

A Critical Discourse Analysis of Anti-terrorism: With Reference to Barak Obama's Speech on Terrorism

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Abstract:

This study aims to use Critical discourse Analysis and adopts Fairclough's model 1989 to study anti-terrorism speech. The speech was entitled "Obama's address to the nations on terrorism". This study attempts to illustrate the power, ideologies and identities that reenacted in anti-terrorism speech. The study adopts Fairclough's model (three-dimensions) as an approach of analysis: description level, interpretation level, and explanation level. The study also aims to investigate the formal features of anti-terrorism speech through the first level of analysis. This study aims to investigate the struggles of power, social struggle, political struggle in the text.

Keywords: Anti-terrorism, Critical Discourse Analysis, Text, Ideologies, Power, Identities, Speech Acts, Intertextuality.

تحليل الخطاب النقدي لمكافحة الإرهاب: بالإشارة إلى خطاب باراك أوباما عن الإرهاب

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الملخص:-

تهدف هذه الدراسة إلى استعمال نظرية تحليل الخطاب النقدي اعتماداً على أنموذج فيركلوف عام ١٩٨٩ لدراسة خطابات مكافحة الإرهاب، وقد تم اختيار خطاب لتلك الدراسة، وهو خطاب الرئيس باراك أوباما لمكافحة الإرهاب، وقد سعت الدراسة إلى توضيح عناصر القوة، والأيدولوجيات، والهويات -التي تم تمثيلها في هذا الخطاب- من خلال أنموذج فيركلوف ثلاثي الأبعاد كمنهج للتحليل: مستوى الوصف، ومستوى التفسير، ومستوى التوضيح، كما سعت إلى التحقيق في السمات الرسمية لخطابات مكافحة الإرهاب من خلال المستوى الأول عن طريق تحليل المفردات والقواعد والسمات النصية. كما قدّمت تفسيراً للنص والسياق من خلال تحليل السياق الظرفي والتناص، وأفعال النص والكلام.

الكلمات المفتاحية: (مكافحة الإرهاب، تحليل الخطاب النقدي، النص، الأيدولوجيات، السلطة، الهويات، أفعال الكلام، التناص)

1.1 Introduction

The study focuses on the analysis of the anti-terrorism speech that is said by President Barack Obama via critical discourse analysis. Critical discourse analysis (CDA) is a branch of critical social analysis, which contributes to focus on discourse and relations between discourse and other social elements (e.g. on how discourse figures in ideologies and power relations). In the present study, we depend on Fairclough's three dimensional model (1989). The study includes quantitative and qualitative analysis. It is qualitative because it focuses on the analysis of anti-terrorism speeches and investigates identities, power struggles and ideologies in the speech. The study investigates the usage of language associated with particular social activities, the text, the discursive practice.

1.2 Aim of the study

In this study, anti-terrorism speech will be analyzed via Fairclough's model (1989) of critical discourse analysis. The speech is said by President Barack Obama via critical discourse analysis. The study is prepared to find out the words, meanings, and expressions that enabled these two speakers to achieve and convey the concepts of anti-terrorism in their speeches. This study aims also to investigate the ideologies that are used by speakers to achieve the task of anti-terrorism. This study also shows the social struggles, political struggles and these struggles show the identities in the text (the macro-structure). The study aims to discover the textual features, cohesion, coherence, the mode of sentences in the text that make it well prepared to achieve the task of anti-terrorism speech (micro-level).

1.3 Definitions of Discourse Analysis

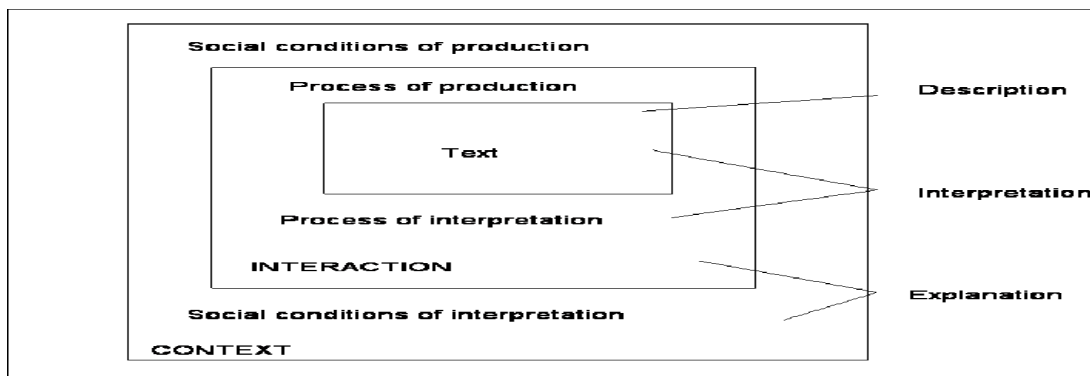
Johnstone (2008, p.6) states that discourse analysis sheds light on how speakers indicate their semantic intentions and how hearers interpret what they hear. She also adds that discourse analysis is an interpretive analytical approach. Taylor (2013, p.50) indicates that discourse analysis is concerned with meanings and practices, which are primarily social often investigated through particular practices including talk practices. It

