

A Transitivity Analysis of War Speeches by George W. Bush and Saddam Hussein: A Contrastive Study

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Abstract

War has been at the core of the human history. It is the bitterest experience that nations have ever had to go through. Wars bring about atrocities whose negative impacts are bound to last for generations and generations to come. It comes as a reaction to a previous offensive or offensives that one of the belligerents commits against the other. Along with the war of material weapons comes a war of words between the parties involved. War speeches are one type of political discourse which have an impact on the course of the events of the war.

The problem of the paper is to investigate speeches delivered by two former presidents, the American George W. Bush and the Iraqi Saddam Hussein. The paper seeks out to describe the types of processes of transitivity used in each speech, their distribution and their functions. The analysis follows the model of Halliday and Matthiessen of transitivity (2004). It is a qualitative analysis supported by statistical analysis to attain a deeper insight into the topic of the paper. Transitivity analysis is part of this type of grammar. It is hypothesized that war speeches are marked by a domination of the processes of material and behavioral more than the other processes.

The aim here is to show how transitivity processes are used effectively in war speeches to produce a meaning or meanings in this kind of political discourse and create a gratifying piece of language to be accepted by the audience and reflect the ideology embraced by the speaker.

The paper consists of two parts: the first presents the theoretical background of the paper while the second is the practical analysis and explanation.

It is concluded that the two speeches by Bush and Saddam are both dominated by material clauses that describe actions done by some entity as part of the war declaration process. War is based on actions and declaring it is itself an action.

Keywords: Transitivity , war speeches , contrastive study .

1. Introduction

War is a state in which two or more countries are engaged in an act, or acts of violence. These are likely to produce even more violence and certainly more negative and unfavorable reverberations. The bottom line is that civilians are the ones who will bear the brunt of all this. Broadly, war has a large-scale effect on every aspect of the human life. Wars are usually preceded , interposed and followed by a series of ardent and vehement and mutually reciprocated speeches delivered by those in charge of the warring countries.

There are three aspects of war declaration discussed by Prakash (2007): *categorical* where the war declaration authority is connected to the ability to wage war, *pragmatic* where this becomes redundant through whatever instance of fight and *formalist* where the starting of combat embodies a conventional authorization to initiate an offensive. Wars that mankind have witnessed can all be said to have involved all of the above-mentioned aspects of war declaration. Now we turn to types of war declaration.

According to Hallett (2012:104-8), a war declaration can be conditional if the complaints or the solutions are all rejected. When the negotiations fail, the war declaration is absolute. A reasoned war declaration gives justifications or reasons to the war but an unreasoned does not. A war declaration can be formal or solemn if it is issued by a "constitutionally recognized" state in accordance with certain formalities or conventions. The declaration is "informal or unsolemn" if is not issued by such a state or it does not follow the conventions.

The USA and Iraq have had several military confrontations over the period starting from the invasion of Kuwait by the Iraqi army in 1991 to the invasion of Iraq by the US military in 2003. The main pretext to justify the military action against Iraq was the imminent peril of Iraq's possessing of nuclear arms. Another excuse the White House presented to the world was terrorism. Saddam Hussein was portrayed as the German dictator Adolf Hitler of the present time in being a source of evil.

The Iraq War in 2003 has surpassed any other recent conflict in terms of speeches. On the twenty ninth of January in 2002, Bush delivered a speech in which he referred to Iraq. In another speech on radio, Bush depicted Saddam as a grave and growing threat

to the peace of the world. Therefore, the US administration announced a preemptive military action to remove this threat. February 5 2003, Colin Powell gave a speech stressing Iraq had been making life-threatening arsenal and involved in terrorism (Mral, 2006: 52). In March 19 2003 Bush gave the war address.

2. Concept of Transitivity

Transitivity system is a grammar apparatus for the construction of meaning. This system is part of the type of grammar propounded by the British linguist Halliday. It represents the activity or process expressed by a clause or sentence, the participants in the activity or process and how these participants are engaged in the activity or process (Trask and Stockwell, 2007: 306). The transitivity system enables the language users to delineate the way they perceive their experiences in the world outside and in themselves (Baker and Ellece, 2011: 153).

