used by the government to make them stop the strike except by honouring the CBA. The Vice Chancellors had earlier been accused of trying to force the lectures to go back to lecture halls and teach as shown on another placard that said, VCs STOP HARASSING LECTURERS. The lecturers felt that they were being treated with disrespect.

5. CONCLUSION

The protests looked at in this study made use of both linguistic and semiotic resources to communicate. Genres of protests cannot be given proper interpretation without looking at the semiotic resources used. Modality was used by the protestors to show their relationship with each other, their employer and members of the public. The protestors did not just use words for the sake of it but rather they chose words that showed their attitude towards their employer as well as other stakeholders. Modals used represented functions of probability, usability, obligation and inclination. Through the use of modality, protestors were able to make demands, air their grievances on the need for changes in the legal as well as the education sector if fairness was to be addressed in regard to on the lecturers' plight in Kenya.

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