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Ideational Function and Lexical Repetition
in
Three American Presidential Speeches

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Introduction

Language functions and Lexical Repetitions can be investigated in many different fields such as advertising, newspapers or law. One field in which they play a central role is politics and political speeches. It is interesting to look at political language in the terms of a president's ability to choose specific words and how they are used. It is also interesting to look for rhetorical devices in a speech and see a possible strategic pattern of the message presented.

This study will try to answer if the Ideational function and Lexical Repetition have been used to construct a political speech. This study analyzes three American presidential speeches during war: 1863, 1941 and 2003.

The study is carried out in two steps: firstly, the functional approach, where one part of Michael Halliday's Systemic Functional Grammar (SFG) is used and is called Ideational function. The Ideational function analysis denotes Processes, Participants and Circumstances. Secondly, a Lexical Repetition analysis is made to analyze specific content words examining rhetoric aspects.

The study is outlined as follows: Firstly, the background and the theoretical framework are explained. Secondly, material and method of this essay are described. Thereafter, the results from the Ideational function and the lexical repetition analysis are presented and discussed. Finally, a conclusion of the study is presented.

1. Background

A language can function in many ways such as to find or give information, manipulate or give orders (McCroskey 177). A language user uses these functions differently in different situations and contexts. There are three variables that give significant impact on language use - the Mode (written or spoken language), the Tenor (the style and to who) and the Field (in what context the language occurs), and are called Register (Wales 337).

Language functions, as well as rhetoric, are fruitful topics for this investigation of political language. Both play important roles in the analysis of political language. Firstly, language functions in political language can for example be examined by a grammar model called Systemic Functional Grammar (SFG). It was developed in the 1960's by the linguist Michael Halliday (Halliday & Matthiessen 2008). SFG examines three major functions: the Interpersonal (relationship between sender and receiver), the Ideational (how people experience the world around them) and the Textual metafunctions (the organization of given information) (Thompson 30). SFG has been widely used by a number of linguists, in many fields and also in politics, for example Eggins (1994), Simpson (1993), Thompson (2004) and Hillier (2004).

For example, Hillier examined six extracts found in six British newspapers. Her purpose was to see 'how the different texts appear to be interpreted by readers and try to account for those interpretations by analysing aspects of the form in which the incident is presented' (38). Hillier found that passive clauses were connected with a certain kind of verbs. As a conclusion, Hillier noticed that some linguistic choices might have carried more 'negative weight than others in the six extracts' (55). The agents in the extracts did not seem to carry any significant responsibility for the focal incident. The findings appeared to 'confirm that naïve informants are not just most consciously responsive to lexical choices when intuitively evaluating texts extracts' (57).

Paul Simpson explored transitivity in the field of literature (95), where he used two metafunctions, mainly the Ideational function but also the Interpersonal, to study language functions. Simpson's purpose was to analyze the stylistic point of view in narrative fiction and used an extract from Hemingway's *The old man and the sea*. Simpson found that all clauses reflected pure neutral narrative. Some of the results were suppressed because of the 'highly actional descriptive framework' (97). Another feature he noticed was the participant's active role which never shifted into passive, the participant was in total control of the clauses. Simpson saw this as Stylistic 'flatness' (98) which typifies the neutral category of point of view.

Some research has focused particularly on language functions in political speeches. One is Hillier, who used parts of two political speeches given by two British politicians: Tony Blair and John Major (121). The aim of her research was to ‘explore how far the extracts differ in the linguistic choices made by each speaker’ (120). Hillier analyzed personal pronouns and lexical repetitions and showed that both speakers used almost the same number of pronouns in the extracts (130), and that Blair used many more lexical repetitions than Major (134).

Secondly, rhetoric was developed by Aristotle in Ancient Greece and he stated that specific and powerful communication skills would give advantage to a speaker in public situations (McCroskey 8). Rhetoric skills are significant aspects in political speeches. Political language is to a large extent persuasive and Cockcroft and Cockcroft point out the importance of lexical choices. They discuss the different factors which decide a right word to use, e.g. situation, age group and gender (163), but, lexical choice does not necessarily reflect political correctness. As Cockcroft and Cockcroft explain it “[t]he usage is significant whether it reflects conscious decision or force of habit” (163). Another significant rhetoric device in political speeches is repetition and they give seven examples of repetition patterns (182) (see 2.3).

2. Theoretical framework

“It is functional in the sense that it is designed to account for how the language is used. Every text --- that is, everything that is said or written --- unfolds in some context of use [...] A functional grammar is essentially a ‘natural’ grammar, in the sense that everything in it can be explained, ultimately, by reference to how language is used”.