Text within SFG is considered as language in action. Whether written or spoken, language is the tool of imparting social meaning in real situations. The analysis of transitivity in a clause involves three facets (Eggins, 2004: 214-5):

a. *Process is identified by the verbs in a sentence as in:*

1. Yesterday Peter played a piece of Beethoven's symphony.

b. *Participants are realized in the nominal group of the clause as in:*

2. We saw Looni.

c. *Circumstance is recognized by means of the adverbs or prepositions:*

3. The police found a dead body in the river.

In sentence (1), the process or activity is indicated by the past tense verb **played**. It denotes a physical activity requiring the use of the corporeal parts such as muscles, legs, hands and the like. In (2) **Looni** which is a proper name is the participant influenced by the effect of the verb. In (3) the prepositional phrase **in the river** informs the reader or listener about the place or location where something was found.

Process, participants and circumstance are aspects of meaning within the clause which serves to express the experiential metafunction of language. The metafunctions of language have three functions: the *ideational function*, the *interpersonal function*, and the *textual function*. The ideational function represents the functions that have to do

with understanding the experiences humans go through. This function helps convey something new and unfamiliar to the listener. The interpersonal function represents language use for maintaining relations among members of the society, that is we communicate in order to establish a bond with our recipients (Sharififar and Rahimi, 2015:344). The textual function is a matter of organizing the structure and form of the text (O'Halloran, 2006:36 ; Coffin, 2006: 245). It is the ideational function which this paper is concerned with as it includes transitivity.

2.1 *The Ideational Function*

In this respect, it is the clause where the communicator incorporates his realizations of the material world (Adjei et. al, 2015:24). This experience includes both the individual's knowledge of the inside mentality and linguistic communication. Transitivity is an important part of the ideational function. Within functional grammar, transitivity is a semantic concept. It explains the whole of the grammatical unit rather than its component parts (Thompson, 1996:78). In transitivity, process plays an important part as it is the determiner of the elements of the clause. The following processes are distinguished:

a. *Material process*

These are processes of action which account for somebody's actions. Some entity does something to another (Halliday, 1994:111) The players of the material processes are: Actor and Goal. The former is a must while the latter is optional. Grammatically, Actor plays the role subject while Goal has the role of object. Material processes represent either concrete and physical events or abstract doings and happenings. The following examples illustrate these two types of material processes:

4. They bought a new mower.

Here, **they** is Actor in a material process and Goal is **a new mower**. A feature of material clauses is that Actor may be suppressed by passivation. Thus (4) clause can be reversed so that Goal occupies the position of Actor which disappears but only optionally.

5. A new mower was bought.

Halliday and Matthiessen (2004: 180) distinguishes between transitive and intransitive material clauses. Intransitive clauses have but one element in a material clause that accomplishes the unfolding of time giving a result different from the earlier stage. In

transitive material clauses, this unfolding of the process can affect the Goal. Intransitive clauses are clauses of happening while transitive clauses are clauses of doing:

6. The dog ran away. [**Actor | Process**]

7. The dog chased the cat. [**Actor | Process | Goal**]

b. *Mental process*

This type indicates a process of sensing. They include verbs that indicate non-material or mental and emotional workings (Saragih, 2010:7). Mental clauses involve phenomena that are states of mind or psychological events (Zheng et al., 2014: 13). They are interconnected with the experiential side of an individual's mindset (Halliday and Matthiessen, 2004: 197). In other words, they represent internalized processes unlike material clauses which represent externalized processes. Such clauses consist of two participants: Sensor/Senser the human in whose mind the process of seeing, thinking, liking...etc. occurs (Adjei et al., 2015: 25-6). One or more participants can be the Sensor in this type of clause. The other is called the Phenomenon. It thing that is sensed, felt, thought and seen as in:

8. She hates horror films. [**Sensor | Process | Phenomenon**]

Halliday and Matthiessen (2004: 210) classifies the verbs serving as Process in mental clauses into four types: those verbs which show a considerable degree of overlapping in terms of use: 1. *Perceptive* such as perceive and see, 2. *Cognitive* such as think and believe, 3. *Desiderative* such as want and desire and 4. *Emotive* such as love and dislike. They state that the verb **see** can be used to mean **understand**, that is it is used cognitively rather than perceptively. In other words, this verb serves as a replacement for **understand** when the context demands some degree of informality.