is a social research approach that involves a close interpretation of language data and language practices. For Fairclough(2006, p.6) discourse analysis is three dimensional, so any discursive event is seen as being a piece of text, an instance of discursive practice, and examples of social practice. Additionally, Fairclough (2004, p.7) states that the social practice dimension attends such as institutional and organizational circumstances.

1.4 Critical Discourse Analysis

Fairclough (2013, p. 555) states that critical discourse analysis aims to provide a framework for systemically linking properties of discursal interaction and text with features of their social-cultural circumstances. He also adds that critical discourse analysis builds upon critical linguistics by centring the conceptualization of language as discourse and more explicitly locating critical language analysis with critical social science. Fairclough argues that language should be analyzed as social practice, through the lens of both speaking and writing, he aims to map three separate forms of analyses: analysis of the (spoken and written) text, analysis of text practices (the process of production, distribution and consumption) and analysis of discursive events as instances of (socio-cultural). These three stages are used in this research to analyze texts of (anti-terrorism speech). Fairclough (2001, p. 22) develops his three-dimensional framework, corresponding to the three levels of discourse. He produced three stages of CDA: description, interpretation and explanation. For him, discourse is a kind of social practice, which is the picture of social structure. Discourse is a unity of "context, interaction and text". Among them, text lies at the bottom, which is the result of the interaction. Both the process of production and the process of interpretation relies on context. Fairclough (2001, pp. 22-23) shows that corresponding to these three

dimensions of discourse, we shall distinguish three dimensions, or stages, of critical discourse analysis: The description is the stage that is



concerned with formal properties of the text. In this stage, we investigate linguistic features such as choices in vocabulary (wording), grammar (transitivity, passivation) and text structure.

Figure (1-1) Fairclough,s three -dimensional model-Discourse as text, interaction and context.

Fairclough (1989,p.25)

2. Theoretical Background of The study

2.1 Discourse and Counterterrorism

Brecher et al. (2010, p,p.82,87) confirm that counter-terror (anti-terrorism) discourse functions primarily to produce emotional meaning and new roles of identities that are reformed in the period 1998- 2007. In addition to that counter-terror discourse demonstrates through the analysis of discourse shaped by terrified structures of communication to cope with the lack of meaning and surplus of anxiety in political culture. Through counter-terror discourse, becomes one overpowering and immediate referent of this wider discourse of fear. Counter-terror discourse has its active logic that causes fear and anxieties associated with terrorism and other difficulties to grow in magnitude. Counter-terror discourse is used to express anxiety, fear in the form of perceived threats posed by others. This is understood as the uncertainty of the identity, moreover, counterterror discourse attempts to address the problems through creating emotional engagement with audiences. Deflem (2004, p.189) reports that according to political rhetoric

terrorism constitutes a threat to society different from the other social problem.

2.2 Ideology

Van Dijk (2006) defines ideology as a kind of ideas, beliefs so different types of ideologies are defined by the kind of groups that have different ideology such as social movement, political parties, professions, and churches. Ideologies are not socially shared beliefs like sociocultural knowledge but they are more fundamental and obvious.

2.3 Power in Discourse and Methodology

Van Dijk (2008, p.63) advocates that text and talk appear to play a vital role in the exercise of power, though there are many concepts of power in philosophy. Then van Dijk asserts "Social power" in terms of control, control of one group over another group. In discourse and power, people are not free to speak and write, where and when they want and to whom they want. People are partly or wholly controlled by the power of others. For example (Mass media and business corporations) specifically in talk and text. On the contrary, some people are free, when and what to say. Another thing that needs to be mentioned is (mind control). People's actions are controlled by their minds (knowledge, attitudes, ideologies, norms, and values). So powerful discourse may influence directly or indirectly other discourse. Discourse analysis tends to study these general relationships at the micro-level. The general relationships are like (How press and conferences are conducted, and how press releases)

2. 4 Review of Literature

Many studies have been conducted using Critical Discourse Analysis. Some of these studies have adopted Fairclough's Model of Analysis.

