

A Speech Act Analysis of American Presidential Speeches

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Abstract

This paper is an attempt to explore how politicians can produce a certain effect on their audience by examining what specific types of utterances, or speech acts, they use when delivering their speeches; therefore, it aims at assessing the usefulness of Speech Act Theory as a framework for analyzing presidential speeches to have a better understanding of the political purpose of these speeches, for it is believed that the crucial events, conflicts, and challenges the American people face during the period spent by their presidents in office have an important impact on the types of speech acts produced in their speeches to make their audience act upon a certain impulse resulting in a presidential speech which may either be emotional, informative, persuasive, or motivational that each should accordingly reflect a specific pattern of speech acts. In this paper a linguistic taxonomy of communicative acts based on Austin's linguistic principle of the illocutionary acts and developed by Bach and Harnish (1979) has been adopted. It provides a vehicle to classify speech acts in order to reveal the linguistic and political underpinnings of four American presidential speeches which represent crucial events in the life of American people. The results of the analysis have provided evidence of the fact that socio-political events witnessed by the country have a great impact on the types of speech acts performed by the American presidents resulting in presidential speeches with different motives.

1. Introduction

Oratory is an art of delivering speech. It is, in Altgeld's opinion (1901:8), "the greatest art known to man and embraces a number of great arts". The orator must be able to do all sorts of things to make his speech powerful:

He must furnish the ideas, he must cloth them in words, he must give these a rhythmic arrangement, and he must deliver them with all the care with which a singer sings a song. Each of these elements is of supreme importance. The ideas must be bright and seem alive. The language must be chaste and expressive. The arrangement must be logical, natural and effective. There must be a natural unfolding of the subject-matter. (ibid.)

One common type of oration is the political speech which is a form of oral communication since it is immediate in its audience reactions. Political oratory tends to be the most visible form of rhetoric in the public eye, for it is through the mouths of politicians and political commentators that the public builds its perception of what is or is not right on the issues facing them each day.

The politician's rhetoric is derived from the communicative aspect of the speech act which s/he intends to produce in the audience. Adams (1985: 63) believes that the recognition of this intention on the part of the audience and its reflexiveness are "what marks the act as communicative and distinguishes it from other effects of the speech act". For example, not only does the speaker, in making an assertion, intend that the audience recognize that s/he is making an assertion, s/he also intends that the audience believe the assertion. Adams (ibid) calls this additional effect and many others like it 'rhetorical' and distinguishes it from the communicative effect in the following way:

there is only one communicative effect – recognition – but there are numerous rhetorical effects; in order for the communicative act to occur, the hearer has only to recognize the speaker's intention, but for the rhetorical act to occur, the hearer must not only recognize the speaker's intention, he must also do something, either believe something or perform some action; and in relation to each other, communicative and rhetorical effects are hierarchical; that is, the communicative act must occur first in order for the rhetorical act to occur. For the hearer can understand the speaker without believing him, but if the hearer believes the speaker without understanding him, the belief is not rhetorically achieved and so is not a rhetorical effect.

Within speech act theory, 'illocution' and 'perlocution' are the terms used for the communicative and rhetorical acts respectively. In Austin's opinion (1962: 108), illocutionary acts such as informing, ordering, warning, undertaking, etc. are "utterances which have a certain (conventional) force" whereas perlocutionary acts such as

convincing, persuading, deterring, etc. are "what we bring about or achieve by saying something". It is worth mentioning that locutionary, illocutionary, and perlocutionary acts are "three ... different senses or dimensions of the 'use of a sentence' or of 'the use of language' " (ibid: 109).

It is hypothesized that the crucial events, conflicts, and challenges the American people faced during the duration of their presidents period in office have an impact on the types of utterances, or speech acts, produced by American presidents in their speeches to make their audience act upon a certain impulse, resulting in a presidential speech which may either be informative, motivational, persuasive, or emotional. It is also hypothesized that informative, persuasive, motivational, and emotional presidential speeches should each reflect a specific pattern of speech acts.

This paper is then an attempt to explore how politicians can produce a certain effect on their audience by examining what specific types of utterances, or speech acts, they use when preparing and delivering their speeches. The objectives of this paper are thus:

1. to examine the structural and functional properties of political discourse by analyzing speech acts in a collection of American presidential speeches to understand what the functions and effects of such acts are in the communicative context of the speakers; and
2. to assess the usefulness of speech acts as a framework for analyzing presidential speeches to have a better understanding of the political purpose of these speeches.

2. Speech Acts: Basic Definitions

2.1 Components of Speech Acts

Bach & Harnish (1979: 3) outline the different aspects of a speech act as follows:

Utterance Act: S utters e from L to H in C .

Locutionary Act: S says to H in C that so-and-so.

Illocutionary Act: S does such-and-such in C

Perlocutionary Act: S affects H in a certain way.

where S is the speaker, H the hearer, e an expression which is typically a sentence in language L , and C the context of utterance. The systematic representation of the main constituents of S 's speech act given above shows clearly the close connection among locutionary, illocutionary, and perlocutionary acts in that when uttering e , S says something to H ; and in doing so, S does something and so affects H by doing that something. Moreover, the perlocutionary act succeeds only when H identifies one of the other acts.

Though their characterization does not indicate the distinction between illocutionary and perlocutionary acts, Bach & Harnish (ibid: 4) believe that both types of acts produce effects on the hearer but for illocutionary acts, the illocutionary force of an utterance is essentially what the speaker intends to be understood, i.e., "part of the speaker's intention is that the hearer identify the very act the speaker intends to be performing, and successful communication requires fulfillment of that intention" (ibid.).

In general, our vocabulary of verbs of speech action cannot help explain the distinction between illocutionary and perlocutionary acts since, as cited in Bach & Harnish (ibid.), "the same word may genuinely be used in both illocutionary and perlocutionary ways and that many illocutionary acts are cases of trying to do some

perlocutionary act" ' (Austin, 1962: 145-46). This is quite obvious when acts like ordering, warning, informing, and assuring are considered; therefore, a distinction must be made between the ultimate perlocutionary effect the speaker intends to achieve and the illocutionary effect of hearer uptake (Bach & Harnish, 1979: 4).

As for the connection between locutionary and illocutionary acts: "since the hearer's primary, but not exclusive, basis for identifying the speaker's illocutionary intention is what the speaker says ... the hearer can reasonably be expected by the speaker to identify the illocutionary act being performed" (ibid.).

2.2 Austin's Taxonomy

To begin with, language is not only used to describe acts but to perform acts. In the sentences such as the following:

I name this ship Queen Elizabeth.
I give and bequeath my watch to my brother.
I bet you sixpence it will rain tomorrow.

it is obvious, in Austin's opinion (1962: 6), that "to utter the sentence (in, of course, the appropriate circumstances) is not to *describe* my doing of what I should be saying in so uttering to be doing or to state that I am doing it: it is to do it". Sentences or utterances of the type above are, therefore, termed performatives since they indicate the performing of different kinds of actions rather than just saying something (ibid.: 7). Austin calls these kinds of actions speech acts to be contrasted with other human actions in which something is done like, for example, *eat, clean, drive*, etc. Taking into account the senses in which to say something is to do something, Austin (ibid: 120) distinguishes three types of speech acts:

- The locutionary act which has a meaning and covers a range of different acts including the phonetic, the phatic, and the rhetic acts.
- The illocutionary act which is conventional (i.e. based on certain conventions that make it possible in the society) and has a certain force in saying something
- The perlocutionary act which is the achieving of certain effects by saying something. It is an act such as *persuade, convince, or intimidate* which affects the feelings, thoughts, or actions of the addressee. Perlocutionary acts are not conventional.

Austin (ibid: 150-151) then advances his five categories of performatives which are classified according to their illocutionary force. These are:

- verdictives – the giving of a verdict, by a jury or umpire. Verdictives may be an estimate, reckoning, or appraisal;
- exercitives – the exercising of power, rights, influence. Examples of exercitives include appointing, voting, ordering, urging, advising, warning;
- commissives – promising or otherwise undertaking. They commit someone to doing something, but also include other things which are not promises like, for example, the declarations or announcements of intention;
- behabitives – related to attitudes and social behaviour like, for example, apologizing, congratulating, commending, condoling, cursing, and challenging;

- expositives – these make clear how we use our utterances and how these utterances fit into the course of an argument or conversation: I argue, I concede, I postulate, I illustrate, I assume, I reply.

2.2.1 Weaknesses in Austin's Taxonomy

Austin's work has had many critics, among them is Searle (1979: 9) who writes: "Austin advances his five categories very tentatively, more as a basis for discussion than as a set of established results"; therefore, he reports that Austin's taxonomy has many weaknesses and needs to be revised. The first and most important weakness is that the taxonomy is not constructed on the basis of a clear or consistent principle or set of principles. For Bach and Harnish (1979: 40), Austin's taxonomy has a rich variety of illocutionary act types but, like Searle, they also believe that "there are no clear principles by which Austin collected them into his five classes". In this respect, Searle (1979: 10) explains:

Only in the case of Commissives has Austin clearly and unambiguously used illocutionary point as the basis of the definition of a category. Expositives, insofar as the characterization is clear, seem to be defined in terms of discourse relations Exercitives seem to be at least partly defined in terms of the exercise of authority. Behabitives do not seem to me at all well defined ... but it seems to involve notions of what is good or bad for the speaker and hearer ... as well as expressions of attitude

Bach and Harnish (1979: 40) support Searle's ideas concerning the flaw mentioned above when they state that:

a scheme of classification should be principled. Its categories should not overlap -- at least not beyond what can be expected from the nature of the subject -- and the entries in each category should satisfy the criteria for belonging to that category. Moreover, to be of theoretical interest the scheme's bases of classification must be tied to some systematic account of illocutionary acts.

The second weakness of Austin's taxonomy is that there is a persistent confusion between illocutionary acts and illocutionary verbs. Searle (1979: 9) notes that the lists of verbs which Austin presents as examples of the five categories "are not classifications of illocutionary acts but of English illocutionary verbs". Austin believes that these verbs mark different illocutionary acts but Searle rejects this belief saying that there is no reason to assume that this is the case. To illustrate the point, a verb like 'announce' is not an illocutionary act, rather it marks the way in which an illocutionary act is performed since one can announce orders, promises and reports. Searle (ibid.) goes on to assume that some of the verbs in the list are not even illocutionary verbs, nor are they clearly performative. Examples of such verbs include 'sympathize', 'regard as',

'mean to', 'intend', and 'shall'. Because of these weaknesses one can easily note that there is a great deal of overlap from one category to another and also a great deal of heterogeneity within some of the categories (ibid.: 10).

2.3 Searle's Theory of Illocutionary Acts

Searle's taxonomy, unlike many others whose attempt was just to improve Austin's original scheme, is based on a general theory of illocutionary acts (Bach & Harnish, 1979: 40). Searle has continued the development of a theory of illocutionary acts. In practice, the term speech act has come to refer exclusively to the illocutionary act. According to Searle's analysis (1969: 64f), there are at least five types of illocutionary acts:

- *assertives* which are employed to form in the addressee a specific idea, proposition, or belief;
- *directives* which focus on calling the addressee to action, yet do not require the sender to reciprocate any action of his own;
- *commissives* which relate to committing oneself to a future action;
- *expressives* which are based on psychological states and relate to the expression of feelings or emotions to the receiver; and,
- *declaratives* which have the purpose of the speaker bringing into existence the state of affairs described in the propositional content of the message. Clark (1996: 121) states that the *declaratives* can be classified into two subsets: *effectives* and *verdictives* which both require the speaker to be in power within an institution.