c. *Relational process*

This kind of process reflects the process of **being**. Clauses expressing relation assist in characterization and identification (Halliday and Matthiessen, 2004: 210). Two modes of such clauses are recognized: Attributive and Identifying. This classification is based on these modes which individuals make use of in identifying or assigning some feature to a certain thing (Gerot and Wignell, 1995: 34). The elements of the attributive subtype are **Token** and **Value** and in the identifying subtype clauses the participants will be **Carrier** and **Attribute** (Naz et al., 2012: 127):

9. Her name is Janet. [**Identifying**]

10. The performance is **great**. [**Attributive**]

In (9), the Token is the noun phrase **her name** and **Janet** is the Value. The noun phrase **the performance** in sentence (10) is the Carrier and the adjective phrase **great** is the Attribute. The type of clause in both is called intensive due to the verb **is**.

d. *Behavioral process*

According to Halliday and Matthiessen(2004: 248), the behavioural processes incorporate human physiological as well as psychological behaviour such as smiling, breathing, dreaming. What is special about behavioural processes is that they overlap with other processes. For example, **cough** can be both material and behavioral and **talk** can be verbal and behavioural. The only participant in a behavioural clause is the Behaver:

11. **You** are dreaming! [**Behaver/ Process**]

Here, the pronoun **you** is the Behaver is a conscious being but the Behaver may be nonhuman as in:

12. **A crocodile** lives in the river. [**Behaver/ Process/ Circumstance**]

where **a crocodile** is an animal Behaver (Gerot and Wignell, 1994: 60).

e. *Verbal process*

Processes of saying are called verbal:

13. What did **you** say?

In this clause the subject **you** has the part of the Sayer. Verbal clauses , Halliday and Matthiessen(ibid) point out , are useful in creating a narrative with the possibility of including dialogues. It is made up of three elements: Sayer, Receiver and Verbiage. These stand for addresser, addressee and message respectively.

14. I told my secret to my friend. [**Sayer/ Process/ Verbiage/ Receiver**]

15. They praised him. [**Sayer/ Process/ Target**]

In (15), there is no Verbiage but a Target being the focus of the saying. In (16), there is only The Verbiage after the Sayer and Process:

16. The report says that there is an accident. [**Sayer/ Process/ Verbiage**]

In (14) and (15), the Sayer is human and conscious **I/ they** while in (16) it is non-human **the report**.

f. *Existential process*

Existential clauses represent something that is in existence or taking place. This is typically conveyed by means of the construction **there** plus the verb to **be** or **exist**. The existential process includes only one participant: Existent which refers to the event or individual that exists. In other words, it is either concrete or abstract.

17. There are three books on that shelf. [**Process/ Existent/ Circumstance**]

In this sentence the Existent is the noun phrase **three books** whose existence or presence is introduced by **there**. The prepositional phrase **on that shelf** which plays the role of the circumstance and helps specify where exactly the location of the three books is with respect to the listener's and speaker's positions to the books (Halliday and Matthiessen, 2004: 256-7).

3. Previous studies

Here a short display of the studies have dealt with the transitivity analysis. Basically they can be grouped in terms of the domain of discourse. Swift (2017) has investigated transitivity processes and what effects they have in a poem by Ted Hughes entitled *The Bee Meeting*. She analyzes the processes from a feminist- stylistic point of view. Another literarily oriented study is that of Wulandari (2016) which deals with the transitivity in two adaptations of the story of Cinderella. This researcher adopts a qualitative method in the analysis. A transitivity analysis is also carried out by Afrianto and Seomantri (2014) to Shakespeare's sonnets. They identify and group the different processes in tables showing the percentage of each process by means of pie charts. Mehmood et al.(2014) study focuses on the representations of love on a short story by Oscar Wilde entitled *The Nightingale and the Rose*. The processes are studied in terms of the principal characters in the story and how these processes help create associations with the real world. The analysis leans on the concept that language doesn't exist there by chance but rather it has a function to carry out which is communicating meanings.

Other transitivity analyses carried out by other researchers have been concerned with texts (mostly speeches) produced by various world political leaders. Adjei et al. (2015) have studied the main processes in the State-of-the-Nation Address by Ghanaian president John Evans Atta Mills in 2009. This study aims at analyzing the way the Ghanaian president uses language to convey his political standpoints. In another study by Sharififar and Rahimi. (2015), a transitivity analysis is applied to speeches delivered

by president Obama of USA and president Rouhani of Iran at the UN in 2013. The analysis focuses on how these two presidents manage to convey their political mindset.