The First study is done by Zhang (2003). The contribution study entitled *The Third U.S –China strategic and economic dialogue*. The study aims to discover the reasons behind the differences from the perspective (CDA). The three-dimensional model and Halliday Systemic Functional Grammar are based on as an analytical tool also. A detailed and specific exploration of the news discourse was conducted to

find hidden ideologies from different perspectives. The analysis intends to reveal hidden ideologies and power relations in the articles: description, interpretation, and explanation. At the first two stages, the linguistic choices of the texts will be examined by using the analytical devices of Halliday's systemic functional grammar. The study concluded that the material process is the process of doing things which is expressed by an action verb (e.g. beat, break, kick) as an actor (logical subject) and the goal of the action usually a noun or pronoun.

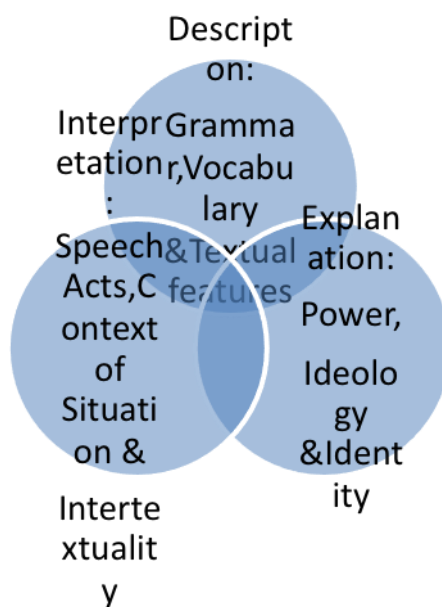
The second study is done by Obaid and Fahad (2009) entitled *Obama's Speech in Cairo "New Beginning" Critical Discourse Analysis*. The study aims to investigate how language is used as part of the president's attempt to draw a new position and identity for America in the global community in general and in the Islamic community in particular. As one of the strategies that go in conformity with the well-known slogan of "change" in the presidential election campaign. The main aim of the study is how Obama utilizes language to present his new ideology associated with his strategy of change to draw a new position for America concerning the global community.

The third study is done by Dr Manal Abdulhadi (2020) entitled *Ideology of ISIS: Social and Linguistic Practices of Abu Bakkar Al Baghdadi's First speech* at College of Arts Mustansiriyah University/ Baghdad, Iraq. The study adopts Fairclough's model. (Three dimensional): description, interpretation and explanation. This study focuses on analyzing the first speech delivered by Abu Bakkar Al Baghdadi in 2014 through implementing critical discourse analysis methodologies. The study aims to analyze social practice concerning social structures (Macro-structures). The study also aims to investigate the ideologies of ISIS.

3.1 Theoretical Framework of Analysis &CDA (Fairclough's three dimensions Model)

In this study, anti-terrorism speech is analyzed, the speech is said by U.S. President Barack Obama, delivers an address to the nation of America. Fairclough's model (1989) is adopted for analysis. This model

published by Norman Fairclough in 1989 in his book called (Language and Power). Discourse as text, interaction, and context. This model is also Called "Three-dimensions discourse" (Description, Interpretation and Explanation)



3.1.1 Description level

This level is concerned with the formal features of the text. The linguistic features of the text are analyzed. In (description level), we are going to focus on three main Parts: Vocabulary, grammar, and textual features. Fairclough(2001, p. 92) states that vocabularies are investigated in the text as a part of the description, Grammar and textual features. Fairclough (2001,p. 87) puts some questions to analyze vocabularies in the texts.

3.1.2 -Vocabulary: These questions are adopted by Fairclough to analyze Vocabulary.

- a. What experiential values do words have?
- b. What ideological significant meaning relations (synonym, hyponym and antonym)
- c. What relational values do words have?
- d. What expressive values do words have?
- e. Is there rewording or over wording?
- f. What metaphors are used?

Fairclough(2001, p.92) states that (What relations values do words have)is important in analyzing text. This question focuses on how choices of words depended on. And how these words create social relations, with other values. For example the use of racist vocabularies.

3.1.3 Grammar in Description Stage

The second part of the description stage in text analysis is the investigation of grammatical structures of text. Fairclough(2001, p.105) states that we shall investigate what modes are used in the text. There are three modes: declarative, imperative and questions. Declarative sentences are composed of the subject followed by a verb, while imperative sentences do not have a subject at all. Fairclough (2001,p 106) depends on questions to analyze texts. For Grammar analysis he sets these questions:

A. Are sentences active or passive?

The negative assertion is used when the speaker makes the same points positively. Both negative forms and positive ones deny the ideology of terrorist activities. The writer uses negative forms as a way of implicitly taking issue in the corresponding positive assertion.