In order to understand the notion of an illocutionary act, it is better to examine the notion of the conditions of its successful and non-defective performance. Like all human acts, Searle and Vanderveken (1985: 12) state that illocutionary acts can either succeed or fail. And if they succeed, illocutionary acts can be subject to various defects, such as insincerity or failure of presuppositions. A speech act can then have three possibilities: it may be unsuccessful, successful but defective, successful and non-defective. To illustrate these various conditions of the speech act, Searle and Vanderveken (ibid.: 13) give the following example: "If one of us now attempts to excommunicate the other by saying "I hereby excommunicate you" the speech act will be totally unsuccessful. The various conditions necessary for such an utterance to be a successful excommunication do not obtain. But if one of us now makes a statement for which he has hopelessly insufficient evidence or warrant, he might succeed in making the statement; however, it would be defective, because of his lack of evidence. In such a case the speech act is successful but defective".

A spoken or written sentence performs an illocutionary act if and only if it has an illocutionary force and is both successful and defective. When an illocutionary act is successfully and non-defectively performed, Searle and Vanderveken (ibid.: 11) show that it produces an effect in the addressee, it is the effect of understanding the utterance. In addition to the illocutionary effect of understanding, utterances are often intended to produce further effects called the perlocutionary effects which refer to the impact they aim to have on the feelings, attitudes, and subsequent behaviour of the person or persons to whom they are addressed. By making a statement (an illocutionary act), for example, the speaker aims to convince or persuade his audience (a perlocutionary

effect) and by making a promise (illocutionary), s/he intends to create expectations in her/his audience (perlocutionary). Perlocutionary effects may be achieved either intentionally as when the speaker gets the hearer to do something by asking him to do it or unintentionally as when the speaker annoys the hearer without intending to do so (ibid.).

2.3.1 The Seven components of the Illocutionary Force

A speech act, in its ideal case, must then have an illocutionary force and must be both successful and non-defective. As far as its illocutionary force is concerned, the components of that illocutionary force serve to determine under what conditions the speech act is both successful and non-defective. In this section, an examination of the seven interrelated components of the illocutionary force reveals how they determine the conditions of successful and non-defective performance of illocutions, these components include: the illocutionary point, the degree of strength of the illocutionary point, the mode of achievement, the propositional content conditions, the preparatory conditions, the sincerity conditions, and the degree of strength of the sincerity conditions. These conditions define the conventions that enable a speaker to express an act and a hearer to comprehend its expression (Searle & Vanderveken, 1985: 12).

The *illocutionary point* is the basic component of the illocutionary force. It is the point or purpose which is internal to every illocutionary act; that is to say, "a successful performance" of a certain type of illocutionary acts necessarily achieves that purpose. To put it differently, it could not be a successful act of that type if it did not achieve that purpose (ibid.: 13). The point of assertives is "to describe the world", the point of directives is "to direct one's hearer to perform a certain kind of act", the point of expressives is "to express the speaker's emotion or attitude", the point of commissives is "to commit the speaker to doing something", and the point of declaratives (for instance, of the declaration that *p*) is "to make it the case that *p*" (Boisvert & Ludwig, 2006: 98).

The same illocutionary point is often achieved by different illocutionary acts with different degrees of strength. To illustrate the point, Searle & Vanderveken (1985: 15) give the following example: "if I *request* someone to do something my attempt to get him to do it is less strong than if I *insist* that he do it". Different degrees of strength have different sources. As an example, "both pleading and ordering are stronger than requesting, but the greater strength of pleading derives from the intensity of the desire expressed, while the greater strength of ordering derives from the fact that the speaker uses a position of power or authority that he has over the hearer" (ibid.).

The mode of achievement is the means employed by the speaker to accomplish the illocutionary point of an utterance. For instance, an order achieves its purpose "by way of invoking the position of authority of the speaker" in issuing the order (ibid.).

The propositional content conditions are the conditions which are imposed on the propositional content by the illocutionary force. For example, the content of the promise which a speaker makes must be that s/he will perform some sort of action in the future. In other words, s/he who makes a promise commits themselves to doing something in the future (ibid.: 16).

The preparatory conditions are those conditions that must be obtained if the performance of the illocutionary act is to be both successful and non-defective; therefore, "all acts whose point is to get the hearer to do something – orders, requests, commands, etc. – have as a preparatory condition that the hearer is able to do the act directed" (ibid.: 18).

The sincerity conditions involve a certain psychological state which one expresses when one performs an illocutionary act with a propositional content which is in general identical with the propositional content of the expressed psychological state; therefore, "when one makes a statement one expresses a belief, when one makes a promise one expresses an intention, when one issues a command one expresses a desire or want" (ibid.).

The last component of the illocutionary force is the degree of strength of sincerity conditions. In this respect, Searle & Vanderveken (ibid.: 19) write: "Just as the same illocutionary point can be achieved with different degrees of strength, so the same psychological state can be expressed with different degrees of strength. The speaker who makes a request expresses the desire that the hearer do the act requested; but if he begs, beseeches, or implores, he expresses a stronger desire than if he merely requests."

2.4 Bach & Harnish's Taxonomy of Communicative Illocutionary Acts

A more comprehensive and explicit taxonomy of illocutionary acts is the one proposed by Bach & Harnish whose characterization of the basic types of illocutionary acts is different from Searle's. Bach & Harnish (1979: 40) classify illocutionary acts into six general categories but they discard *effectives* and *verdictives* which are subsumed under Searle's class of declarative illocutionary acts claiming that these are conventional, not communicative¹. The remaining four types of communicative illocutionary acts are *constatives*, *directives*, *commissives*, and *acknowledgements* which roughly correspond to Austin's expositives, exercitives, commissives, and behabitives and Searle's representatives (assertives), directives, commissives, and expressives.

In their categorization of the illocutionary acts, Bach & Harnish (ibid: 39) write:

Types of illocutionary acts are distinguished by types of illocutionary intents (intended illocutionary effects). Since illocutionary intents are fulfilled if the hearer recognizes the attitudes expressed by the speaker, types of illocutionary intents correspond to types of expressed attitudes. Accordingly, we will classify types of illocutionary acts in terms of types of expressed attitudes.

Bach & Harnish (ibid.: 40) believe that classifying types of illocutionary acts in terms of types of expressed attitudes will enable them to integrate their taxonomy of illocutionary acts with the speech act schema (SAS) which:

represents the general form of illocutionary intention and inference, and the entries in the taxonomy provide the content, as is evident in the concluding step of the SAS: the identification of the illocutionary act being performed. Since such acts are identified by their intents (H's recognition of S's expressed attitudes), the distinguishing features of each illocutionary act type specify the very thing H must identify in the last step of the SPS.

In short, Bach & Harnish's taxonomy of illocutionary acts is based on the fundamental idea that the illocutionary intents (i.e. S's expressed attitudes) by which types of illocutionary acts are classified are all homogeneous with the SAS.

Classifying communicative illocutionary acts according to types of expressed attitudes results in a rich diversity of speech act types. The speaker, in most cases, does not only express his own attitude towards the propositional content but he also intends that the hearer form a corresponding attitude. If the speaker, for example, informs the hearer of something, the speaker does not only express his/her belief in it but s/he also intends that the hearer believe it. If the hearer expresses his belief in what he has been informed of, i.e. forms a corresponding attitude, the speaker has achieved not only a perlocutionary effect but also illocutionary uptake. In addition to individuating illocutionary acts in terms of the types of the speaker's expressed attitudes, act types can also be categorized in terms of the strengths of the attitudes expressed (ibid.: 39). For example, within the class of "advisories", what marks the difference between urging the hearer to do something and only suggesting he do it is the difference in the strength of the speaker's expressed intention or desire that the hearer do it. Finally, some act types are differentiated by expressed attitudes concerning the context or occasion in which something is uttered. For example, to answer a question is taken to be R-intended as a response to the question and to apologize is R-intended to be occasioned by the speaker's having done something regrettable to the hearer (ibid.: 40).

Below is a definition of each of the four basic categories included in Bach & Harnish's classification:

constatives express the speaker's belief and his intention or desire that the hearer have or form a like belief. *Directives* express the speaker's attitude toward some prospective action by the hearer and his intention that his utterance, or the attitude it expresses, be taken as a reason for the hearer's action. *Commissives* express the speaker's intention and belief that his utterance obligates him to do something (perhaps under certain conditions). And *Acknowledgements* express feelings regarding the hearer or, in cases where the utterance is clearly perfunctory or formal, the speaker's intention that his utterance satisfy a social expectation to express certain feelings and his belief that it does (ibid.: 41).

Peursem (ND: 11) designs the table below to show the subcategories Bach & Harnish (1979) subsume under each basic category together with the verbs associated with each subcategory and a description of it. As it is obvious from the table, each basic category has 2 to 16 subcategories making a large number of potential categories for the classification of speech acts.

Table 1: Taxonomy of Illocutionary Acts (Adapted from Bach & Harnish, 1979)

Acts	Verbs associated with this act	Description
Constatives		
a. Assertives	affirm, allege, assert, aver, avow, claim, declare, deny, indicate, maintain, propound, say, state, submit	In uttering e, S asserts that P if he expresses the belief that P & the intention that H believe that P.
b. Predictives	forecast, predict, prophesy	In uttering e, S predicts that P if he expresses the belief that it will be the case that P & the intention that H believe that it will be the case that P.
c. Retrodictives	recount, report	In uttering e, S retrodicts that P if he expresses the belief that it was the case that P & the intention that H believe that it was the that P.
d. Descriptives	appraise, assess, call, categorize, characterize, classify, classify, date, describe, diagnose, evaluate, grade, identify, portray, rank	In uttering e, S describes o as F if he expresses the belief that o is F & the intention that H believe that o is F.
e. Ascriptives	ascribe, attribute, predicate	In uttering e, S ascribes F to o if S expresses the belief that F applies to o & the intention that H believe that F applies to o.
f. Informatives	advise, announce, apprise, disclose, inform, insist, notify, point out, report, reveal, tell, testify	In uttering e, S informs H that P if S expresses the belief that P & the intention that H form the belief that P.
g. Confirmatives	appraise, assess, bear witness, certify, conclude, confirm, corroborate, diagnose, find, judge, substantiate, testify, validate, verify	In uttering e, S confirms that P if S expresses the belief that P & the intention that H believe that P because S supports P.
h. Concessives	acknowledge, admit, agree, allow, assent, concede, confer, confess, grant, own	In uttering e, S concedes that P if S expresses the belief that P, contrary to what S believes or previously believed & the intention that H believe that P.
i. Retractives	abjure, correct, deny, disavow, disclaim, disown, recant, renounce, repudiate, retract, take back, withdraw	Contrary to what he previously claimed he believed, S, in uttering e, retracts the claim that P if he expresses his disbelief that P & the intention that H disbelieve that P.
j. Assentives	accept, agree, assent, concur	In uttering e, S assents to the claim that P is he expresses the belief that P, as claimed by H & the intention that H believe that P.
k. Dissentives	differ, disagree, dissent, reject	In uttering e, S dissents from the claim that P if S expresses the disbelief that P, contrary to what H claimed & the intention that H disbelieve that P.