(Halliday, 1991, xiii)

Halliday suggests that Systemic Functional Grammar is concerned primarily with the choices that the grammar makes available to speakers and writers. The function systematically decodes the grammar into a sense of meaning. One word chosen for a particular context or by a particular person means something specific for that context or person. The same word in another context or by another person can take a totally different meaning (Halliday 1991 xiii).

Choices that are made in e.g. politics are not made in e.g. advertising or cooking. Even if a word is used in several fields, the meaning is different due to context, situation, the people involved and whether the word is written or spoken. For example *man*. In a general and social contexts man means the masculine representation of gender *he is a great man*. In biology and science it means human beings as *a huge change for man*.

2.1 Register: Mode, Tenor and Field

Geoff Thompson explains the SFG system as follows:

One of the fundamental assumptions of Hallidayan functional grammar is that the most useful and accurate way of picturing language is as a system of choices [...] But each choice contributes something to the meaning of what is said; and by unpacking the choices we can explore in detail how the resources of the language have been used to construct the meaning” (35).

This can be explained in SFG as looking at language as a network, visualized in figure 1:

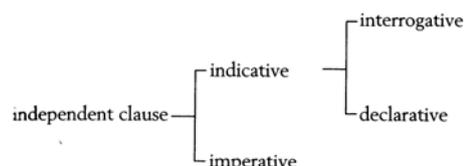


Fig. 1. Language as a network in its simplest form

Figure 1 illustrates a simple network which departs from the independent clause (main clause, and illustrates two choices: the indicative or the imperative choice. This basically means that either you inform or command somebody something (imperative) or take action (indicative). Further, if one decides to take action two new choices can be made: the interrogative or the declarative choice. This can be explained as asking a question (interrogative) or making a statement (declarative). The key in this system is that a speaker or writer has an opportunity to make grammatical choices and then create different meanings.

The choice to speak or write is natural and Katie Wales says that these choices are ‘a variety of language defined according to the situation’ and called *Register* (Wales 337). The varieties of register in different situations have three variables: the Field, Tenor and Mode. The different variables are defined and explained below:

Mode is defined as in which way a language functions in an interaction (Eggins 7), e.g. if it is written or spoken language. The language of all presidential pieces are ‘spoken’ but all political speeches are originally ‘written’ to be ‘spoken’ (Eggins 4). The communication in the three speeches is of a one-way character, meaning there is no spoken relationship between the speaker and the audience. The audience and the receivers might respond to the message by nodding, making noise, applaud, show excitement or protests, but there is no mutual spoken relationship. Lincoln directed his speech to the people in Gettysburg. Roosevelt performed for the Congress and the Representatives. Bush Jr’s speech was delivered as a Radio Address to the American citizens. The variable in Mode is varying.

Tenor is the people involved in the situation (Eggins 7). Here, each speaker is an American president that addressed the nation or other significant instances in a war situation. The receivers are the people the presidents addressed. The presidents come from diverse backgrounds. Lincoln was a simple American citizen coming from a complicated and poor family (The White House Lincoln). Roosevelt was brought up in New York, under better financial conditions and studied at several universities (The White House Roosevelt). Bush Jr differs from the others; he grew up in Texas on family money with degrees from top universities in America (The White House Bush Jr). The variable in tenor is normally controlled, meaning no change, but in this context the tenor is varying (if it is not controlled it is called varying) (Halliday 120).

Field considers the subject matter, what is being talked about (Eggins 7). The subject matter is war; each spoken in a war situation, in America. All speeches are political and all three are delivered by American presidents. The variable in field is controlled, meaning no change involved.

SFG has three main functions in language and they are called metafunctions which can be connected with each of the variables. A metafunction is one of the three broad functions in SFG (Thompson 30). Field is connected to the Experiential/Ideational metafunction, Tenor to the Interpersonal metafunction, and Mode to the Textual metafunction.

This study will use only the Ideational metafunction, which means a person's experience of the world and the organization of the experience they perceive from the speeches (Halliday 158). In the next section the elements of the Ideational metafunction will be outlined, starting with Processes and Participants followed by Circumstances.

2.2 Language Functions

2.2.1 Processes and Participants

This study investigates if the Ideational function and its components are used to construct the three speeches. Thompson describes what a process is:

Processes are the cores of the clause from the [ideational] perspective: the clause is primarily 'about' the event or state that the participants are involved in. The Process is typically expressed - or realized - by the verbal group in the clause (87).

Thompson describes that an event consists of three components:

- 1 a process through time
- 2 the participants involved in the process
- 3 circumstances associated with the process (Halliday 101)

Firstly, all events or goings-on can be described as processes so there are a number of different processes doing different things. The outer ring of Figure 2 describes six different types of Processes: Material, Mental, Relational, Verbal, Existential and Behavioral. The centre shows the core areas of processes which are those of being (world of abstract relations), doing (physical world) and sensing (world of consciousness) (Halliday & Matthiessen 2004 172).