Example :Our success ***will not*** depend on tough talk, or abandoning our values or giving into fear. That is what groups like ISIL are hoping for.

3.1.4 Modality in the text

Fairclough (2001,p.106) adds that modality will be analyzed in the text to give the interpretation. Then he explains that modality is important for relational and expressive values in grammar. Modality is related to speaker or writer, authority. First, if it is a matter of one participant in relation with others, this is called relational modality. The second is the matter with the speaker or writer's authority concerning the truth or probability of reality. Modality is expressed by modal auxiliary verbs like (may, might, should, can, can't and ought to)

B. What modes (declarative, grammatical question, imperative) are used?

Fairclough(2001, p.105) states that we shall investigate what modes are used in the text. There are three modes: declarative, imperative and

questions. Declarative sentences are composed of the subject followed by a verb, while imperative sentences do not have a subject at all.

C. Are the pronouns (we and you) used?

Fairclough (2001, p. 107) remarks that we should investigate, the presence of (we and you) in text and its relation with (tu and vovs) which are expressed outside the pronoun system of English. Fairclough focuses on how pronouns in English have relational values of different sorts. The pronoun (we) exclusively represents the speaker or the writer plus more others, but it doesn't refer to the addressee(s). He also adds though the anonymity of mass communication audiences, the direct address of members' basis with you is very common. e.g. We must relentlessly fight terrorism to protect human rights.

D. Is there rewording or over wording?

Rewording is the wording of what may be assumed to follow from what has been said. Rewording is a paraphrasing tool that is concerned with stating the same idea or proposition in different words or retelling the same word on and on to create a distinct effect. Overwording denotes the usage of many words to show relations of synonymy, hyponymy, and antonymy.

E. Cohesion and Coherence

Lexical cohesion is concerned how lexical items relate to each other so that textual unity is created. According to Halliday and Hassan (1976, p.319), lexical cohesion concerns two distinct, but related aspects: reiteration and collocation. Reiteration is the recurrence of lexical items in the text, like hyponyms, synonym. While collocation is the use of a "word that is in some way associated with another word in the preceding text because it is a direct repetition of it or it is in some logic synonymous with it or tends to occur in the same lexical situation"

F. logical connectors.

Paltridge (2012, p. 123) states that the further way in which language contributes to the texture of the text is through the use of a conjunction. Conjunctions refer to words such as (and, however, finally)

that join sections, clauses and phrases. These conjunctions represent semantic logical relationships between phrases and clauses.

G. References

Halliday and Hassan (1976, p.308) state that reference relations are between elements of the text. McCarthy (1991, p.35) states that references in English include pronoun e.g. (He, she, it, they, him, them etc.) and demonstratives (this, that, these, those).

I. Repetition is one of the innately literary features of casual talk processes within a conversation. It occurs at various level forms, within a single utterance to more global over many speakers turn and over the conversation as a whole.

3.2. Interpretation Level

The second level of text analysis is the interpretation level. This level of analysis is concerned with the relationship between text and interaction. . Fairclough(1995,p.11) explains interpretation as what words, sentences, or long stretches and what speaker or writer meant. It is a matter of judgment and evaluation: For instance judging whether someone is saying something sincerely or not, seriously or not. In interpretation, we need to know also why people are speaking or writing like that in the text.

3.2. 1. Situational context

These are the four questions that are suggested by Fairclough (2001) to investigate the main dimensions of situational context.

What is going on? (Activity, topic, purpose)	Content
Who is involved?	Subjects
In what relations?	Relations
What is the role of language in what is going on?	Connections

3.2. 2. Intertextuality

Dentith (2005, p. 92) reports that the more radical version by Julia Kristeva and her first formulation of what she calls " an insight first

introduced into literary theory by Bakhtin: “any text is constructed as a mosaic of the quotation; any text is the absorption and transformation of another. The notion of intertextuality replaces the inter-subjectivity and poetic language is read at least double”

3.2. 3. Speech acts

Searle (2005, p.1) states that the classification of illocutionary into certain basic categories. Illocutionary verbs are always parts of a particular language. There are a large numbers of illocutionary acts that require extra-linguistic features and generally special position by the speaker. An illocutionary act is the intention of words to constitute either an act of promise, command, criticism, greeting, pronouncement, etc. Searle (2005, p.13) states that the directive act is determinate of the determinable which comprise attempting by speaker, to get the hearer to do something

3.3 Explanation Level

The emphasis in this level is upon struggle or relation of power Fairclough (2001, p.135) states that this level (explanation) is connected to the stage of interpretation. Interpretation is concerned with how MR. draws upon processing discourse. The objective of the explanation stage is to portray discourse as part of the social process. Determination of discourse depends on the societal level, institutional level and situational level. The study investigates in the explanation stage the following :

- 1.power relationships at the Situational level
2. Power Relationships at the societal level.
- 3.Ideologies in the text.
4. Identities

4. Data Analysis of The Speech of U.S. President Barack Obama on Terrorism

The analysis is carried out in three dimensions: description, interpretation and explanation. The first stage of analysis is the description stage which is concerned with the formal properties of the

text. The description stage is subdivided into three levels: Vocabulary, grammar and textual features.