l. Disputatives	demur, dispute, object, protest, question	In uttering e, S disputes the claim that P if he expresses the belief that there is reason not to believe that P, contrary to what H claimed & the intention that H believe that there is reason not to believe that P.
m. Responsives	answer, reply, respond, retort	In uttering e, S responds that P if he expresses the belief that P, which H has inquired about & the intention that H believe that P.
n. Suggestives	conjecture, guess, hypothesize, speculate, suggest	In uttering e, S suggests that P if S expresses the belief that there is reason, though not sufficient enough to believe that P & the intention that H believe that there is reason, though not sufficient enough to believe that P.
o. Suppositives	assume, hypothesize, postulate, stipulate, suppose, theorize	In uttering e, S supposes that P if S expresses the belief that it is necessary to consider the consequences of P & the intention that H believe that it is necessary to consider the consequences of P.
Directives		
a. Requestives	ask, beg, beseech, implore, insist, invite, petition, plead, pray, request, solicit, summon, supplicate, tell, urge	In uttering e, S requests H to (do) A if the former expresses the desire that H do A & the intention that H do A partly because of S's desire.
b. Questions	ask, inquire, interrogate, query, question, quiz	In uttering e, S asks H as to whether or not P if the former expresses the desire that H tell S whether or not P & the intention that H tell S whether or not P because of S's desire.
c. Requirements	bid, charge, command, demand, dictate, direct, enjoin, instruct, order, prescribe, require	In uttering e, S requires H to A if the former expresses the belief that his utterance constitutes sufficient reason for H to A & the intention that H do A because of S's utterance.
d. Prohibitives	enjoin, forbid, prohibit, proscribe, restrict	In uttering e, S prohibits H from doing A if the former expresses the belief that his utterance constitutes sufficient reason for H not to do A & the intention that H not do A because of S's utterance.
e. Permissives	agree to, allow, authorize, bless, consent to, dismiss, excuse, exempt, forgive, grant, license, pardon, release, sanction, entitle	In uttering e, S authorizes H to do A if the former expresses the belief that his utterance permits H to do A & the intention that H believe that S permits him to do

		A because of S's utterance.
f. Advisories	admonish, advise, caution, counsel, propose, recommend, suggest, urge, warn	In uttering e, S recommends H to A if the former expresses the belief that the reason is sufficient enough for H to A & the intention that H believe that the reason is sufficient enough for him to A.
Commissives		
a. Promises	- promise, swear, vow - contract - bet - swear that - guarantee that - guarantee x - surrender - invite	- In uttering e, S promises H to A if S intends A and has the belief that his utterance obliges him to A, and if A expresses the intention that H believe that S's utterance obliges S to A and that S intends to A. - Both S and H make promises which are mutually conditioned in that the fulfillment of each is conditioned by the fulfillment of the other. - S promises to do something (e.g. pay a sum of money) if a certain event takes place, on condition that H promises to do a certain thing if a certain other event takes place. - S affirms (constative) that P and promises that he is telling the truth - S asserts (constative) the quality of X and promises to repair X and make restitution if it is relevantly defective. - S promises to repair x and make restitution if x has a defect in some relevant aspect. - S admits (constative) defeat and promises to stop fighting. - S requests (directive) H's presence and promises that he accepts his presence.
b. Offers	- offer, propose - volunteer - bid	- In uttering e, S proposes A to H if S believes that his utterance obliges him to A, provided that H indicates he wants S to A, and expresses: • the intention to A, provided that H indicates he wants S to A, and • the intention that H believe that S's utterance obliges S to A and that S intends to A provided that H indicates he wants S to A. - S offers his services - S offers to give something in

		exchange for something else.
Acknowledgments	- Apologize - Condole: (commiserate, condole) - Congratulate (compliment, congratulate, felicitate) - Greet - Thank "No thanks" - Bid (wish, bid) - Accept -- acknowledge an acknowledgment "You're welcome" - Reject (refuse, reject, spurn)	- In uttering e, S apologizes to H for D if S expresses regret for having done something regrettable like D to H, and intends that H believe that S regrets having done something regrettable like D to H. - In uttering e, S commiserates H for D if S expresses sympathy with H for suffering from D, and intends that H believe that S expresses sympathy with H for suffering from D. - In uttering e, S congratulates H for D if A expresses happiness for H having good fortunes like D and intends that H believe that S is happy that H has D. - In uttering e, S greets H if S expresses delight at seeing or meeting H, and intends that H believe that S is delighted to see or meet H. - In uttering e, S thanks H for offering D if S expresses gratitude to H for offering D, and intends that H believe that S is grateful to H for offering D. On offering D to S, S thanks H and rejects the offer. - In uttering e, S wishes H good D if S expresses the hope that D will be good to H, and intends that H believe S's hope that D will be good to H. - In uttering e, S acknowledges H's acknowledgment if S appreciates H's acknowledgment, and intends that H believe S's appreciation for H's acknowledgment. S accepts H's thanks. - In uttering e, S refuses H's acknowledgment if S does not appreciate H's acknowledgment, and intends that H believe that S does not appreciate H's acknowledgment.

Though they attempt to create relatively independent categories, Bach & Harnish (1979: 46) emphasize that the classification of an illocutionary act may depend upon the contextual relevance of the act, and that in some contexts a responsive, for example, can be dissentive or disputive as well belonging to more than one category at a time.

They also point out that the verbs provided as examples in these categories may occur under more than one heading but according to them:

This does not necessarily mean that the types overlap, only that some verbs name more than one type. Nevertheless, there is such overlap. Most of the specialized types of constatives satisfy the definition of assertives, and responsives, for example, overlap with disputatives and with suggestives. This means not that our definitions or conceptions of these constatives are hazy, but that some illocutionary act tokens can be of more than one type, performed with the R-intention appropriate to each. (ibid.)

It is worth mentioning that Bach and Harnish's taxonomy will be adopted for the speech act analysis of American presidential speeches chosen for the present study for two reasons: first, it is more comprehensive and explicit than other taxonomies considered in this study; second, it covers a great many types of illocutionary acts which it labels in detail and specifies what distinguishes them.

3. Political Discourse

Discourse is a broad term with various definitions which “integrates a whole palette of meanings” (Titscher et al., 2000: 42), covering a large area from linguistics, through sociology, philosophy and other disciplines. According to Fairclough (1989: 24) the term refers to “the whole process of interaction of which a text is just a part”. As pervasive ways of experiencing the world, discourses refer to expressing oneself using words. Discourses can be used for asserting power and knowledge, and for resistance and critique. The speaker expresses his/her ideological content in texts as does the linguistic form of the text. That is, selection or choice of a linguistic form may not be a live process for the individual speaker, but the discourse will be a reproduction of that previously learned discourse. Texts are selected and organized syntactic forms whose “content-structure” reflect the ideological organization of a particular area of social life.

Political discourse, as a sub-category of discourse in general, can be based on two criteria: functional and thematic. Political discourse is the result of politics and it is historically and culturally determined. It fulfills different functions due to different political activities. It is thematic because its topics are primarily related to politics such as political activities, political ideas and political relations.

Power is a complex and an abstract idea that has a significant influence on our lives. It is the “ability of its holders to exact compliance or obedience of other individuals to their will” (Bullock and Trombley, 1999: 678). It is a common knowledge that politics is concerned with power: the power to make decisions, to control resources, to control other people's behaviour and often to control their values. According to Jones and Peccei (2004: 122), politicians throughout ages have achieved success thanks to their “skilful use of rhetoric”, by which they aim to persuade their audience of the validity of their views, delicate and careful use of elegant and persuasive language. Although the use of language is unquestionably an important element of politics, Fairclough (2006: 1) notes that it can “misrepresent as well as represent realities, it can weave visions and imaginaries which can be implemented to change realities and in some cases improve human well-being, but it can also rhetorically obfuscate realities, and construe them ideologically to serve unjust power relations”.

To Van Dijk, (1997: 12-13), political discourse is typically identified by its politicians. Politicians, however, are not the only participants in the domain of politics. From the interactional point of view, various *recipients* such as citizens and voters, members of pressure and issue groups, demonstrators and dissidents, as well as their organizations and institutions may take part in the political process and should therefore be included in political communicative events. Rather than focus only on the nature of its participants, Van Dijk (ibid.: 14) proposes the necessity of taking into account the nature of the *activities or practices* accomplished by political text and talk. Many of these political actions or practices are at the same time discursive practices having political *functions* and *implications*. The last decisive element for categorizing discourse as 'political' is context. Van Dijk (2006: 733) notes that political situations do not simply cause political actors to speak in certain ways, instead "there is a need for a cognitive collaboration between situations and talk or text, that is a context". Such contexts define how participants experience, interpret and represent the for-them relevant aspects of the political situation. Political discourse is not only defined with political discourse structures but also with political contexts. Thus, acting as an MP, Prime Minister, party leader, or demonstrator will typically be perceived by speakers or recipients as a relevant context category in political discourse. In political discourse, Van Dijk (1997: 14) believes that text and context mutually define each other and are therefore integrated. Such integration of political text and context can be described as accomplishing specific political aims and goals, such as making or influencing political decisions, especially those that pertain to joint action.

As a specific example of political action and interaction, political discourse (and its many genres) may be picked out as a prominent way of 'doing politics'. Thus, besides institutional forms of text and talk including parliamentary debates, laws, governmental and ministerial regulations, etc. one may recognize such political discourse genres as propaganda, political advertising, party programs, ballots, media interviews, political talk shows on TV, political speeches, and so on (ibid.:18). In political speeches Charteris-Black (2005: 10) believes that politicians need to appeal to the attitudes and emotions the recipients already have in order to achieve success. The politician succeeds in creating connections to the policy that recipients wish to communicate only when those recipients perceive that their beliefs are supported.

A linguistic analysis of political discourse in general, and of political speeches in particular, can be most successful when it relates the details of linguistic behaviour to political behaviour. This can be done from two perspectives: we can start from the linguistic micro-level and ask which strategic functions specific structures (e.g. word choice, a specific syntactic structure) serve to fulfill. Alternatively, we can start from the macro-level, i.e. the communicative situation and the function of a text and ask which linguistic structures have been chosen to fulfill this function. Language use, discourse, verbal interaction, and communication belong to the micro-level of the social order. Power, dominance, and inequality between social groups are typically terms that belong to a macro-level of analysis (Bayram, 2010: 31).

A pragmatic analysis of presidential speeches depending on the subject type of each may reveal which speech acts are favored in these speeches. A persuasive speech, for example, may to a large extent be assertions whereas an informative speech may have the same illocutionary force as informatives (e.g. announce, notify, point out, reveal, tell, inform). A motivational speech is more varied and typically displays advisories (i.e. admonish, encourage, stimulate, recommend, advise, urge) in the first

place and assertive as well as informatives in the second place. Finally, acknowledgements (e.g. commiserate, condole, compliment, greet, acknowledge) constitute an immense part of the build-up of an emotional speech.

4. Speech Act (Data) Analysis

4.1 Sample of the Study

Four American presidential speeches have been selected to be analyzed according to their speech act composition. Each has been parsed into its constitutive speech acts, as a single sentence could contain more than one speech act (Appendix 1). The Subject Type of each speech is given below together with a description of the occasion at which they are delivered.