4. Methodology

In this section of the study, the researcher states the data used in the analysis and the method adopted.

4.1 Collection of Data

Data of the study comprise two televised speeches by George W. Bush and Saddam Hussein on Thu 20 March 2003 04.18 GMT and 06.48 GMT respectively. The scripts of the speeches were obtained by access to *The Guardian's* website: <http://www.theguardian.com>.

4.2 Research Methods

The study leans on the model proposed by Halliday and Matthiessen (2004) of transitivity. It uses a qualitative method supported by a statistical analysis to reach clear findings. This method aims at showing the frequency and distribution and the functions of the processes in the two speeches. Transitivity analysis is applied to clauses of the two speeches.

4.3 Procedures

In the analysis of the two speeches, the following steps are followed:

1. The ranking clauses are identified. The analysis is restricted to only finite clauses excluding nonfinite and embedded clauses.
2. The process types are identified in terms of the kind of participants.
3. Each process type is counted and measured in numbers.
4. The functions of each of process type are interpreted and explained taking in consideration the context of the speeches.

5. Results and Discussions

This is the part where the results of the analysis and their discussion. Percentages are displayed in a table form for the sake of clarity and easiness.

5.1 Percentages of the Processes in Bush's Speech

Process	Material	Relational	Existential	Behavioral	Mental	Verbal	Total
Number	11	5	0	10	5	0	31
Percentage	35.48%	16.12%	0%	32.25%	16.21%	0%	100%

5.2 Functions of the Processes in Bush's Speech

The table above shows that the lion's share is for the material process with 11 occurrences in the speech. As mentioned before, the material process involves doing something to an entity. Bush declares to the American people the start of military actions against Saddam's regime, so to achieve this, he wields material clauses more than others. Action is emphasized here because it is the main issue. For example:

1. "On my orders, coalition forces *have begun* striking selected targets of military importance to undermine Saddam Hussein's ability to wage war."

Actor here is **coalition** forces led by the USA and the Goal is **striking selected targets** with the aim to decapitate Saddam's cruel regime. Bush doesn't specify confine the performing the military actions to only the American side but rather he includes other countries say that the decision of going to war was taken jointly. Another instance of the material use to highlight the actions in the speech is:

2. "More than 35 countries *are giving* crucial support from the use of naval and air bases to help with intelligence and logistics to deployment of combat units."

The material clause in the above quotation refers to **more than 35 countries**, taking part with the US military in the actions, as Actor. The Goal is the object is **crucial support** with an optional Circumstance participant **from the naval and air bases** that indicates

the place from which that support is coming. The continuous tense denotes continuity and the sense of joint effort and participation of both the coalition forces and the US military. In both these instances of material process, Bush endeavors to emphasize the active and central role of the USA as the leader of the world and as a powerful country. They imply a threat to other countries that may think of defying the power of the USA or its allies. In the next instance, Bush shifts his mind from the US role to Saddam's role in the war as a way of justifying taking actions against Iraq:

3. "Saddam Hussein *has placed* Iraqi troops and equipment in civilian areas, attempting to use innocent men, women and children as shields for his own military. A final atrocity against his people."

As a verb phrase in the perfect present tense, **has placed** underscores the recentness of Saddam's action and its being the reason for of the reaction of the US and the coalition. In other words, Bush tries to persuade his addressees that going to war is an option taken on account of Saddam's using the Iraqis as shields. Bush wants the international community and his people to sympathize with the Iraqi men, women and children presenting them as the immediate concern for the US administration and its aides. His intention is to reflect the brutality Saddam's showing to the Iraqis.

Last but not least, Bush expresses his resolution and determination to carry out the offensive against Saddam as a menace in the following material clause:

4. "We **will meet** that threat with our army, air force, navy, coastguard and marines so that we do not have to meet it later with armies of firefighters and police and doctors on the streets of our cities."

The Actor is the inclusive pronoun **we** which is used for purpose by Bush to emphasize that facing **that threat**, that is Saddam, is a future action that will be performed jointly by the US administration and Americans who serve in the army, air force, and so on. The war will be fought on a remote land and not on American soil. The material clause here functions as a tool to mobilize the Americans and call their attention and at the same time warn them that if they do not face up to that threat, it might reach them in their home.