4.1 Description stage (Micro-level)

4.2 Vocabulary

The relational and expressive values construct social relation, social identities and they construct knowledge and beliefs in the text.

Example (1) they were white and black, Latino and Asian, immigrants, and American born.

U.S President Obama starts his speech using expressive words (white and black), (Latino and Asian) and (American and immigrants). These words have expressive values and relation values. The relational values that these pair of words have an antonym relationship. The meanings of these words are incompatible. The U.S president in example (46) uses these expressions to show solidarity with victims and all society.

4.2. 1 Main Meaning Relations

Meaning relations like (synonymy) can be regarded as relative to specific ideologies in the text.

Example (2) They are *thugs* and *killers*, part of a *cult of death*.

The U.S president uses these synonymy words (thugs, killers and cult of death) to attribute terrorist groups by these negative adjectives. He uses these synonymy and expressive words to imply a negative impression on hearers' mind about terrorism. The U.S president based his speech on anti-terrorism ideology.

4.2.2 Collocation

Collocation is a group of words that occur in connection with each other semantically. It is a specific relationship among words in the text.

Example (3) Next, we should put in place stronger screening for those who come to America without a visa so that we can take a hard look at whether they've travelled to *war zones*.

The U.S president uses collocation strategy like (war zone) to refer to the places and countries that have terrorism on its land like (Daesh)

4.2.3 Metaphor:

Metaphor is used by president Barak Obama in his speech to defeat terrorism ideologically.

Example (4) “And I know that after so much war, many Americans are asking whether we are confronted by *cancer that* has no immediate cure.

The U.S president uses this word (cancer) as a metaphorical representation of the social problem and to express the struggle against terrorism activities...

4. 3.Grammar in Description Stage:

The second part of the description stage in text analysis is the investigation of grammatical structures of text. This analysis focuses on grammatical features in the text. Fairclough explains what type of process or participant predominate. Also, Fairclough adds the type of sentences that should be investigated whether they are active sentences or passive.

The Usage of Main Meaning Relations in Obama’s Speech

Type	Example	Frequency	Percentage
Antonymy	They were white and black, Latino and Asian, immigrants, and American born, moms and dads.	6 times	46%
Collocation	They’ve travelled to <i>war zones</i> .	4 times	30%
Metaphor	You are equal in the <i>eyes of God</i> and equal in the eyes of the law.	2 twice	15%
Euphemism	Thank you. God bless you.	1	8%

4.3.1.Modality: Modality is expressed by auxiliary verbs (may, might, must, should, can, could, ought to, etc.)

Example (5) there are several steps that Congress should take right away.

The modal verb (should) expresses obligation in this sentence. The U.S president uses his authority to command congress. The speaker

commands and orders congress to follow some steps to defeat the terrorist. The modal verb (should) in example (5) shows that the speaker is the authority holder.

4.3. 2 Pronoun(we & you)

The interpretation of these two pronouns in Critical discourse Analysis is important. These pronouns represent the identities of the speakers and show the ideologies of the speaker in the text. They also imply solidarity and power in the text.

Example (6) *we* will overcome it. *We* will destroy ISIL and any other organization that tries to harm us.

The pronoun (we) in example (6) represents that the speaker speaks on behalf of his nation America. It shows that the speaker is the authority holder. The pronoun (we) is used by the speaker to commit himself as a loyalist to his people and his country. He will fight against terrorist groups and destroy them. The pronoun (we) in example (6) shows the solidarity of the speaker.

4.3. 3 Type of sentences

Active sentences have the form (SVO) which engages 70% of the whole sentences of the text. The reason for using active sentences is ideologically related to social power in the text.

Example (7) **Our** military will continue to hunt down terrorist plotters in any country where it is necessary.

The U.S president uses the active form to express the ideology of anti-terrorism. He assigns (military operations) as (an actor) and assigns terrorist as (a goal)in both sentences. The speaker speaks on behalf of the military operation. The speaker belittling from the importance of terrorist groups. The U.S president uses negative sentences in the text which have experiential values in the text. Negative sentences express denial of some ideologies.