4.1.1 Ronald Wilson Reagan Speech - Address on the Space Shuttle "Challenger" **Subject Type: Emotional Speech**

On a crisp winter's morning in Florida, January 28, 1986, the Space Shuttle Challenger was launched with seven persons aboard, including Christa McAuliffe, a 37-year-old teacher from New Hampshire, who was to be the first ordinary citizen in space.

The flight began at 11:38 a.m. and ended just 73 seconds later in an explosion apparently caused by a failure in the joint between the two lower segments of the right solid rocket motor. The explosion caused the complete structural breakup of the Space Shuttle, killing all seven crew members. The disaster was witnessed live on TV by many thousands of school children watching McAuliffe venture on what she had described as "the ultimate field trip." That evening, President Ronald Reagan consoled the Nation from the Oval Office.

4.4.2 Bill Clinton Speech - I Have Sinned **Subject Type: Persuasive Speech**

The speech was delivered by President Bill Clinton at the annual of White House prayer breakfast on Friday, September 11, 1998, to an audience of more than 100 ministers, priests and other religious leaders assembled in the East Room. First Lady Hillary Rodham Clinton was also in attendance. The speech, hand-written by the President, was delivered at the beginning of a day of tremendous political and personal turmoil surrounding the publication of the first report to Congress by Independent Counsel Ken Starr. The Starr Report laid the grounds for possible impeachment of the President, accusing Clinton of perjury, obstruction of justice and other offenses, chiefly resulting from his desire to conceal a relationship with former White House intern Monica Lewinsky.

4.1.3 George W. Bush – Attack on Iraq **Subject Type: Informative Speech**

On August 2, 1990, tanks and soldiers from Iraq crossed the border into neighboring Kuwait and seized the tiny, oil-rich nation. Iraqi troops then began massing along the border of Saudi Arabia. Within days, American troops were sent to Saudi Arabia in Operation Desert Shield, protecting Saudi Arabia from possible attack. On

August 6th, the United Nations Security Council imposed a trade embargo and financial sanctions against Iraq and authorized the use of force by naval forces in the Persian Gulf to prevent any violations. On November 29th, the U.N. Security Council authorized its member nations to use "all necessary means" to expel Iraqi troops from Kuwait if they did not withdraw by a deadline of January 15, 1991. President Bush then ordered more troops to the Gulf to pressure Saddam Hussein into evacuating Kuwait. On January 9, 1991, Secretary of State James Baker met with Iraqi Foreign Minister Tariq Aziz in Geneva for several hours in a last ditch effort to avoid war. The meeting ended in an impasse with Baker finally announcing the talks had failed. Three days later, the House of Representatives voted 250-183 and the U.S. Senate voted 52-47 to authorized President Bush to use military force. The January 15th deadline passed quietly, as the 545,000 Iraqi troops in and around Kuwait did not budge. By now 539,000 American troops were in the Gulf along with 270,000 Allied troops from more than two dozen nations, the largest assembly of land troops and air power since World War II. On January 17th, at 2:45 a.m., Baghdad time (6:45 p.m., January 16 - Eastern time), Operation Desert Shield became Operation Desert Storm as U.S. and Allied jets conducted a major bombing raid against Iraqi air defenses, communications systems, chemical weapons facilities, tanks and artillery. The air raid on Baghdad was broadcast live to a global audience by CNN correspondents perched on a city rooftop.

4.1.4 Barack Obama Speech - Remarks by the President in a National Address to America's School-Children **Subject Type: Motivational Speech**

On September 8th (the first day of school for many children across America), 2009, President Obama delivered a national address directly to students on the importance of education. His speech was of the motivational type in which he wanted to call American students to action. He challenged them to work hard, set educational goals, and take responsibility for their learning. He emphasized their hope and potential but made clear they would need to take responsibility for themselves and their education to reach that potential. He also called for a shared responsibility and commitment on the part of students, parents and educators to ensure that every child in every school receives the best education possible so they can compete in the global economy for good jobs and live rewarding and productive lives as American citizens.

4.2 The Model Adopted

The taxonomy developed by Bach and Harnish (1979), adapted and used for this analysis, is based on Austin's linguistic principle of the illocutionary act. An advantage of using Bach and Harnish (1979) for our analysis of the level of detail provided in their categorization is that subtleties of the linguistic act are captured in their framework. Moreover, it provides a detailed framework for classifying illocutionary intent, a framework that is supported from an extensive analysis of academic and philosophical treatises in the area of illocutionary thought (Table 1). In addition, their classification is specific enough to provide a practical benchmark for linguistic analysis, and is thus useful for our study in classifying the standard's speech acts.

4.3 Content Analysis & Results

Each presidential speech is parsed into its constitutive speech acts, for, sometimes, a single sentence has more than one speech act. Quoted material is excluded from the speech act analysis. The analysis of the four presidential speeches for the number of speech acts they have yields a total of 465 speech acts. Next, using the speech act taxonomy described in Table 1, the speech acts are classified into constatives, directives, commissives, and acknowledgments. Statistical analysis is employed to show the significance of statistical data in describing the categorical nature of speech acts. Results of the analysis have shown that constatives constitute the highest population with a frequency rate at (57.6%). Directives whose frequency rate is (33.1%) are produced more frequently than both acknowledgements and commissives which stand at (9.03%) and (0.2%) respectively. Taken together, the data suggest that presidential speeches are laced with a preponderance of constatives (specifically assertives and informatives) and directives.

The proportion of each subcategory of speech acts in each presidential speech is then calculated to examine which type is more frequently employed than others in the light of the current socio-political circumstances in the country. This is done by dividing the total of a given type of speech acts in a given subcategory by the total number of speech acts produced by the president as illustrated in Table 2.

Table 2: Types and Percentages of Speech Acts in the Four Presidential Speeches

Data	Reagan Speech	Clinton Speech	Bush Speech	Obama Speech
CONSTATIVES				
Assertives	30	38.9	12.14	20.7
Predictives				2.5
Retrodictives				
Descriptives	4	5.19	2.8	0.8
Ascriptives		1.2		4.3
Informatives	2	11.6	64.4	10.8
Confirmatives				
Concessives		6.4		
Retratives				
Assentives				
Dissentives				
Disputatives				
Responsives			0.9	
Suggestives				2.1
Suppositives	2	5.19		6.06
DIRECTIVES				
Requestives		19.4	6.5	0.4
Questions		1.2	0.9	2.5
Requirements		1.2	1.8	0.8

Prohibitives				
Permissives			0.9	
Advisories	12			48.05
COMMISSIVES				
Promises			0.9	
Offers				
ACKNOWLEDGE- MENTS				
Apologize				
Condole	24			
Compliment	24		2.8	
Greet				
Thank		6.4	0.9	
Wish	2	1.2	4.6	0.4
Regret		1.2		
Accept				
Reject				
Total	100%	100%	100%	100%

4.4 Discussion

Generally speaking, all messages in presidential speeches are meant to persuade the audience. Persuasion is the study of ways in which speakers affect the thinking, feeling and behaviour of people. The object of persuasion in the data analyzed is to influence the attitude of the audience towards the intended direction. Consistent with these observations, the speech act structure of the analyzed presidential speeches is found to be primarily persuasive in nature. Constative speech acts account for 57.6% of all speech acts produced. Among the subcategories of constative speech acts which specifically reveal the persuasive nature of the presidential speeches are assertives and informatives which together amount to 45.16%. This indicates that constatives are very important in the political communication. Constatives also help the speaker to reiterate his point better - all geared towards influencing the hearers' beliefs.

4.4.1 Reagan Speech

Due to the unfortunate tragedy of the explosion of the Space Shuttle Challenger which called for former President, Ronald Reagan, to address the issue, we find that acknowledgments which reflect sentiments about specific events and people account for 50% of all speech acts produced, followed by assertive speech acts which account for 30%.

The proportion of expressive speech acts (acknowledgments) in Reagan speech is significantly higher than all other speech act categories because of the emotional and empathetic nature of this speech as shown in this brief discussion: Reagan showed empathy in many aspects of his demeanor when he said, "*Nancy and I are pained to the*

core by the tragedy of the shuttle Challenger." He paints himself as a leader and also as a person that feels pain. He then broadens his viewpoint to cover all Americans by saying "We share this pain with all of the people of our country." Reagan was empathetic yet encouraging when, later on in his speech, he said, "We're still pioneers" and "But sometimes painful things like this happen. It's all part of the process of exploration and discovery." He was candid in alluding to the idea that this event was not as devastating as it may seem. He went on to talk about how they, the astronauts, died a brave and courageous death while doing something they loved; they died as "pioneers". Reagan's speech was also inspiring when he afterwards addressed the youth that were watching; "And I want to say something to the schoolchildren of America who were watching the live coverage of the shuttle's take-off. I know it is hard to understand, but sometimes painful things like this happen. It's all part of the process of exploration and discovery. It's all part of taking a chance and expanding man's horizons. The future doesn't belong to the fainthearted; it belongs to the brave. The Challenger crew was pulling us into the future, and we'll continue to follow them." He acknowledged them because the youth are the next-generation workers of this country. The main point of his message was to remind his people that this is just part of the process of exploration, and to advocate future space quest. He supported this claim when he said, "We'll continue our quest in space." And also when he says, "Nothing ends here; our hopes and our journeys continue."

In the second place come assertive speech acts which commit the speaker to the truth of the expressed proposition, they constitute 30% of the total speech acts in the analyzed data. Some examples of this subcategory can be seen in the following statements: 'But, we've never lost an astronaut in flight'; 'we've never had a tragedy like this'; 'and we'll continue to follow them'; 'We'll continue our quest in space'; 'our hopes and our journeys continue'; and 'We will never forget them'. Assertive speech acts are also obvious in the president's use of verbs that indicate this subcategory of speech acts like: "I want to say", "we know", "I want to add".

4.4.2 Clinton Speech

Assertive speech acts are the major illocutionary acts in this speech, they amount to 38.9%. According to Babatunde and Odepan (2009: 301): "assertives are essential for the realization of a rhetorical end, which is PERSUASION". They (ibid.) add: "assertives are further used as a mobilization strategy through which the speaker informs the audience and consequently mobilizes them towards a desired goal". In the following extracts excerpted from the speech, Clinton argued for a change to the existing situation and swayed the audience to believe and support him to see that change become a reality. He aimed at persuading the listeners and making them believe he had been converted when he tried to use the arguments, images, and emotions most likely to win their favors and arouse their feelings like when he said:

- *It is important to me*
- *that everybody who has been hurt know*
- *that the sorrow I feel is genuine ...*
- *First, genuine repentance - a determination to change*
- *and to repair breaches of my own making.*

- *Second, ...; an understanding that I must have God's help to be the person*
- *that I want to be;*
- *a willingness to give the very forgiveness I seek; a renunciation of the pride and the anger which cloud judgment, lead people to excuse and compare and to blame and complain.*
- *But legal language must not obscure the fact that I have done wrong.*
- *I will continue on the path of repentance, ...*
- *I will intensify my efforts*
- *to lead our country and the world toward peace and freedom*
- *It is very important that our nation move forward*
- *I want to embody those lessons for the children of this country ...*

Among directive speech acts which are “used to get someone else to do something” (Yule:1996:129), requestives whose frequency rate is 19.4% come next as regards the number of their occurrence in Clinton’s speech. Requestives imply the process of beseeching, imploring or requesting the addressee by the addresser to do something. Though, in the discourse under investigation, the addresser is superior to the addressee, the directive speech acts of beseeching, imploring, and requesting are negotiable in that the addressees have the authority to accept or refuse the request. The following lines are examples of Clinton’s petition for his family, friends, and his people’s forgiveness and also his petition for God to be the person he wants:

- *I have asked all for their forgiveness.*
- *I ask you to share my prayer*
- *I ask that God give me a clean heart,*
- *Let me walk by faith and not sight*
- *I ask ... to be an instrument of God's peace;*
- *To let the words of my mouth and the meditations of my heart and, in the end, the work of my hands, be pleasing*

Informatives which are used to deliver information or a specific message to the audience and expressive speech acts amount to 11.6% and 9.09% of the total speech acts respectively. Expressive speech acts (acknowledgments) can be seen to be uniquely suited to achieving the informational function in this speech. Through the display of emotions and feelings, Clinton not only informed his audience how he was overwhelmed with gratitude for their support, but he also gave them a glimpse of his emotional state (relief, comfort, the feeling that comes when something burdensome is reduced):

- *I am very grateful for the many, many people – clergy and ordinary citizens – who have written me with wise counsel*
- *I am profoundly grateful for the support of so many Americans somehow through it all seem to still know that I care about them a great deal, that I care about their problems and their dreams*
- *I am grateful for those who have stood by me and who say that in this case and many others, the bounds of privacy have been excessively and unwisely invaded*

4.4.3 Bush Speech

In the speech given by President George Bush announcing the attack on Iraq, he stated very clearly every single detail of why the U.S. is going to war with Iraq, thereby informing his people that the motive for the war is to move Iraq out of Kuwait. Therefore, it is of the informative type. The intent of the informative speech is to enlighten the audience and to increase their understanding or awareness about a disputed subject or a matter of concern for society by using objective factual information. Hence, through the use of informative which comprise 64.4% Bush wanted to inform the world of the international community's intent to bring peace to Kuwait and to raise their awareness of a dangerous issue which is the potential of Iraq developing a nuclear bomb as illustrated in the following statements:

- *Just 2 hours ago, allied air forces began an attack on ...*
- *These attacks continue as I speak.*
- *Tonight, the battle has been joined.*
- *This military action, taken in accord with United Nations resolutions ... , follows months of constant and virtually endless diplomatic activity ...*
- *Now the 28 countries with forces in the Gulf area have exhausted all reasonable efforts to... and have no choice but to drive Saddam from Kuwait by force.*
- *air attacks are underway against military targets in Iraq*
- *Our operations are designed to best protect the lives of all the coalition forces by ...*
- *Initial reports from General Schwarzkopf are that our operations are proceeding according to plan.*

Assertives form a far smaller proportion with 12.14% of the total speech acts. As mentioned above, assertives serve as a mobilization strategy in that they help the speaker recruit his audience towards a desired goal by informing them of his intent to achieve that goal. So, in his speech Bush starts off telling his people of the beginning of the military actions against Iraq, informing them of the many efforts made to convince Saddam to leave Kuwait and how all these efforts did not succeed; he then asserts the goal behind launching an attack against Iraq which is to force Saddam and his forces withdraw from Kuwait as illustrated below:

- *Saddam Hussein's forces will leave Kuwait.*
- *The legitimate government of Kuwait will be restored to its rightful place,*
- *and Kuwait will once again be free.*
- *Iraq will eventually comply with all relevant United Nations resolutions,*
- *Our troops will have the best possible support in the entire world, and ...]*

4.4.4 Obama Speech

Among directives where the speaker requests the hearer to carry out some action or to bring about some state of affairs, advisories constitute the major subcategory in this speech with a ratio that amounts to 48.05% of the total number of speech acts. Obama's speech actually addresses the significance of education in Americans' lives and acts as a motivator; therefore, it is as mentioned earlier, of the motivational type in which he advised, admonished, motivated and urged American schoolchildren to work hard and set educational goals because their country's future depended on their educational achievement as the following excerpts indicate:

- *The future of America depends on you.*
- *We need every single one of you to develop your talents and your skills and your intellect so you can help us old folks solve our most difficult problems.*
- *That's why today I'm calling on each of you to set your own goals for your education*
- *and do everything you can to meet them.*
- *don't ever give up on yourself*
- *Don't let your family down or your country down.*
- *Most of all, don't let yourself down.*
- *Make us all proud.*

Assertive speech acts or statements of fact whose goal is to convince the audience of a certain viewpoint account for 20.7% whereas informative speech acts whose goal is always to supply information and facts to the audience and for the audience to have and understand the information account for 10.8%. In his speech, Obama performs informative and assertive acts to convince the audience, thereby directing them towards the intended action he was looking forward to be accomplished as shown in the following lines:

Assertive speech acts:

- *That's what I want to focus on today: the responsibility each of you has for your education.*
- *I'm here today because I have something to discuss with you.*
- *I'm here because I want to talk with you about your education and what's expected of all of you in this new school year.*
- *What you make of your education will decide nothing less than the future of this country.*

Informative speech acts:

- *When I was young, my family lived overseas. I lived in Indonesia for a few years. And my mother, she didn't have the money to send me where all the American kids went to school, but she thought it was important for me to keep up with an American education.*

- *So I wasn't always as focused as I should have been on school, and I did some things I'm not proud of, and I got in more trouble than I should have. And my life could have easily taken a turn for the worse. But I was -- I was lucky. I got a lot of second chances, and I had the opportunity to go to college and law school and follow my dreams.*
- *My wife, our First Lady Michelle Obama, she has a similar story.*
- *I'm working hard to fix up your classrooms and get you the books and the equipment and the computers you need to learn.*

4.5 Conclusions

The results of the analysis have provided evidence of the fact that socio-political events witnessed by the country have a great impact on the types of speech acts performed by the American presidents resulting in a presidential speech which can either be emotional, informative, persuasive, or motivational. It has been found that Reagan's speech which he delivered because of the unfortunate tragedy of the explosion of the Space Shuttle Challenger is laced with a preponderance of expressive speech acts which reflect sentiments about specific events or people, they account to 50% resulting in a speech which is typically emotion based. Assertive speech acts which Clinton employed to sway the audience to believe and support him to see the change in him become a reality are relatively more frequent than other subcategories in the construction of his persuasive speech which he delivered in the wake of his inappropriate relationship with Monica Lewinsky, they comprise 38.9% of the speech acts. Bush's speech is constructed primarily with informative speech acts which stand at 64.4% of all speech acts produced confirming that it tended to reflect an informational goal to give every single detail of why the U.S. was going to war with Iraq. Finally, based on the most prevalent speech act category of advisories in Obama's speech with a frequency rate at (48.05%), it appears that the main goal of his speech was motivational to get the students to take some action and work hard for their future. To sum up, speech acts accomplish different functions simultaneously in that they do not only "do things with words" on the illocutionary level but they also count as interactional moves.

Notes

¹ Bach & Harnish (1979: 108) discard effectives and verdictives from the pattern of analysis for constatives, directives, commissives, and acknowledgements on the assumption that these are performed with a certain communicative intention and succeed only by means of the hearer's recognition of that intention whereas effectives and verdictives succeed by means of satisfying a convention, i.e. they are performed according to conventions that do not require any communicative intention on the part of the speaker and recognition of that intention on the part of the hearer. In short, effectives and verdictives do not fit within the Speech Act Schema which "represents the general form of illocutionary intention and inference" (ibid.: 40).

Appendix -1-

Ronald Reagan - Address on the Space Shuttle "Challenger"

1. Today is a day for mourning and remembering. -----
ACKNOWLEDGMENT (condole)
2. Nancy and I are pained to the core by the tragedy of the shuttle Challenger. -----
ACKNOWLEDGMENT (condole) 3. We know -----
- ASSERTIVE
4. we share this pain with all of the people of our country. -----
ACKNOWLEDGMENT (condole)
5. This is truly a national loss. -----
ACKNOWLEDGMENT (condole)
6. Nineteen years ago, almost to the day, we lost three astronauts in a terrible -----
INFORMATIVE 7. But, we've never lost an astronaut in flight; ----- ASSERTIVE
8. we've never had a tragedy like this. -----
-- ASSERTIVE
9. And perhaps we've forgotten the courage it took for the crew of the shuttle; but they, -----
SUPPOSITIVE *10. the Challenger Seven, were aware of the dangers, ----- ASSERTIVE
- *11. but overcame them -----
- ASSERTIVE
12. and did their jobs brilliantly. -----
ACKNOWLEDGMENT (compliment)
13. We mourn seven heroes: Michael Smith, Dick Scobee, -----
ACKNOWLEDGMENT (condole)
14. We mourn their loss as a nation together. -----
ACKNOWLEDGMENT (condole)
15. For the families of the seven, we cannot bear,..., the full impact of this tragedy. -----
ACKNOWLEDGMENT (condole) 16. as you do -----
----- ASSERTIVE
17. But we feel the loss, -----
ACKNOWLEDGMENT (condole)
18. and we're thinking about you so very much. -----
ACKNOWLEDGMENT (condole)
19. Your loved ones were daring and brave, -----
ACKNOWLEDGMENT (compliment)
20. and they had that special grace, -----
ACKNOWLEDGMENT (compliment)
21. that special spirit that says, -----
ACKNOWLEDGMENT (compliment)
22. 'Give me a challenge and I'll meet it with joy.' -----
DESCRIPTIVE (portray)
23. They had a hunger to explore the universe and discover its truths. -----
ACKNOWLEDGMENT (compliment)
24. They wished to serve, -----
ACKNOWLEDGMENT (compliment)
25. and they did. -----
- ASSERTIVE
26. They served all of us. -----
ACKNOWLEDGMENT (compliment)
27. They, the members of the Challenger crew, were pioneers. -----
ACKNOWLEDGMENT (compliment)
28. And I want to say something to the schoolchildren of America -----
ASSERTIVE 29. I know -----
----- ASSERTIVE
30. it is hard to understand, -----
DESCRIPTIVE (evaluate)

31. but sometimes painful things like this happen. -----
ACKNOWLEDGMENT (condole)
32. It's all part of the process of exploration and discovery. -----
ADVISORIES (urge) 33. It's all
part of taking a chance and expanding man's horizons. ----- ADVISORIES
(urge) 34. The future doesn't
belong to the fainthearted; ----- ADVISORIES (urge)
35. it belongs to the brave. -----
ADVISORIES (urge)
36. The Challenger crew was pulling us into the future, -----
ACKNOWLEDGMENT (compliment)
37. and we'll continue to follow them. -----
- ASSERTIVE
38. We'll continue our quest in space. -----
- ASSERTIVE
39. There will be more shuttle flights and more shuttle crews and, -----
ADVISORIES (urge) 40. Nothing ends here; -----
ADVISORIES (urge)
41. our hopes and our journeys continue. -----
- ASSERTIVE
42. I want to add that -----
-- ASSERTIVE
43. I wish I could talk to every man and woman who ... -----
ACKNOWLEDGMENT (wish)
44. "Your dedication and professionalism have moved and impressed us for decades. -----
ACKNOWLEDGMENT (compliment) 45. And we know of your anguish. -----
----- ACKNOWLEDGMENT (condole)
46. We share it." -----
ACKNOWLEDGMENT (condole)
47. Well, today we can say of the Challenger crew: -----
ASSERTIVE (announce)
48. Their dedication was, ... , complete. -----
ACKNOWLEDGMENT (compliment)
49. The crew of the space shuttle Challenger honoured us ... -----
ACKNOWLEDGMENT (compliment)
50. We will never forget them, -----
ASSERTIVE