The behavioural process has scored 35. 25 % as shown on the table. An instance of this process is:

5. "We **come** to Iraq with respect for its citizens, for their great civilization and for the religious faiths they practice."

The Behaver in this clause is **we**. This pronoun is repeated to give a global dimension to the war on Iraq and to introduce the seemingly assuring pronouncement by Bush that they came as enemies to the Iraqi people but as liberators. This is served through reference to Iraq in terms of its people and deep-rooted history. The Process is denoted by the verb of action **come** followed by the Circumstance **to Iraq** that shows the direction of the military action. Bush is trying here to reassure the Iraqis that they are not the target but Saddam and his regime only.

Then Bush turns the attention to the American military servicemen and servicewomen in an another behavioural clause whose Behaver is the **millions of Americans** along with the Process presented by the verb **pray** set in the continuous tense to stress the sense of ongoing activity at the time of speaking. Next comes the Circumstance **with**

you for the safety of your beloved ones..... The praying is directed to the military. Bush attempts to raise the morale for the American soldiers taking part in the war. He is comforting them and their families that other fellow Americans are supporting them and are praying for them.

6. "... and we *will prevail*."

Bush announces the winning of the war in advance. It contains a behavioural clause of a Behaver and a Process. The former is materialized by the pronoun *we* and the latter by means of the future tense verb **prevail**. Given the military superiority of the USA and its allies, the above clause serves to express a definite willingness. Bush wants to convince his people that the war on Iraq will certainly be a slamming victory and that they should not worry about the safety of their loved ones.

Mental process has scored 16. 21%. The low percentage of mental clauses in Bush's speech can be attributed to the nature of war and how it is declared. War is a type of action or a series of actions that for the most part requires a lot of material and tangible measures, and the first step or measure is declaring it. The declaration of a war has to be presented in concrete terms with concentration on the preparations and plans of actions to be taken before, during and after the end of the war.

7. "I *want* Americans and all the world to know that coalition forces will make every effort to spare innocent civilians from harm."

Bush shifts from using the pronoun **we** to **I** when he reveals his own thoughts. The participants here are the Sensor **I** , the Process **want** and the Phenomenon **Americans and all the world.....**

By using the desiderative verb **want**, Bush shows a desire to inform Americans and the world of his own intention to secure the safety of **innocent civilians** with reference to Iraqis. Bush is again playing on the sensitive cord of the safety and welfare and the innocence of Iraqi civilians to get national and international blessing for his actions.

8. "I **know** that the families of our military are praying that all those who serve will return safely and soon."

The participants in this mental clause are: the Sensor **I**, the Process **know** and the Phenomenon **that the families of our military.....** .. Bush uses the cognitive verb **know** to show that he is aware of and understand the concerns and apprehension of the families of those soldiers being sent to Iraq in a bid to comfort them.

Like the mental process, the relational process has measured 5%.

9. "At this hour, American and coalition forces **are** in the early stages of military operations to disarm Iraq, to free its people and to defend the world from grave danger."

The participants in the relational clause are: Carrier **American and coalition forces**, the Process **are** and the Attribute **in the early stages of military operations**..... Bush announces via description the initial actions spearheaded by the American and coalition forces. In other words, he provides a report on the state of the war. This is part of the declaration process.

10. "To all the men and women of the United States armed forces now in the Middle East, the peace of a troubled world and the hopes of an oppressed people now depends on you. That trust **is** well placed."

Participants are: the Carrier **that trust** which sums up all of what has come before it, that is, **the peace of a troubled**..... And then comes the Process **is** and the Attribute **well placed**. Bush kind of gives praise to the US military relating himself and the their families, the world and the Iraqis by voicing faith in their ability to bring peace to them.

11. "A campaign on the harsh terrain of the nation as large as California **could be** longer and more difficult than some predict..... "

This is another instance of relational process. The verb to be preceded by the modal auxiliary in the past form. The verb **could** indicates a possibility or necessity. The harshness of the terrain is related to or connected to the length and difficulty of the military campaign in an implied cause-and-effect relation. Bush is preparing the Americans and the international community for an uneasy mission that requires patience and time especially on the part of the armed forces taking part in it. The participants are: the Carrier **a campaign on the terrain**....., the Process **could be** and the Attribute **longer and more difficult**. The comparative serves to intensify the complexity of the war for all those involved in it.