Example (7) Our success will not depend on tough talk, or abandoning our values or giving into fear. That is what groups like ISIL are hoping for.

The U.S president uses negative sentences in example (7) to refer to the strategy that the president and his nation follow. The president uses

the negative form to imply that some ideologies shouldn't be used in the battle against terrorism like (tough talks).

4.3. 4. Cohesion and Coherence

Cohesion is used to refer to overt grammatically describable links on the textual service. Cohesion is a characteristic of discourse structure that equivalently gives a text its texture. Cohesion can involve the logical connectors, repetition of words

4.3.5. Logical connectors

The speaker uses logical connectors to connect, phrases and sentences, words that are ideologically connected in the text.

Example (8) tonight I want to talk with you about this tragedy, the broader threat of terrorism *and* how we can keep our country safe.

Obama uses the logical connector (and) to connect these two sentences. These two sentences are ideologically related. The speaker limits the aim of his speech to three main goals and he connects them with the additional connector (and). He uses the connector (and) to make his text more cohesively tied up.

4.3.6. Repetition

Repetition means focusing on items in the speaker's turn to acknowledge receipt or understanding or to highlight a problem by a second speaker. U.S President Obama repeats the word American 22 times because his speech is addressed to the nation of America. The purpose of the speech was because of (14 Americans)who were killed by terrorist groups. The president repeats the word (terrorism) 7 times in his speech because his speech was about terrorism in a rare primetime. The speaker uses the word (fight) 7times to declare war against terrorism. The word(fight) shows the speaker's attitudes towards terrorist groups.

4.3.7 . References

Reference is the semantic relationships between words. Reference can be divided into two types: anaphoric and cataphoric.

Example (9) "ISIL does not speak for Islam. *They* are thugs and killers, part of a cult of death. And *they* account for a tiny fraction of more than

a billion Muslims around the world, including millions of patriotic Muslim-Americans who reject their hateful ideology.

The U.S president uses personal references (they) to refer back to ISIL. The speaker uses the anaphoric pronoun (they) to make his speech more coherent. The anaphoric pronoun (they) is used to give a full description to ISIL groups as (thugs and killers). The U.S president follows an ideology of giving exact attribute to the terrorist groups. He gives a adscription to the percentage of those groups that they are tiny. The speaker coherently links all these descriptions by using the pronoun (they)

4.4 Interpretation is the second level of text analysis is the interpretation level. There are three steps of analysis: Situational context and discourse type, intertextual context and presupposition and speech acts.

4.4. 1 Situational context

These are the four questions that are suggested by Fairclough to investigate the main dimensions of situational context.

What is going on: The topic of this text is a political speech said by U.S. President Barack Obama addressing the nation of America in the Oval Office of the White House in Washington on Dec. 6, 2015. The activity type is political speech said against a real threat that threatens the united nation and the entire world (terrorism).

In what relation: The speaker is U.S. President Barak Obama in the oval office of the White House in Washington on Dec 6, 2015. The speech is a [televised address](#). The participants were all American citizens, and people who listen to the speech on TV, radio, or on social media. There are two political parties in America: the republican and democratic party. Barak Hussein Obama is a member of the democratic party

What is the role of language in what is going on?: Language is used to select vocabularies, structures to fulfil the task of anti-terrorism. The U.S president chooses words and expressions to declare his attitudes towards terrorism. President Obama chooses words that have expressive and relational values to make his text more coherent. The speaker

expresses his attitudes towards terrorism when he says " Tonight I want to talk with you about this *tragedy*, the broader *threat* of terrorism and how we can keep our country safe". The speaker chooses (*tragedy and threat*) to attribute terrorism with awesome adjectives.

4.4 . 2 Intertextuality

Example (10) the victims were brutally murdered and injured by one of their co-workers and his wife.

The U.S president refers to terrorist events that had happened in America. The speaker uses a report style to refer to that accident. The speaker uses the passive form to make the listeners focus on the victims. The speaker uses vertical intertextuality to make his listener more experienced about the crimes of terrorist groups

4.4 .3. Speech acts

The Illocutionary act is connected to the speaker's intention which constitutes promise, command, directing, and warning, announcing, and giving information, criticizing, and many more suggestions.

Example (11) Congress should act to make sure no one on a no-fly list can buy a gun.

The U.S president uses the modal verb (should) to command congress to follow restricted policy to buy any gun. The speaker uses a directive act to show his attitudes towards having a weapon by terrorist groups. The speaker uses the directive act to take a turn as an advisor and commander to the American people.