(Halliday & Matthiessen 2004 172)

Fig. 2. The grammar of experience: types of process in English

Secondly, Processes can be further looked upon as six various ways to express an event. Material Processes are verbs described as events or 'goings-on' in a clause: *running, throwing* etc., (Thompson 90). Mental Processes are verbs connected to psychological experiences of the world: *thinking, imagining, wanting* and *seeing* etc (Thompson 92). Relational Processes are normally connected to the verb *is*, and shows a relationship between elements in a clause: *This bread is stale* or *His immediate objective was the church* (Thompson 96). Verbal processes are verbs of 'saying' (Thompson 100): *speak, ask* or *declare*. Existential processes are normally identified by the formal subject *there* (Thompson 105). Behavioral processes are often said to be a combination of Mental and Material processes, because they only relate to specific human psychological processes: *stare* or *laugh* (Thompson 103-104).

Thirdly, Participants generally reflect the actors in the clause. There is always at least one participant associated with a process. Finally, Circumstantial elements answer the questions where, why, how and when in a text (Thompson 110) and are found in adverbials. A more detailed description of Circumstances follows in section 2.2.2 below.

In Figure 3, examples of Processes including Participants and Circumstances and their connection are shown. Finding a Process, a Participant and a Circumstance is associated with traditional grammar – subject, verb and object: the subject is most commonly Participants and the verb is the Process.

Process type	Example (Process + participants underlined; Process in bold; circumstance in italics)
Material	<i>During the European scramble for Africa, <u>Nigeria</u> fell to the British.</i>
	and <u>the British</u> ruled it until 1960.
Mental	<u>The Ibos</u> did not approve of kings
Relational	that <u>every fourth African</u> is a Nigerian.
Verbal	so <u>we</u> say that every fourth African is a Nigerian
	Can you tell us <i>about the political and cultural make-up of Nigeria?</i>
Existential	so <i>today</i> there's <u>Christianity</u> in the South
Behavioural	<u>people</u> are laughing

(Adapted from Halliday & Matthiessen 2004 171)

Fig. 3. Examples of different process types from 'Interview of Chinua Achebe'

2.2.2 Circumstances

Circumstances encode the background of an event, explaining the surrounding elements of the verb. Circumstances are found in adverbial groups and prepositional phrases (Halliday & Matthiessen 2004 261). Examples of the different circumstances are shown in Figure 4. As illustrated in the examples above, the circumstantial elements answer questions as where, why, how and when.

Circumstance	Wh-item	Example
Extent	How far?	They can be thousands of miles by gentle currents
	How long?	By clinging to a floating fish container for hours
Location	Where?	Outside the station
	When?	on August 31, 1819
Manner	How?	That answers to most such questions have to be learned by experiment
	How?	Morgan calmly surveyed the scenery from the top of Rock Island
	How? What like?	We sometimes work like the devil with them
	How much?	Their seams didn't show at all
Cause	Why?	Is it worse because of your asthma?
	Why? What for?	he has to step down for the good of the country and the love of the nation
	Who for?	Do any of your characters speak for you?

(Examples from Halliday & Matthiessen 2004 264-271)

Fig. 4. Common types of Circumstances

2.3 Lexical Repetition

In this study, a Lexical Repetition analysis will investigate frequency of words and if rhetoric devices are used to construct the three speeches. Repetition in this study is described as a word repeated two times or more.

According to Cockcroft & Cockcroft nearly all political speeches consist of lexical repetitions in various ways. It is one of many techniques that can be used to persuade or emphasize a message in a speech (42). Rhetorical devices are in general used to emphasize something, persuade the audience, provoke negative or positive feelings or develop relationships. C&C discuss how a speaker may use rhetoric devices as for example *Initial*, *Terminal*, *Random*, or *Instant* repetitions (182). These devices are used in the study and explained as follows:

Initial repetition is defined as a “word or phrase repeated at the beginning of each one of a series of sentences or clauses” (182). *Terminal* repetition is when a word or phrase is repeated in the end of a series of clauses or sentences. *Random* repetition means that specific words or phrases are emphasized in a sentence or paragraph (182). *Instant* repetition means that a word or phrase is immediately repeated one or more times (182).

In 2004, Hillier looked at lexical repetitions, as a general concept, in two political speeches performed by John Major and Tony Blair, in Great Britain. She found 21.6 percent

of lexical repetitions in Blair's speech. It almost three times more than Major's 9.3 percent (135). Hillier was not especially surprised by some of Blair's choices "Blair's choices suggest that he may be colonizing – via lexical repetition – what has always been considered to be traditional Conservative territory" (136). Hillier's study confirms rhetorical devices to be important in political speeches.

3. Material and Method

This section introduces the speeches used in this study, a brief background of them and how the study was carried out.