5.3 Distribution of the Processes in Saddam's Speech

process	Material	Relational	Existential	Behavioral	Mental	Verbal	Total
Number	12	0	0	8	10	3	33
percentage	36.36 %	0%	0%	24.24%	30.30%	9.09%	100%

5.4 Functions of the Processes in Saddam's Speech

The table here shows that the material process is used more in Saddam's speech with the mental after it with 10 occurrences. In this speech, Saddam addresses directly the Iraqi people, the Arab people, and supporters of Iraq in the world. He calls the US-led attack as a crime against humanity. This speech came as a reaction to the US declaration of the war on Iraq. It is therefore a zealous fervent speech fleshed up with citations from Arabic poetry and the Quran. The language of the speech is embellished with oratorical style typical of Arabic culture.

1. "ارتكب المجرم الأرعن بوش الصغير هو وأعوانه جريمته التي كان يتوعد بها العراق و الانسانية".

Bush, the criminal and reckless Bush the junior and his aides committed their crime which he was threatening Iraq and humanity with.

The material clause in this extract consists of the Actor Bush and his aides and the Process is that they committed a crime (war) which is the Goal. The Arabic verb for committed is ارتكب is of a negative meaning just as its English counterpart. Saddam attempts to depict Bush and his aides as perpetrators of a crime not just against the Iraqis but also the whole of human race. The unfavorable destructive effects of the war will have long-term reverberations. The war actions are expressed in material terms to reflect the enormity and outrageousness of this crime.

2. "وبذلك أضاف هو وأعوانه الى سلسلة جرائمهم المخزية بحق العراق و الانسانية بداية جرائم أخرى".

Thus he and his aides have added to their series of horrible crimes against Iraq and humanity (yet) a beginning of other crimes.

The clause is material clause contains the following participants. The Actor he and his aids هو وأعوانه. Saddam refers to Bush pronominally with a tinge of disdain and scorn. The Process is represented by the transitive meaning أضاف. It indicates

multiplicity of crimes committed by them. The many attacks on Iraq and humanity with this last one are intensified. The Goal is the crimes against Iraq and humanity which is repeated for the second time to magnify the enormity of the war and its massive inclusiveness being something expected from the USA administration and its allies.

3. وفي هذا لا نريد ان نكرر ما ينبغي وما يجب على كل الامجاد و الماجدات مما يقتضي فعله دفاعا عن الوطن " الغالي المبادئ والمقدسات...."

And in this we do not want (will not) to repeat (saying) what all the honorable men and women should do and what it takes to defend the dear homeland, principles and what is sacred.

This is a mental clause having the Sensor (or the subject) implied. The Process is نريد/want, which is negated by لا /do not. نريد is a desiderative verb. The Phenomenon is . ان نكرر ما ينبغي و ما يجب على..... . Saddam turns address towards the Iraqis in order to urge them on to stand up against the aggression launched by the 'criminal' Bush. He does this emphatically by means of the negated verb لا نريد which actually means that he does want to reiterate or restate what he intends to say. Saddam tries to pass a message to the Iraqis reminding them of their duty as citizens to defend their homeland, principles and ideals they live by, and their religious beliefs. In other words, he is rallying them to a fight for their destiny.

4. ولكنني اقول على كل واحد منا في عائلة العراق المؤمنة الصابرة المظلومة من اعدائها الاشرار ان يتذكر ولا " ينسى كل ما قاله و انتخى به."

But I say that it is incumbent upon everyone in the believing, enduring family of Iraq that is by its evil enemies to remember and never forget all that he or she has already spoken of and prided on."

This excerpt includes a verbal clause composed of the following participants: the Sayer, that is, Saddam himself, the Process of saying and the Target which what is said على كل واحد منا في عائلة العراق المؤمنة..... . Saddam targets the Iraqis portraying them as the members of the family of Iraq to raise their morale and unleash their patriotism. He tries to inflame their sense of honor and chivalry against their evil adversaries.

5. " وأنهم سينهزمون الهزيمة التي يتمناها لهم بعد أن أمعنوا في الجريمة و الشر."

And they will be defeated; a defeat that we hope for them after they went far in injustice and evil.