Example (12) our military *will* continue to hunt down terrorist plotters in any country where it is necessary.

The U.S president Barak Obama uses the commissive form to commit on behalf of all U.S military to America and other countries in the world to hunt down terrorist groups everywhere.

4.5 . Explanation

The explanation is a matter of seeing discourse as a part of the process of seeing discourse as part of social struggles within a matrix of the relations of power

4.5. 1.power relationships at the Situational level

To determine the type of discourse in the text we should investigate power relationships at the situation level. The speaker is U.S President Barak Obama. The activity type of this text is a political speech that is said against the real threat by terrorism to the United Nations of America. The spokesperson is the President who is the (authority holder) in the text. He has the power to command, advise and order the listeners. The speaker is commander in chief so he has political and military authority. Thus the speaker said "I have authorized U.S. forces to take out terrorists abroad precisely because I know how real the danger is of terrorist groups.

4.5. 2 Power Relationships at the societal level

At the societal level, there are different struggles of power and the struggle of ideologies in the text. The first struggle of power is between counter-terrorism supporters against terrorist groups (ISIL and AlQaeda). Counter-terrorism is represented by President Barak Obama so; he declares that he is at war with terrorist groups. Counter-terrorism in the text is also represented by (U.S military forces, congress and closest allies to the U.S.A). There are covert power struggles between political parties the (democratic party and the republican party).

4.5. 3 Ideologies in Obama's Speech

Many ideologies are enacted in this text which is said by President Barak Obama on the 6th of Dec. 2015. There are some ideologies adopted by terrorist groups. Radicalization ideology is adopted by people who had a bad interpretation of Islam. Radicalized groups are people who call for war against America and Western societies and declare war against Iraq and Syria. The second ideology is a hateful ideology that is also adopted by terrorist groups like ISIL. Some ideologies are represented by President Barak Obama and supporters of anti-terrorism groups. The ideology of equality which is adopted by the speaker that gives the implication that the speaker is (a God believer). President Barak Obama rejects racist ideologies. He rejects social class racism by choosing antonym words (black and white). The speaker rejects ethnicity racism through saying (immigrants or American) and also (Latino or

Asian). President Barak Obama also rejects the idea of Muslim discrimination in America.

4.5 .4. Identities

The prominent social identity in the text is President (Barak Obama) who is the first African-American president of the United States. He is a member of the Democratic Party. Obama worked as(a U.S senator) before he becomes president. He is the father of two young daughters. He is a commander in chief of the united nation. He is a confident, democratic and conservative person.

5. Discussion of Results OF Micro-level in Obama's speech

5.1 President Barak Obama successfully linked micro-level with macrostructures to make his speech fulfil the task of (anti-terrorism). The formal features of the texts represent the (micro-level). Barak Obama chooses words and expressions to show his attitudes towards terrorism. The U.S president(Barak Obama) uses words that have expressive and relational values.

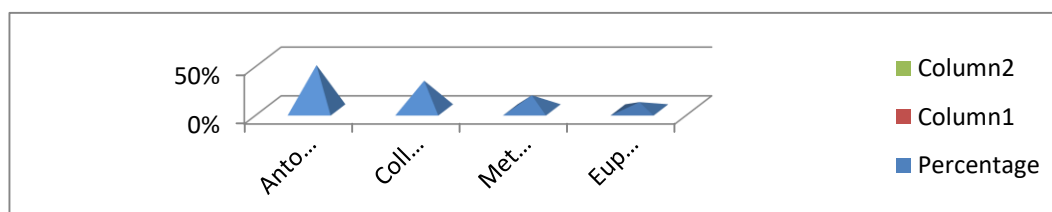


Figure (2) Shows the usage of expressive and relational values of words in Obama's speech.

5.2. The second part of Micro-analysis is grammar.

Modality takes the role in texturing identities in this text which is said by U.S president Barak Obama.

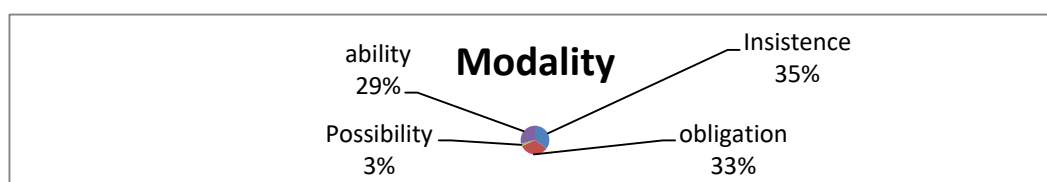
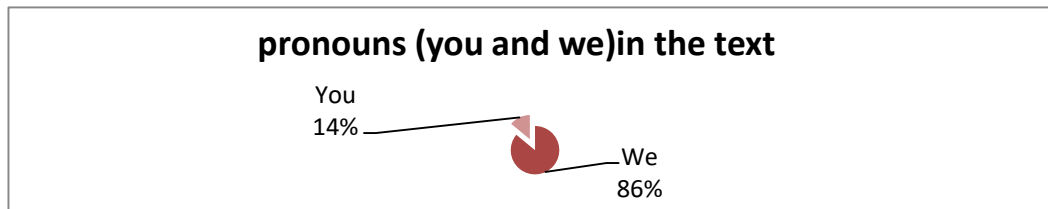