3.1 Material

The study is based upon three American presidential speeches randomly chosen from different time periods. The speeches are, in chronological order: the Gettysburg Address 1863 (GA), the Pearl Harbor Attack 1941 (PH) and the Operation Iraqi Freedom in 2003 (OIF). All three speeches constitute 1264 words: The GA 266 words, the PH 524 words and The OIF 474 words.

Firstly, the GA was delivered during the American Civil War. Abraham Lincoln wanted to officially dedicate the new cemetery at Gettysburg to the 6,000 soldiers that were killed in the battle. Lincoln's main purpose with the GA was to "express the pain and sorrow of the brutal civil war" (Tindrall & Shi 700). Lincoln's goal was "that this nation, under God, shall have a new birth of freedom" and "a government for the people" (Appendix 1).

Secondly, in the PH speech Franklin D. Roosevelt declared war on the US Naval Base in Hawaii on December 7th, 1941. The PH attack drew America into the World War II in Europe (Tindrall & Shi 1189).

The last speech is the OIF speech from 2003. Through radio President George W. Bush Jr introduced the first stage of the conflict and pointed out three aims for the OIF mission: "to disarm Iraq of weapons of mass destruction, to end Saddam Hussein's support for terrorism, and to free the Iraqi people" (Appendix 3).

3.2 Method

Each speech is investigated separately along the same investigation pattern. All sentences in each speech are numbered and analyzed. The words used in the analysis are called content words due to their purpose of meaning. This study does not analyze function words representing the pure grammatical form. The purpose is to make a comparison of the three

speeches to see possible differences in two ways: semantically and frequency of content words. The comparison is grouped as Language function and Lexical Repetition.

In Language Function the analysis separates content words to find meaning in two categories: Processes and Participants, and Circumstances. In Ideational function analysis, The Tables in the result should be read carefully and to read the total result instead of each individual result. It means that each number is compared with the total number not the number.

In Lexical Repetition, content words occurring more than two times are counted as repetitions. They are examined to see if the repetitions in these speeches make use of rhetoric devices when constructing them. Some words were counted as one lexical item for example dead and died; dedicate and dedicated; attack and attacked; American and Americans and nation and nations. They are similar in meaning but differ in form.

Throughout the Ideational function analysis the Processes analyzed are highlighted as underlined. Participants in Italics and Circumstances in bold. In the Lexical Repetition analysis, the words analyzed are underlined and Circumstances bold.

4. Analysis

This section presents the results of the analysis of the three speeches broken up in sections for: Language Functions denoting Processes and Participants, Circumstances and Lexical Repetition.

4.1 Language Functions: Processes and Participants

Table 1 below summarizes the findings for each speech's different Processes and Participants, and the percentage that each process constitutes. The speeches show that the material Process is the most frequent one: 30, 33 and 31. All of the three together constitute a total of 70.1 percent. The result in all three speeches visualizes Material Processes having a significant part of a speech.

Hillier studied Processes in sex extracts that came from six different British newspapers. She found that Material Processes were most frequent in Passive clauses in the different extracts (47). That result is comparable with the outcome of this study, although this study focused on content words and Hillier's on passive clauses.

Table 1

The results of the Process analysis in the speeches

Processes	The GA		The PH		The OIF		TOTAL	
	No	%	No	%	No	%	No	%
Material	30	75.0	33	63.5	31	73.8	94	70.1
Mental	3	7.5	6	11.5	4	9.5	13	9.7
Relational	6	15.0	6	11.5	7	16.7	19	14.2
Verbal	1	2.5	5	9.6	0	0.0	6	4.5
Existential	0	0.0	2	3.8	0	0.0	2	1.5
Behavioral	0	0.0	0	0.0	0	0.0	0	0.0
Total:	40	100	52	100¹	42	100	134	100

4.1.1 The Gettysburg Address 1863

Table 2 illustrates the results of the different Processes in the GA speech. The Material Processes are most frequent and constitute 75 percent, followed by the Relational processes that constitute 15 percent of the Processes. Mental Processes show 7.5 percent, Verbal Processes 2.5 percent and the Existential and Behavioral Processes do not occur at all.

Table 2

Processes occurred in the GA speech

Processes	The GA	
	No	%
Material	30	75.0
Relational	6	15.0
Mental	3	7.5
Verbal	1	2.5
Existential	0	0.0
Behavioral	0	0.0
Total:	40	100

A few clauses are more interesting than others. The point with this sentence is the way Lincoln beautifies his awkward situation to be at war by saying are engaged. It sounds more pleasant than it is when he makes a general assumption that all people agree with him. He uses the pronoun *we* to do so, which is called Participants here. See examples illustrated below:

¹ The exact figure is 99.9 percent in PH and OIF speech but counted as 100 percent because of rounded figures.