Bill Clinton - I Have Sinned

1. I agree with those -----
- ASSERTIVE
2. who have said that in my first statement -----
INFORMATIVE 3. after
I testified -----
ASSERTIVE
4. I was not contrite enough -----
INFORMATIVE
5. I don't think -----
SUPPOSITIVE
6. there is a fancy way -----
ASSERTIVE
7. to say that -----
ASSERTIVE
8. I have sinned -----
CONCESSIVE 9. It is important to me -----
----- DESCRIPTIVE
10. that everybody who has been hurt -----
ASSERTIVE 11. know -----
----- ASSERTIVE
12. that the sorrow I feel -----
ACKNOWLEDGMENT
13. is genuine -----

ASSERTIVE	14. ... I have asked all for their
forgiveness	REQUESTIVES
15. But I believe	
SUPPOSITIVE	
16. that to be forgiven,	
ASCRPTIVES	
17. more than sorrow is required	
REQUIREMENTS	
18. at least two more things. First, genuine repentance	
ASSERTIVE	19. a determination to
change and to repair breaches..	ASSERTIVE
20. I have repented	
CONCESSIVE	21. Second, what my bible calls a
"broken spirit"	DESCRIPTIVE
22. an understanding	
ASSERTIVE	23. that I must have God's
help	ASSERTIVE
24. to be the person	
- ASSERTIVE	25. that I want to be; -----
	ASSERTIVE
26. a willingness	
--	ASSERTIVE
27. to give the very forgiveness	
REQUESTIVES	28. I seek; -----
	REQUESTIVES
29. a renunciation of the pride and the anger	
REQUESTIVES	30. which cloud judgment, -----
	ASSERTIVE
31. lead people to excuse and compare	
ASSERTIVE	32. and to blame and
complain	ASSERTIVE
33. Now, what does all this mean for me and for us?	
QUESTIONS	34. First, I will instruct my lawyers
	INFORMATIVE
35. to mount a vigorous defense,	
INFORMATIVE	36. using all available
appropriate arguments	INFORMATIVE
37. But legal language must not obscure the fact	
ASSERTIVE	38. that I have done wrong
	CONCESSIVE
39. Second, I will continue on the path of repentance,	
ASSERTIVE	
40. seeking pastoral support and that of other caring people	
REQUESTIVES	41. so that they
can hold me accountable for my own commitment	ASSERTIVE
42. Third, I will intensify my efforts	
ASSERTIVE	43. to lead our country and the
world toward ...	ASSERTIVE
44. in the hope	
ACKNOWLEDGMENTS	45. that with a
broken spirit and a still strong heart	DESCRIPTIVE
46. I can be used for greater good,	
ASSERTIVE	47. for we have many blessings and many challenges
	ASSERTIVE
48.	
and so much work to do	
ASSERTIVE	49. In this, I ask for your prayers
and for your help...	REQUESTIVES
50. And though I cannot move beyond or forget this	
CONCESSIVE	51. indeed, I must always keep it
as a caution light in my life	ASSERTIVE
52. it is very important	
DESCRIPTIVE	53. that our nation move
forward	ASSERTIVE
54. I am very grateful for the many, ...	

ACKNOWLEDGMENT 55. who have
 written me with wise counsel ----- INFORMATIVE
 56. I am profoundly grateful for the support of ... -----
 ACKNOWLEDGMENTS 57. I am grateful for those -----
 ----- ACKNOWLEDGMENTS
 58. who have stood by me -----
 INFORMATIVE 59. and who say that in this
 case and many others, ----- INFORMATIVE
 60. the bounds of privacy have been excessively and unwisely invaded -----
 INFORMATIVE 61. That may be -----
 ----- SUPPOSITIVES
 62. Nevertheless, in this case, it may be a blessing, -----
 SUPPOSITIVES 63. because I still sinned -----
 ----- CONCESSIVE
 64. And if my repentance is genuine and sustained -----
 -- ASSERTIVE 65. and if I can maintain both a broken spirit and a strong heart,
 ----- ASSERTIVE
 66. then good can come of this for our country as well as for me and my family -----
 -- ASSERTIVE 67. I thank my friend for that -----
 ----- ACKNOWLEDGMENTS 68. I
 thank you for being here -----
 ACKNOWLEDGMENTS 69. I ask you to share my prayer -----
 ----- REQUESTIVES
 70. that God will search me and know my heart, -----
 REQUESTIVES 71. try me and know my
 anxious thoughts, ----- REQUESTIVES
 72. see if there is any hurtfulness in me, and lead me toward the life everlasting -----
 REQUESTIVES 73. I ask that God give me a clean heart, -----
 ----- REQUESTIVES 74. let me
 walk by faith and not sight -----
 REQUESTIVES 75. I ask once again to be able to love my neighbor - all my
 neighbors - as myself, ----- REQUESTIVES
 76. to be an instrument of God's peace; -----
 REQUESTIVES 77. to let the words of my mouth and the meditations of
 my heart ... be pleasing ----- REQUESTIVES

George Bush - Attack on Iraq

1. Just 2 hours ago, allied air forces began an attack on -----
 INFORMATIVES 2. These
 attacks continue as I speak. -----
 INFORMATIVES
 3. Ground forces are not engaged. -----
 INFORMATIVES
 4. This conflict started August 2nd when the dictator of Iraq invaded a small and helpless neighbor. -----
 INFORMATIVES 5. Kuwait -- a member of the Arab League and ... --
 was crushed; its people, brutalized. ----- INFORMATIVES 6.
 Five months ago, Saddam Hussein started this cruel war against Kuwait. -----
 INFORMATIVES 7. Tonight,
 the battle has been joined. -----
 INFORMATIVES
 8. This military action, taken in accord with United Nations resolutions ... , -----
 INFORMATIVES 9. follows months of constant
 and virtually endless diplomatic activity ----- INFORMATIVES
 10. Arab leaders sought what became known as an Arab solution, -----
 INFORMATIVES 11. only to
 conclude -----
 INFORMATIVES
 12. that Saddam Hussein was unwilling to leave Kuwait. -----
 INFORMATIVES 13. Others traveled to Baghdad in a variety of efforts -----
 ----- INFORMATIVES

14. to restore peace and justice.-----
INFORMATIVES
15. Our Secretary of State, James Baker, held an historic meeting in Geneva, -----
INFORMATIVES
16. only to be totally rebuffed. -----
INFORMATIVES
17. This past weekend, in a last-ditch effort, the Secretary-General of the United Nations went to -----
INFORMATIVES
18. And ... with no progress at all in getting Saddam Hussein to withdraw from Kuwait. -----
INFORMATIVES
19. Now the 28 countries with forces in the Gulf area have exhausted all reasonable efforts to ... -----
INFORMATIVES
20. and have no choice but to drive Saddam from Kuwait by force. -----
INFORMATIVES
21. We will not fail. -----
ASSERTIVES
22. As I report to you, -----
INFORMATIVES
23. air attacks are underway against military targets in Iraq. -----
INFORMATIVES
24. We are determined to knock out Saddam Hussein's nuclear bomb potential. -----
INFORMATIVES
25. We will also destroy his chemical weapons facilities. -----
INFORMATIVES (announce)
26. Much of Saddam's artillery and tanks will be destroyed. -----
INFORMATIVES (announce)
27. Our operations are designed to best protect the lives of all the coalition forces by -----
INFORMATIVES
28. Initial reports from General Schwarzkopf are that our operations are proceeding according to plan. -----
INFORMATIVES
29. Our objectives are clear: -----
INFORMATIVES
30. Saddam Hussein's forces will leave Kuwait. -----
ASSERTIVES
31. The legitimate government of Kuwait will be restored to its rightful place, -----
ASSERTIVES
32. and Kuwait will once again be free. -----
ASSERTIVES
33. Iraq will eventually comply with all relevant United Nations resolutions, -----
- ASSERTIVES
34. and then, when peace is restored, -----
INFORMATIVES
35. it is our hope that Iraq will live as a peaceful and cooperative member of ..., -----
ACKNOWLEDGMENTS (wish)
36. thus enhancing the security and stability of the Gulf. -----
ASSERTIVES
37. Some may ask: Why act now? Why not wait? -----
- QUESTIONS
38. The answer is clear: -----
INFORMATIVES
39. The world could wait no longer. -----
RESPONSIVES
40. Sanctions, though having some effect, showed no signs of accomplishing their objective. -----
INFORMATIVES
41. Sanctions were tried for well over 5 months, ---
INFORMATIVES
42. and we and our allies concluded -----
INFORMATIVES
43. that sanctions alone would not force Saddam from Kuwait. -----
INFORMATIVES
44. While the world waited, Saddam Hussein systematically raped, pillaged, and plundered -----
INFORMATIVES
45. He subjected the people of Kuwait to unspeakable atrocities -- -----
INFORMATIVES
46. and among those maimed and murdered, innocent children. -----
INFORMATIVES
47. While the world waited, Saddam sought to add to the chemical weapons arsenal -----
INFORMATIVES
48. he now possesses, an infinitely more dangerous weapon of mass destruction -- a nuclear weapon. -----
INFORMATIVES
49. And while the world ..., while the world talked peace ..., Saddam Hussein dug in and moved -----
INFORMATIVES
50. While the world waited, while Saddam stalled, more damage was being done to the fragile economies... . ---
INFORMATIVES
51. The United States, together with the United Nations, exhausted every means at our disposal -----
INFORMATIVES
52. to bring this crisis to a peaceful end. ---

INFORMATIVES

53. However, Saddam clearly felt that by stalling and threatening ... the United Nations, he could weaken ---
INFORMATIVES 54. While the world waited, Saddam Hussein met every overture of peace with open contempt. --
----- INFORMATIVES 55. While the world prayed for
peace, Saddam prepared for war. ----- INFORMATIVES
56. I had hoped that when the United States Congress,..., took its resolute action, Saddam would realize....
ACKNOWLEDGMENT (wish)
57. He did not do that. -----
INFORMATIVES
58. Instead, he remained intransigent, certain that time was on his side. -----
INFORMATIVES 59. Saddam was warned
over and over again to comply with the will of the United Nations: ----- INFORMATIVES
60. Leave Kuwait, or be driven out. -----
REQUIREMENTS (order)
61. Saddam has arrogantly rejected all warnings. -----
INFORMATIVES 62.
Instead, he tried to make this a dispute between Iraq and the United States of America. -----
INFORMATIVES 63. Well, he failed. -----
----- INFORMATIVES
64. Tonight, 28 nations -- countries from 5 continents, ... -- have forces in the Gulf area -----
INFORMATIVES 65. These countries had hoped the use of
force could be avoided. ----- INFORMATIVES
66. Regrettably, we now believe that only force will make him leave. -----
INFORMATIVES 67. Prior to ordering our forces into battle, -----
----- INFORMATIVES
68. I instructed our military commanders to take every necessary step to prevail as quickly -----
REQUIREMENTS 69. I've told the American
people before that this will not be another Vietnam, and ----- INFORMATIVES
70. I repeat this here tonight. -----
ASSERTIVES
71. Our troops will have the best possible support in the entire world, and -----
ASSERTIVES 72. they will not be asked to
fight with one hand tied behind their back. ----- REQUESTIVES
73. I'm hopeful that this fighting will not go on for long and -----
ACKNOWLEDGMENTS (wish)
74. that casualties will be held to an absolute minimum. -----
ACKNOWLEDGMENTS (wish)
75. This is an historic moment. -----
DESCRIPTIVES
76. We have in this past year made great progress in ending the long era of conflict and cold war. -----
INFORMATIVES 77. We have before us the opportunity to forge for
ourselves and for future generations a new world order ----- INFORMATIVES
78. a world where the rule of law, not the law of the jungle, governs the conduct of nations. -----
DESCRIPTIVES 79. When we are successful -- -----
----- INFORMATIVES
80. and we will be -- -----
ASSERTIVES
81. we have a real chance at this new world order, -----
INFORMATIVES 82. an
order in which a credible United Nations can use its peacekeeping role to fulfill the promise -----
DESCRIPTIVES 83. We have no argument with the people of Iraq. -----
----- INFORMATIVES
84. Indeed, for the innocents caught in this conflict, I pray for their safety. -----
REQUESTIVES 85. Our goal is not the
conquest of Iraq. ----- INFORMATIVES
86. It is the liberation of Kuwait. -----
INFORMATIVES
87. It is my hope that somehow the Iraqi people can, even now, convince their dictator that he must ---
ACKNOWLEDGMENT (wish)
88. But even as planes of the multinational forces attack Iraq, I prefer to think of peace, not war. -----
INFORMATIVES 89. I am convinced -----
----- ASSERTIVES
90. not only that we will prevail -----
ASSERTIVES