Figure (3) Shows the Usage of Modality in Obama's Speech.

Figure (3) shows that insistence composes 35% of the whole usage of modality. The U.S president Barak Obama insists on destroying terrorist groups. The president speaks on behalf of all American forces that he will destroy ISIL.



Figure(4) Shows the Usage of the Pronouns (We and You) in Obama's speech

The pronoun (we) composes 86% of the usage in the text. The U.S president uses the pronoun (we) to speak on behalf of American forces and American capacities to fight terrorism. The pronoun (we) represents the power in the text. The speaker uses (we) to refer to American forces and all capacities of America against terrorist groups. The pronoun (we) is used inclusively to address the whole people by the speaker. The pronoun (you) assimilates the leader to the people

5.3 The results of Macro-Structures level in Obama's speech

This type of speech is a political speech said by President Barak Obama against the real threat that threatens the united nation and the entire world (terrorism). The purpose of this speech is to reassure the U.S country on edge about terrorism in rare time. The speech is a televised address. The spokesperson is U.S President Barak Obama. The social relationships between the speaker and listeners are unequal. The speaker is a governmental authority controller. He is a powerful man in the text.

5.4 Results of Intertextuality in Obama's speech

The U.S president uses a report style to mention some events that took place in America. The U.S president Barak Obama refers to some event to make his listeners more experienced in terrorist activities

5.5 Results of Speech Acts in Obama's speech

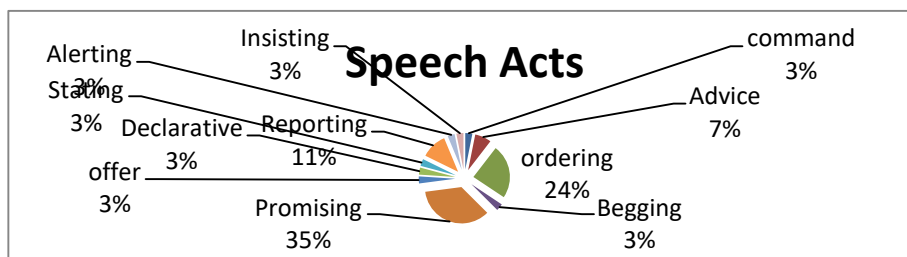


Figure (5) The Usage of the Speech Act in Obama's speech

Promising composes 35% from the whole usage. The U.S president promises to overcome and destroy ISIL and terrorist groups. The second higher percentage is the order act though this act the U.S president orders his people. He sometimes orders congress to follow some procedures. The ordering act represents the authority of the speaker. The speaker is the power holder.

5.6 Discussion of Results of Ideologies in the text.

1. Anti-terrorism ideology that is represented by the speaker (president Barak Obama) and human rights organizations.
2. The ideology of equality which is adopted by the speaker gives the implication that the speaker is (a God believer).
3. Religious freedom ideology which is adopted by the speaker President Barak Obama.

6. Conclusions

1. The three levels of analysis are connected to give a comprehensive image of the interpretation of the text. Levels of analysis can't be divided to result in a good interpretation. The description level which is concerned with (the formal features of the text) is related to the interpretation level and the explanation level depends on interpretation. Power, ideologies, identities are interwoven with linguist features of the text.
2. language power is used by Obama in his speech to achieve many tasks. It is used to command people to fight terrorism. It is used to order people to follow some procedures to take down terrorist groups. It is used for advice and to warn people of the dangers of terrorist groups.
3. The results of the analysis show that(anti-terrorism) is a battle that is led by good leaders in the world, good politicians and human rights

representatives. The main techniques in this battle are ideologies. The ideologies are (Counter-terrorism ideology, equality ideology, religious freedom ideology) are all adopted by good people and human rights organizations.

4 Based on the analysis of the two texts we conclude that Obama chooses vocabularies that have expressive and relational values to indicate anti-terrorism concepts. The study discovered that these vocabularies have great effects to convert the ideologies and assumptions to the recipients.

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