- 1² (a) GA:L4) “*We are engaged in a civil war, testing, whether *that nation, or any nation*, so conceived and so dedicated, can **long** endure”.*

Next, all Mental and Verbal processes are found in one single sentence. This sentence in particular shows Lincoln’s intension to visualize both body and mind at war. Added to this, there are two interesting Circumstances related to the sentence. The example is illustrated as follows:

- 2 (a) (L14) “*The world will little note nor **long remember** what we say here, but *it can never forget* what they did here”.*

This statement can be the strongest piece of the entire speech. The Participant *the world* is important and shows Lincoln’s faith in people’s ability to move on after a war. The relationship between the Processes, the Participants and the Circumstances is good. Lincoln manages to send the message out, commit people to it and explain the surrounding elements for it.

To continue, there are a couple of interesting Relational Processes. They all come from the verb is. Examples are illustrated below:

- 3 (a) (GA:L16) “*It is for us, the living, rather, to be dedicated **here** to the unfinished work which *they who* fought **here** have thus far **so nobly** advanced”.*
- (b) (GA:L19) “*It is rather for us to be here dedicated to the great task remaining **before us** .. that from these honored dead, we take increased devotion to that cause for which they gave the last full measure of devotion [...]*”.

Lincoln emphasizes the importance of ending the war and rebuilding the country by connecting the Processes and the Participants with each other - It is for us, the living, rather, to be dedicated here to the unfinished work (3a).

4.1.2 The Pearl Harbor Attack 1941

Table 3 illustrates the results of the different processes that occurred in the PH speech. The Material Processes are most frequent and constitute 63.5 percent, followed by Mental and Relational Processes with 11.5 percent. The verbal Processes constitute 9.6 percent and Existential Process shows 3.8 percent. Behavioral processes do not occur at all. See figure 6 below.

² The examples in the study are identified by a letter and a number. In Appendix they are only numbered by line.

Table 3
Processes occurred in the PA speech

Processes	The PH	
	No	%
Material	33	63.5
Mental	6	11.5
Relational	6	11.5
Verbal	5	9.6
Existential	2	3.8
Behavioral	0	0.0
Total:	52	100

The Material Processes repeat the words attack and attacked several times (a-g). The most interesting part of this speech is a smooth transition from a smaller issue, to a larger problem to a state of war. The examples are given below:

- 4 (a) (PH:L20) “In addition, *American ships* have been reported torpedoed **on the high seas between San Francisco and Honolulu**”.
- (b) (PH:L22) “**Yesterday**, *the Japanese government* **also launched** an attack **against Malaya**”.
- (c) (PH:L23) “**Last night**, *Japanese forces* attacked *Hong Kong*”.
- (d) (PH:L24) “**Last night**, *Japanese forces* attacked *Guam*”.
- (e) (PH:L25) “**Last night**, *Japanese forces* attacked *the Philippine Islands*”.
- (f) (PH:L26) “**Last night**, *the Japanese* attacked *Wake Island*”.
- (g) (PH:L27) “**Last night**, *the Japanese* attacked *Midway Island*”.

The issue departs from being torpedoed only below sea level (a), to a further escalation with the word launched (b), and arrives at the word attacked (c-g). In a very powerful way, he connects the process to the participants, to picture the situation to the people. The Circumstantial elements – **Yesterday** and **last night**, emphasize that the strike against the Hawaii Islands took less than 24 hours.

Next process is the Mental Process, and there is one special sentence pointing out clear leadership. Example below:

- 5 (a) (PH:L35) “**No matter how long it may take us to overcome this premeditated invasion**, *the American people* **in their righteous might**, will win through **to absolute victory**”.

Roosevelt points out the psychological possibilities to survive the war but prepares the people for challenges. He chooses to use *the American people* and *it* as Participants, as well as **to absolute victory** as the most important Circumstance.

The most interesting Relational Process in this speech is 6a, where America points out that Japan clearly had time to plan the attacks. Example below:

- 6 (a) (PH:L14) “It will be recorded that the distance **of Hawaii from Japan** makes it obvious that the attack was **deliberately** planned **many days or weeks ago**”.

This speech’s Verbal Processes are extremely straight forward. See examples below:

- 7 (a) (PH:L19) “I regret to tell you that *very many American lives* have been lost”.
 (b) (PH:L44) “I ask that *the Congress* declare that **since the unprovoked and dastardly attack by Japan on Sunday, December 7, 1941** a state of War has existed **between the United States and the Japanese empire**”.

No mumbles, hesitations, doubts or regrets - Roosevelt gets his message through, and the Verbal processes display his determination to penalize Japan. The Circumstantial elements which surround the Processes give further power to his utterance (b).