This clause contains a behavioural process expressed by the verb أمعنوا / went far, in the past tense. Saddam again stresses the criminal acts and aggressiveness of the US and coalition. The participants are them as the Behaver, the Process is the verb and the Behaviour is the prepositional phrase في الجريمة و الشر .

6. "ومع العراق ستنتصر أمثنا و الإنسانية"

And with Iraq, our nation and humanity will win

This is another behavioural clause. The Behavior is subject *أُمْنُنَا وِ الْإِنْسَانِيَّةِ* / our nation and humanity. The verb *سَتَنْتَصِرُ* / will win, in the future, indicating and highlighting a prediction of the aforementioned defeat. The prepositional phrase *مَعَ الْعِرَاقِ* / with Iraq serves as a Circumstance. This clause provides a more emphasis and consolidation to the previous one. It reflects Saddam's belief and conviction that the enemy's loss is predestined. Their downfall will not only be the triumph of the Arab Nation but also that of all humanity.

6. Conclusions

Making a war speech is all about producing a piece of discourse with the goal of announcing to the audience the measures and actions to be taken by the assailant and the reaction (or reactions) of the assailed. The statistical analysis has shown that Bush's speech scored a high percentage of material process (35.48 %) and behavioral process (32.25 %) while Saddam's speech scored a percentage on material process (36.36%) and (30.30%) on mental process. Therefore, the analysis of the two speeches has reflected a heavy reliance on the material, behavioral and mental processes. The producers of the texts intend to inform their audience (readers, listeners or viewers) of the steps they are about to take or have taken as a result of engaging in a military action with the other. It is a matter of telling them about what 'we' are going to do to them and how 'we' are going to do it. This explains the low percentage of the occurrence of other types of processes in the two texts.

The high percentage in Bush's material process can be explained by calling to mind the disposition of the Western's way of thinking in material and practical terms. The western people give priority to actions which explains the second high percentage of the behavioral process in Bush's speech. As for the high percentage in the mental process compared to the other processes can be bound to Arabs' frame of mind which focuses on the mentality and the abstract side of the human nature. They prioritize the workings of the mind in an attempt to drive convincing arguments to their audience.

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تحليل العبوريه او الانتقالية في الخطب الحربية لجورج بوش و صدام حسين : دراسة مقارنة

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كلية التربية – قسم اللغة الإنكليزية

الخلاصة

تقع الحرب في صميم التاريخ البشري. انها من اكثر التجارب مرارة التي اضطرت الامم خوضها. تجلب الحروب العديد ممن المآسي قد تمتد تأثيراتها السلبية لأجيال وأجيال قادمة. تأتي الحرب كرد فعل لاعتداء او هجمات ترتكبها احدى الاطراف المتحاربة ضد الاخرى. يرافق حرب الاسلحة المادية حرب كلامية بين الاطراف المتورطة. تمثل الخطب الحربية نوعا من انواع الخطاب السياسي التي لها تأثيرها على مجرى الاحداث لحرب.

مشكلة البحث الحالي هي دراسة خطابين لرئيسين سابقين، هما رئيس الولايات المتحدة الامريكية جورج دبليو بوش والرئيس العراقي صدام حسين. تستهدف الدراسة لوصف انواع عمليات العبورية او الانتقالية المستخدمة في كلا الخطابين، توزيعها ووظائفها. يتبع التحليل نموذج للنحو الوظيفي (٢٠٠٤). هي تعد دراسة نوعية وصفية مدعومة

بتحليل احصائي لغرض التعمق في الموضوع. ان التحليل العبوري او الانتقالي يمثل جزء من الضرب من النحو. تفترض الدراسة ان الخطابات الحربية تمتاز بسيطرة العمليات المادية و السلوكية اكثر من غيرها.

الهدف هنا هو تبين كيفية استخدام العمليات العبورية او الانتقالية بشكل مؤثر في الخطابات الحربية لتوليد معنى او معاني في هذا الخطاب السياسي و كيفية انتاج قطعة لغوية مناسبة يقبل بها الجمهور وتعكس الايديولوجيا التي يتبناها المتكلم.

تتألف الدراسة من جزئين اولها نظري والاخر عملي تحليلي. يستنتج من الخطابين بأنها يكثر فيهما الجملة المعبرة عن المادة لوصف الاعمال التي يقوم بها كيان ما كجزء من اعلان الحرب. فالحرب قائمة على اعمال والاعلان هو نفسه احدها.