91. but that out of the horror of combat will come the recognition that no nation can stand against a world united, ---
ASSERTIVES
92. no nation will be permitted to brutally assault its neighbor. ---
PERMISSIVES
93. No President can easily commit our sons and daughters to war. ---
INFORMATIVES
94. They are the Nation's finest. ---
ACKNOWLEDGMENTS (compliment)
95. Ours is an all-volunteer force, magnificently trained, highly motivated. ---
ACKNOWLEDGMENTS (compliment)
96. The troops know why they're there. ---
INFORMATIVES
97. And listen to what they say, ---
REQUESTIVES
98. for they've said it better than any President or Prime Minister ever could. ---
ACKNOWLEDGMENTS (compliment)
99. The terrible crimes and tortures committed by Saddam's henchmen ... are an affront to mankind... . ---
INFORMATIVES
100. I have called upon Hollywood and Walter and J.P. and Jackie and all their courageous comrades-in-arms ---
INFORMATIVES
101. to do what must be done. ---
REQUESTIVES
102. Tonight, America and the world are deeply grateful to them and to their families. ---
ACKNOWLEDGMENTS
103. And let me say to everyone listening or watching tonight:---
ASSERTIVES
104. When the troops we've sent in finish their work, I am determined to bring them home as soon as possible. ---
COMMISSIVES
105. Tonight, as our forces fight, they and their families are in our prayers. ---
REQUESTIVES (pray)
106. May God bless each and every one of them, and the coalition forces at our side in the Gulf, and ---
REQUESTIVES (implore)
107. may He continue to bless our nation, the United States of America. ---
REQUESTIVES (implore)

Barack Obama - A National Address to American Schoolchildren

1. I know that for many of you, today is the first day of school. ---
--- ASSERTIVES
2. And for those of you in kindergarten, or starting middle or high school, it's your first day in a new school ---
---ASSERTIVES
3. so it's understandable if you're a little nervous. ---
--- ASSERTIVES
4. I imagine there are some seniors ... who are feeling pretty good right now ... with just one more year to go. ---
--- SUPPOSITIVES
5. And no matter what grade you're in, ---
--- ASSERTIVES
6. some of you are probably wishing it were still summer and you could've stayed in bed just a little bit longer --
SUPPOSITIVES
7. I know that feeling. ---
ASSERTIVES
8. When I was young, my family lived overseas. ---
INFORMATIVES
9. I lived in Indonesia for a few years. ---
INFORMATIVES
10. And my mother, she didn't have the money to send me where all the American kids went to school, ---
INFORMATIVES
11. but she thought ---
INFORMATIVES
12. it was important for me to keep up with an American education. ---

ASSERTIVES
13. So she decided to teach me extra lessons herself, Monday through Friday. ---
--- ADVISORIES
14. But because she had to go to work, the only time she could do it was at 4:30 in the... . ---
--- ADVISORIES
15. Now, as you might imagine, ---
--- REQUESTIVES
16. I wasn't too happy about getting up that early. ---
ADVISORIES
17. And a lot of times, I'd fall asleep right there at the kitchen table. ---
--- ADVISORIES
18. But whenever I'd complain, my mother would ... and she'd say, "This is no picnic for me either, buster." ---
--- ADVISORIES
19. So I know that some of you are still adjusting

to being back at school. ----- ASSERTIVES

20. But I'm here today ----- ASSERTIVES

21. because I have something important to discuss with you. -----

--- ASSERTIVES 22. I'm here ----- ASSERTIVES

23. because I want to talk with you about your education and what's expected of all of you in this new school year. -

--- ASSERTIVES 24. Now, I've given a lot of speeches about education. ----- INFORMATIVES

25. And I've talked about responsibility a lot. -----

INFORMATIVES 26. I've talked about teachers' responsibility for inspiring students and pushing you to learn. ----- INFORMATIVES

27. I've talked about your parents' responsibility for making sure you stay on track, -----

INFORMATIVES 28. I've talked a lot about your government's responsibility for setting high standards, ----- INFORMATIVES

29. But at the end of the day, we can have the most dedicated teachers, the most ----- DESCRIPTIVES

30. and none of it will make a difference, -----

--- ASSERTIVES 31. none of it will matter ----- ASSERTIVES

32. unless all of you fulfill your responsibilities, ----- (recommend)

ADVISORIES 33. unless you unless you show up to those schools, -----

ADVISORIES (recommend) 34. unless you pay attention to those teachers, -----

ADVISORIES (recommend) 35. unless you listen to your parents and grandparents and other adults ----- ADVISORIES (recommend)

36. and put in the hard work it takes to succeed. -----

ADVISORIES (recommend) 37. That's what I want to focus on today: the responsibility each of you has for your education. ----- ASSERTIVES

38. I want to start with the responsibility you have to yourself. -----

--- ASSERTIVES 39. Every single one of you has something that you're good at. ----- ASSERTIVES

40. Every single one of you has something to offer. -----

--- ASSERTIVES 41. And you have a responsibility to yourself to discover what that is. ----- ASSERTIVES

42. That's the opportunity an education can provide. -----

--- ASSERTIVES 43. Maybe you could be a great writer --

maybe even good enough to write ... ----- PREDICATIVES

44. but you might not know it until you write that English paper -----

SUPPOSITIVES 45. Maybe you could be an innovator or an inventor --

maybe even good enough to ... ----- PREDICATIVES 46. but you might not know it until you do your project for your science class. -----

SUPPOSITIVES 47. Maybe you could be a mayor or a senator or a Supreme Court justice -- ----- PREDICATIVES 48. but you might not know that until you join student government or the debate team. -----

SUPPOSITIVES 49. And no matter what you want to do with your life, -----

INFORMATIVES

50. I guarantee that you'll need an education to do it. -----

--- ASSERTIVES 51. You want to be a doctor, or a teacher, or a police officer? ----- QUESTIONS

52. You want to be a nurse or an architect, a lawyer or a member of our military? -----

--- QUESTIONS 53. You're going to need a good education for every single one of those careers. ----- ASSERTIVES

54. You cannot drop out of school and just drop into a good job. -----

ASSERTIVES 55. You've got to train for it -----

ADVISORIES (urge) 56. and work for it -----

ADVISORIES (urge)

57. and learn for it. -----

ADVISORIES (urge) 58. And this isn't just important for your own life and your own future. ----- ASSERTIVES

59. What you make of your education -----

ADVISORIES (urge)

60. will decide nothing less than the future of this country. -----
 --- ASSERTIVES
61. The future of America depends on you. -----
 ADVISORIES (urge, admonish)
62. What you're learning in school today -----
 ADVISORIES (admonish)
63. will determine whether we as a nation can meet our greatest challenges in the future. --

 ASSERTIVES
64. You'll need the knowledge and problem-solving skills you learn in ... -----
 ADVISORIES (admonish)
65. to cure diseases like cancer and AIDS, and to develop new energy technologies -----
 ASCTPTIVES
66. You'll need the insights and critical-thinking skills you gain in ... -----
 ADVISORIES (admonish)
67. to fight poverty and homelessness, crime and discrimination, and make our nation -----
 -- ASCTPTIVES
68. You'll need the creativity and ingenuity you develop in all your classes -----
 ADVISORIES
69. to build new companies that will create new jobs and boost our economy. -----
 ASCTPTIVES
70. We need every single one of you -----

 ADVISORIES
71. to develop your talents and your skills and your intellect -----
 ADVISORIES (urge)
72. so you can help us old folks solve our most difficult problems. -----
 ADVISORIES
73. If you don't do that -- -----
 - SUPPOSITIVES
74. if you quit on school -- -----

 SUPPOSITIVES
75. you're not just quitting on yourself, -----
 --- ASSERTIVES
76. you're quitting on your country. -----

 ASSERTIVES
77. Now, I know it's not always easy to do well in school. -----
 --- ASSERTIVES
78. I know a lot of you have challenges in your lives right now that can make it hard -----
 ASSERTIVES
79. I get it. -----

 ASSERTIVES
80. I know -----
 --- ASSERTIVES
81. what it's like. -----

 DESCRIPTIVES
82. My father left my family when I was two years old, -----
 --- ADVISORIES
83. and I was raised by a single mom who had to work and who struggled at times to pay ... -----
 ADVISORIES
84. and wasn't always able to give us the things that other kids had. -----
 --- ADVISORIES
85. There were times when I missed having a father in my life. -----
 ADVISORIES
86. There were times when I was lonely -----
 --- ADVISORIES
87. and I felt like I didn't fit in. -----

 ADVISORIES
88. So I wasn't always as focused as I should have been on school, -----
 INFORMATIVES
89. and I did some things I'm not proud of, -----

 INFORMATIVES
90. and I got in more trouble than I should have. -----
 INFORMATIVES
91. And my life could have easily taken a turn for the worse. -----
 INFORMATIVES
92. But I was -- I was lucky. -----
 INFORMATIVES
93. I got a lot of second chances, -----
 INFORMATIVES
94. and I had the opportunity to go to college and law school and follow my dreams. -----
 INFORMATIVES
95. My wife, our First Lady Michelle Obama, she has a similar story. -----
 INFORMATIVES
96. Neither of her parents had gone to college, -----

 ADVISORIES
97. and they didn't have a lot of money. -----
 --- ADVISORIES
98. But they worked hard, -----
 ADVISORIES
99. and she worked hard, -----
 --- ADVISORIES
- 100.

so that she could go to the best schools in this country. -----

ASCRPTIVES 101. Some of you might not have those
advantages. ----- SUPPOSITIVES

102. Maybe you don't have adults in your life who give you the support that you need. -----

- SUPPOSITIVES 103. Maybe someone in your family has lost their job and there's
not enough money to... . ----- SUPPOSITIVES 104. Maybe you live in a
neighborhood where you don't feel safe, ----- SUPPOSITIVES

105. or have friends who are pressuring you to do things you know aren't right. -----