Finally, the Existential Processes in this speech give a clear opinion of how the president experiences the situation and why a response to the problem was needed. Roosevelt also uses very strong vocabulary (b). Examples below:

- 8 (a) (PH:L40) “Hostilities exist”.
 (b) (PH:L40) “There is no blinking **at the fact that our people, our territory, and our interests** are in **grave danger**”.

4.1.3 The Operation Iraqi Freedom 2003

Table 4 illustrates the results of the different Processes that occur in the OIF speech. The Material Processes are most frequent in the speech and constitute 73.8 percent, followed by the Relational process with 16.7 percent. The lowest numbers of Processes are the Mental showing 9.5 percent. The Verbal plus the Existential and Behavioral Processes do not occur at all. See Table 4 below:

Table 4

Processes occurred in the OIF speech

Processes	The OIF	
	No	%
Material	31	73.8
Relational	7	16.7
Mental	4	9.5
Verbal	0	0.0
Existential	0	0.0
Behavioral	0	0.0
Total:	42	100

Earlier studies from Simpson show that because of the strong narrative experience in Hemingway's *The old man and the sea* extract, Mental and other Processes are almost totally suppressed (97). A similar situation is seen in the OIF speech with Bush Jr's intense and strong presence in the speech. He pushes the Verbal, Existential and Behavioral Processes aside. This can be seen in Table 4.

The interesting thing with the Processes is the combinations are praying. See examples below:

- 9 (a) (OIF:L21) "**Across America this weekend**, *the families of our military* are praying that *our men and women* will return **safely and soon**".
- (b) (OIF:L22) "*Millions of Americans* are praying **with them for the safety of their loved ones and for the protection of all the innocent**".

President Bush uses people's faith and religious beliefs to sustain their hopes in the war situation (a, b).

None of the Mental Processes seem to add anything in particular to the outcome of the speech. The outcome is to fight terrorism (Appendix 3). Neither religious rituals nor only thought are liable to solve the problem. The words are open, regular words which can be fairly common in a war speech. It is a part of a political speech that can be of obligatory nature in a war context. See examples below:

- 10 (a) (OIF:L23) "*Our entire nation* appreciates *the sacrifices made by military families,* and *many citizens who live* **near** *military families* are showing *their support* in **practical ways**, such as by helping **with child care, or home repairs**".

President Bush is grateful to the military families and they are important participants in the clause. There is no noteworthy expectation in the Relational processes. One of them says more than the rest. An example is illustrated below:

- 11 (a) (OIF:L29) “**Now that conflict has come**, the *only way to limit its duration is to apply decisive force*”.

This particular sentence possibly gives a strong effect and people take Bush more seriously when they hear his plans to stop terrorism, but it can still be believed to be a common thing to say in this situation.

4.2 Language Functions: Circumstances

In the previous section the results from the Processes and the Participants of the speeches were outlined. In this section, the results from the circumstantial elements are shown.

Table 5 below summarizes the findings for each speech’s different circumstantial elements, and the percentage that each Circumstance constitutes. The table shows that the Locations are the most frequent ones: 58.6, 62.0 and 41.7 percent each. All three results point out that Circumstances, Location in particular, have a place in political speeches.

Table 5
Circumstances occurred in the GA, PA and OIF speeches

Circumstances	The GA		The PH		The OIF		TOTAL	
	No	%	No	%	No	%	No	%
Extent	3	10.3	2	4.0	0	0.0	5	4.3
Location	17	58.6	31	62.0	15	41.7	63	54.8
Manner	8	27.6	15	30.0	11	30.5	34	29.6
Cause	0	0.0	1	2.0	7	19.5	8	7.0
Extending	0	0.0	0	0.0	2	5.5	2	1.7
Elaborating	1	3.4	1	2.0	1	2.8	3	2.6
Total:	29	100	50	100	36	100	115	100

4.2.1 The Gettysburg Address 1863

Table 6 below summarizes the number of Circumstantial elements that are found in the GA speech. The Location Circumstances is the largest group of Circumstances and constitute 58.6 percent of the speech. Secondly, the Manner Circumstances constitute 27.6 percent and the Extent Circumstances 10.3 percent. The single Elaborating Circumstance in the speech

constitutes 3.4 percent. Finally, the Extending and the Cause Circumstances do not occur at all. Location, Manner and Extent Circumstances are the most frequent in the GA speech.

Table 6
Number of Circumstantial elements in the GA speech

Circumstances	The GA	
	No	%
Location	17	58.6
Manner	8	27.6
Extent	3	10.3
Elaborating	1	3.4
Extending	0	0.0
Cause	0	0.0
Total:	29	100

The most interesting Circumstance in the speech is the word **here**. Lincoln's choice comes from blessing the cemetery where the dead soldiers is buried. See examples below:

- 1 (a) (GA:L8) "[...] for those who **here** gave their lives that this nation might live".
- (b) (GA:L12) "The brave men, living and dead, who struggled **here**, have consecrated it far above our poor power to add or detract".
- (c) (GA:L15) "The world will little not nor long remember what we say **here**, but it can never forget what they did **here**".
- (d) (GA:L16) It is for us, the living rather, to be dedicated **here** to the unfinished work which they who fought **here** have thus far so nobly advanced".
- (e) (GA:L17) "It is rather for us to be **here** dedicated to the great task remaining before us .. that from these honored dead, we take increased devotion to that cause [...] that we **here** highly resolve that these dead shall not have died in vain [...]".

Next, The Extent Circumstance to be illustrated here is remarkable. See example below:

- 2 (a) (GA:L12) "The brave men, living and dead, who struggled here, have consecrated it **far above our poor power** to add or detract".

Lincoln feels respect towards the dead and the spirit around him. There is not much for him to do but to honor his countrymen.

The next Circumstance is Manner and the word **nobly**. Lincoln was proud of the soldiers that fought earlier. Example below:

- 3 (a) (GA:L17) "[...] to be dedicated here to the unfinished work which they who fought here have thus far so **nobly** advanced".

The last Circumstance is the Elaborating one, were Lincoln finally sees an end to the war. See the illustrated example below:

- 4 (a) (GA:L7) “We have come to dedicate a portion of that field **as a final resting-place** for those who here gave their lives that this nation might live”.

4.2.2 The Pearl Harbor Attack 1941

Table 7 below summarizes the number of Circumstantial elements that are found in the PH speech. The Location Circumstances constitute 62.0 percent, the Manner Circumstances 30.0 percent and the Extent Circumstances 4.0 percent. The total of Cause and Elaborating Circumstances constitutes 2.0 percent. Finally, the Extending Circumstances do not occur in this speech. The Location and the Manner Circumstances are the most frequent in the PH speech.

Table 7
Number of Circumstantial elements in the GA speech

Circumstances	The PH	
	No	%
Location	31	62.0
Manner	15	30.0
Extent	2	4.0
Cause	1	2.0
Elaborating	1	2.0
Extending	0	0.0
Total:	50	100

The most important Circumstance that can be found in this speech is the statement of **throughout the Pacific area**. It is important in more than one way: partly for the geographical aspect and partly for the degree of damage that was caused. The example is shown below:

- 1 (a) (PH:L28) “*Japan* has, therefore, undertaken a surprise offensive extending **throughout the Pacific area**”.

The Pacific area consists of several continents as Australia, the Fiji Islands, the Cook Islands and Indonesia (Tindrall & Shi 1218). This means that even if many of the Islands, as Fiji or Australia, were not bombed, they were affected in many other ways. The main participant in this clause and in this speech is *Japan*. Secondly, there is the degree of the damage that was

caused to the Hawaii Islands. Japan obviously managed to fire off bombs deep under the ocean surface, from the surface and from the air.

The second most common Circumstance is Manner where **forces, determination and God** are an interesting combination. Example outlined below:

- 2 (a) (PH:L42) “**With confidence in our armed forces – with the unbounding determination of our people** – we will gain the inevitable triumph – so help us **God**”

Roosevelt focuses on the future, finding ways to survive the attack itself but also the aftermath from it. The statement of the word God can be a way of disguising the preparations for revenge, or maybe even to justify for the actions and the revenge that America planned.

The Cause Circumstance is a cause and effect word: **therefore**. It comes as an effect from the earlier statements in clauses L22 to L27. Examples below:

- 3 (a) (PH:L22-27) “Last night, the Japanese attacked Midway Island”.
 (b) (PH:L28) “Japan has, **therefore**, undertaken a surprise offensive extending throughout the Pacific area”.

As a final point, the most interesting Elaborating Circumstance in the PH speech was 4a. Such a declaration makes it perfectly clear who is in charge and where the decisions come from.

The example follows:

- 4 (a) (PH:L32) “**As Commander-in-chief of the Army and Navy**, I have directed that all measures be taken for our defense”.

4.2.3 The Operation Iraqi Freedom 2003

Table 8 below summarizes the number of Circumstantial elements that are found in the OIF speech. The Location Circumstances constitute 41.7 percent, the Manner Circumstances 30.5 percent and the Cause Circumstances 19.5 percent. The Extending Circumstances constitute 5.5 percent, Elaborating Circumstances 2.8 percent, and the Extent Circumstances do not occur in this speech at all.

Table 8
Number of Circumstantial elements in the OIF speech

Circumstances	The OIF	
	No	%
Location	15	41.7
Manner	11	30.5
Cause	7	19.5
Extending	2	5.5
Elaborating	1	2.8
Extent	0	0.0
Total:	36	100

A specific Location Circumstance that catches attention in this speech is - as soon as their work is done (OIF:L25). When will the work be done? Bush does not discuss the length of the conflict, nor does he discuss a plan when the campaign against Saddam Hussein is scheduled to be completed.