- SUPPOSITIVES 106. But ..., the circumstances of your life ... none of that is
an excuse for neglecting your homework ... ----- ADVISORIES 107. That's no
excuse for talking back to your teacher, or cutting class, or dropping out of school. ----- ADVISORIES

108. There is no excuse for not trying. -----

-- ADVISORIES 109. Where you are
right now doesn't have to determine where you'll end up. ----- ASSERTIVES

110. No one's written your destiny for you, -----

--- ASSERTIVES 111. because here in America,
you write your own destiny. ----- ADVISORIES (urge)

112. You make your own future. -----

ADVISORIES (urge) 113.
That's what young people like you are doing every day, all across America. -----

ADVISORIES (urge) 114. Young people like Jazmin Perez, from Roma, Texas.
Jazmin didn't speak English... . ----- INFORMATIVES 115. Neither of her parents had gone to
college. ----- ADVISORIES

116. But she worked hard, -----

--- ADVISORIES 117. earned good grades, -----

----- ADVISORIES

118. and got a scholarship to Brown University -- -----

--- ADVISORIES 119. is now in graduate school, studying public health, on her way to becoming Dr. Jazmin Perez. ----

----- ADVISORIES 120. I'm thinking about Andoni Schultz, from Los Altos,
California, ----- INFORMATIVES

121. who's fought brain cancer since he was three. -----

INFORMATIVES 122. He's had to endure all sorts of
treatments and surgeries, ----- ADVISORIES

123. one of which affected his memory, -----

--- ADVISORIES 124. so it took him much
longer -- hundreds of extra hours -- to do his schoolwork. ----- ADVISORIES

125. But he never fell behind. -----

--- ADVISORIES 126. He's
headed to college this fall. -----

ADVISORIES 127. And then
there's Shantell Steve, from my hometown of Chicago, Illinois. -----

INFORMATIVES 128. Even when bouncing from foster home to foster home in
the toughest neighborhoods ... ----- ADVISORIES 129. she managed to get a
job at a local health care center, ----- ADVISORIES

130. start a program to keep young people out of gangs, -----

-- ADVISORIES 131. and she's on track to graduate high
school with honors ----- ADVISORIES 132. and go on to
college. ----- ADVISORIES

133. And Jazmin, Andoni, and Shantell aren't any different from any of you. -----

--- ADVISORIES 134. They face challenges in their lives just like you do. ----

----- ADVISORIES

135. In some cases they've got it a lot worse off than many of you. -----

--- ADVISORIES 136. But they refused to give up. -----

----- ADVISORIES

137. They chose to take responsibility for their lives, for their education, -----

--- ADVISORIES 138. and set goals for themselves. -----

----- ADVISORIES

139. And I expect all of you to do the same. -----

--- ADVISORIES 140. That's why today I'm calling
on each of you ----- ASCRPTIVES 141. to set your
own goals for your education -- ----- ADVISORIES

142. and do everything you can to meet them. -----
 ADVISORIES 143. Your goal can be something
 as simple as doing all your homework, ----- ADVISORIES 144. paying
 attention in class, -----
 ADVISORIES 145. or spending some time each day reading ... -----
 ----- ADVISORIES
 146. Maybe you'll decide to get involved in an extracurricular activity, -----
 - SUGGESTIVES 147. or volunteer in your community . -----
 ----- SUGGESTIVES
 148. Maybe you'll decide to stand up for kids who are being teased or bullied ..., -----
 - SUGGESTIVES 149. because you believe, -----
 ----- ASRIPTIVES 150. like I do, -----
 ----- ASRIPTIVES
 151. that all young people deserve a safe environment to study -----
 --- ASSERTIVES 152. Maybe you'll decide to take better care of
 yourself so you can be more ready to learn.----- SUGGESTIVES
 153. And along those lines, by the way, I hope -----
 ACKNOWLEDGMENTS 154. all of you are washing your hands a lot, -----
 ----- ADVISORIES
 155. and that you stay home from school when you don't feel well, -----
 --- ADVISORIES 156. so we can keep people from getting the flu
 this fall and winter. ----- ASSERTIVES
 157. But whatever you resolve to do, -----
 --- ASSERTIVES 158. I want you to commit to it. -----
 ----- ADVISORIES
 159. I want you to really work at it. -----
 --- ADVISORIES 160. I know
 that sometimes you get that sense from TV that you can be rich and successful without any hard work ... --
 ASSERTIVES 161. Chances are you're not going to be any of those things. -----
 ----- SUGGESTIVES (speculate) 162. The truth is,
 being successful is hard. ----- ASSERTIVES
 163. You won't love every subject that you study. -----
 --- ASSERTIVES 164. You won't click with every
 teacher that you have. ----- ASSERTIVES
 165. Not every homework assignment will seem completely relevant to your life -----
 --- ASSERTIVES 166. And you won't necessarily succeed at everything the first time
 you try. ----- ASSERTIVES 167. That's
 okay. -----
 ASSERTIVES 168.
 Some of the most successful people in the world are the ones who've had the most failures. -----
 ADVISORIES 169. J.K. Rowling's -- who wrote Harry Potter -- her first Harry
 Potter book was rejected 12 times before it was... ----- ADVISORIES
 170. Michael Jordan was cut from his high school basketball team. -----
 --- ADVISORIES 171. He lost hundreds of games and missed
 thousands of shots during his career. ----- ADVISORIES 172. These people
 succeeded ----- ASSERTIVES
 173. because they understood -----
 -- ASRIPTIVES 174. that you can't let your failures define you -----
 ----- ADVISORIES 175. you
 have to let your failures teach you. -----
 ADVISORIES 176. You have to let them
 show you what to do differently the next time. ----- ADVISORIES
 177. So if you get into trouble, -----
 - SUPPOSITIVES 178. that
 doesn't mean you're a troublemaker, ----- ADVISORIES
 (admonish) 179. it means you need to try
 harder to act right. ----- ADVISORIES (urge)
 180. If you get a bad grade, -----
 - SUPPOSITIVES 181. that
 doesn't mean you're stupid, ----- ADVISORIES
 (admonish) 182. it just means you

need to spend more time studying. ----- ADVISORIES

183. No one's born being good at all things. -----
 ADVISORIES (admonish) 184. You become
 good at things through hard work. ----- ADVISORIES (urge)

185. You're not a varsity athlete the first time you play a new sport. -----
 ADVISORIES (urge) 186. You don't hit every note the first time you
 sing a song. ----- ADVISORIES (urge)

187. You've got to practice. -----
 ADVISORIES (urge) 188. The
 same principle applies to your schoolwork. -----
 ASSERTIVES 189. You might have to do a math
 problem a few times before you get it right. ----- ADVISORIES

190. You might have to read something a few times before you understand it. -----
 --- ADVISORIES 191. You definitely have to do a few drafts of a
 paper before it's good enough to hand in. ----- ADVISORIES

192. Don't be afraid to ask questions. -----
 --- ADVISORIES 193. Don't be
 afraid to ask for help when you need it. -----
 ADVISORIES 194. I do that every day. -----
 ----- ASSERTIVES

195. Asking for help isn't a sign of weakness, -----
 ADVISORIES (admonish) 196. it's a sign of
 strength ----- ADVISORIES (admonish)

197. because it shows you have the courage to admit when you don't know something, -----
 -- ASRIPTIVES 198. and that then allows you to learn something new. -----
 ----- INFORMATIVES

199. So find an adult that you trust -- a parent, a grandparent or teacher, ... -----
 REQUIREMENTS (dictate) 200. and ask them to help you stay on track to meet your goals. -----
 ----- REQUIREMENTS (dictate)

201. And even when you're struggling, even when you're discouraged, and you feel like ... -----
 ADVISORIES (advise) 202. don't ever give up on yourself, -----
 ----- ADVISORIES (admonish)

203. because when you give up on yourself, you give up on your country. -----
 -- ASRIPTIVES 204. The story of America isn't about people
 who quit when things got tough. ----- ADVISORIES (urge)

205. It's about people who kept going, -----
 --- ADVISORIES 206. who tried harder, -----
 ----- ADVISORIES

207 who loved their country too much -----
 --- ADVISORIES 208. It's the story of
 students who sat where you sit 250 years ago, ----- ADVISORIES

209. and went on to wage a revolution and they founded this nation. -----
 --- ADVISORIES 210. Young people. Students who sat where you sit
 75 years ago ----- ADVISORIES

211. who overcame a Depression and won a world war; -----
 --- ADVISORIES 212. who fought for civil rights and put a
 man on the moon. ----- ADVISORIES

213. Students who ... founded Google and Twitter and Facebook and changed the way ... -----
 --- ADVISORIES 214. So today, I want to
 ask all of you, what's your contribution going to be? ----- QUESTIONS

215. What problems are you going to solve? -----
 --- QUESTIONS 216. What discoveries will you
 make? ----- QUESTIONS

217. What will a President who comes here in 20 or 50 or 100 years say about what ... ? -----
 --- QUESTIONS 218. Now, your families, your teachers, and I are doing everything we can -
 ----- ASSERTIVES 219. to make
 sure you have the education you need to answer these questions. -----
 ASSERTIVES 220. I'm working hard -----
 ----- INFORMATIVES

221. to fix up your classrooms and get you the books and the equipment and the computers you need to learn. -----
 INFORMATIVES 222. But you've got to do your part, too. -----

----- ADVISORIES

223. So I expect -----

- PREDICATIVES 224. all of you to get serious this year. -----

----- ADVISORIES 225. I expect

you -----

PREDICATIVES 226. to put your best effort into everything you do. -----

----- ADVISORIES 227. I expect great things from

each of you. ----- PREDICATIVES 228. So don't

let us down. -----

ADVISORIES 229. Don't

let your family down or your country down. -----

ADVISORIES 230. Most of all, don't let yourself down. --

----- ADVISORIES

231. Make us all proud.-----

--- ADVISORIES

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تحليل الأفعال الكلامية في الخطابات الرئاسية الأميركية

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الخلاصة

يهدف هذا البحث الى تقييم الفائدة من نظرية الفعل الكلامي كأطار لتحليل الخطابات السياسية الأميركية لالقاء الضوء بشكل افضل على الأهداف المرجوة من هذه الخطابات ذلك انه يعتقد أن الأحداث والصراعات، و التحديات الحاسمة التي تواجه الشعب الأمريكي خلال الفترة التي يقضيها الرؤساء في مناصبهم لها الأثر البالغ على انواع الأفعال الكلامية المستخدمة من قبل الرؤساء في هذه الخطابات مما ينتج عن خطابات ذات دوافع مختلفة قد تكون عاطفية، معلوماتية، اقناعية، او تحفيزية والتي تعكس كل واحدة منها نمط معين من الأفعال الكلامية. في هذا البحث تم الاعتماد عل تصنيف أوستن اللغوي للأفعال الكلامية والذي طور من قبل باج وهارنش في عام ١٩٧٩. وبذلك فإنه يوفر وسيلة لتصنيف الأفعال الكلام من أجل الكشف عن الأسس اللغوية و السياسية لأربعة خطابات رئاسية أمريكية والتي تمثل أحداث حاسمة في حياة الشعب الأمريكي . وقد بينت نتائج تحليل البيانات أن الأحداث الاجتماعية والسياسية التي تشهدها البلاد لها تأثير كبير على أنواع الأفعال الكلامية المستخدمة من قبل الرؤساء الأمريكيين مما ينتج عن خطابات رئاسية ذات دوافع مختلفة .