- 1 (a) (OIF:L25) “*Our* forces will be coming **home** as **soon** as *their* work is done”.

Next, The Manner Circumstances in this speech are special and focuses on a very sensitive field affecting millions of people if something goes wrong. Bush clearly directs negative feelings towards Saddam Hussein. It is an extremely serious accusation he states by using words as **weapons of mass destruction** and **weapons of mass murder**. The examples are illustrated below:

- 1 (a) (OIF:L3) “And our mission is clear, to disarm Iraq **of weapons of mass destruction**, to end Saddam Hussein’s support for terrorism, and to free the Iraqi people”.
- (b) (OIF:L27) “The people of the United States and our friends and allies will not live at the mercy of an outlaw regime that threatens the peace with **weapons of mass murder**”.
- 2 (a) (OIF:L12) “In this conflict, American and coalition forces face enemies who have no regard **for the conventions of war or rules of morality**”.
- (b) (OIF:L30) “It is a fight **for the security of our nation and the peace of the world**, and we will accept no outcome than victory”.

Next is the Extending Circumstances. Bush is proud of his soldiers and what they accomplish. Bush Jr is proud of what he does and his proclaimed progress in Iraq. Example is illustrated as follows:

- 3 (a) (OIF:L7) “They are doing their job **with skill and bravery**, and **with the finest of allies beside them**”.

The final Circumstance is Elaborating, and Bush reminds the world that America does not have enough support. The support for Saddam Hussein is high despite America’s efforts to decrease it. Example below:

- 4 (a) (OIF:L13) “Iraqi officials have places troops and equipment in civilian areas, attempting to use innocent men, women and children **as shields** for the dictator’s army”.

4.3 Lexical Repetition

In this section a lexical analysis is made to investigate the most repeated content words in the three speeches. Secondly, a discussion of a rhetoric aspect is outlined and a comparison of lexical analysis with earlier studies is attempted.

The three American presidential speeches selected consist of altogether 1264 words and 213 repetitions. The OIF speech has with 91 repetitions the highest frequency of lexical repetitions. The GA speech consists of the fewest repetitions: 42. This is illustrated in Table 9.

Words as nation and war are repeated in all three speeches at least two times. These repetitions are common and expected in war-related speeches.

Table 9

The result of the lexical analysis

Speech	Total number of words	Words occurring more than once	Percentage of repetitions %
1. GA	266	42	20%
2. PH	524	80	37%
3. OIF	474	91	43%
Total:	1264	213	100%

4.3.1 The Gettysburg Address 1863

The GA speech consists of 266 words and 42 of them are lexical repetitions. The 29 lexical repetitions particularly chosen for further analysis are content words occurring more than two times. They constitute 11 percent of the total number of words. This can be seen in Table 10. Lincoln used the words dedicate/dedicated, nation and people repeatedly and many of them are used as a rhetorical device.

Table 10
Particular content words for further analysis

The Gettysburg Address 1863		
Total words - 266	Number of times	Percentage of total words (%)
dedicate	6	2.2
here	6	2.2
nation	5	1.8
people	3	1.1
dead	3	1.1
devotion	2	0.8
war	2	0.8
new	2	0.8
Total repetitions:	29	11%

A multiple repetition of the word dedicate and here caught attention. Examples are shown below:

- 1
 - (a) (GA:L10) “Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal”.
 - (b) (GA:L4) “Now we are engaged in a great civil war, testing whether that nation, or any nation, so conceived and so dedicated, can long endure”.
 - (c) (GA:L6) “We have come to dedicate a portion of that field as a final resting-place, for those who here gave their lives that this nation might live”.
 - (d) (GA:L17) “It is for us, the living, rather, to be dedicated here to the unfinished work, which they who fought here have thus so far nobly advanced”.
 - (L19) “It is rather for to be here dedicated to the great task remaining before us .. that from these honored dead [...]”.

The words dedicate and dedicated are illustrative. The usage of these words is built upon the rhetoric device of Random repetition (Cockcroft & Cockcroft 182). Lincoln used the emotive approach to make the audience feel and think. Furthermore, the words nation and people are repeated three and five times respectively. Examples are shown below, starting with nation:

- 2
 - (a) (GA:L1) “Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal”.
 - (b) (GA:L7) “We have come to dedicate a portion of that field as a final resting-place for those who here have their lives that his nation might live”.
 - (c) (GA:L22) “[...] that we here highly resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom [...] shall not perish from the earth”.

Nation is a strong word and Lincoln refers back occasionally to remind the people what America once was. Continuing with people:

- 3 (a) (GA:L24) [...] that this nation, under God, shall a new birth of freedom and that government of the people, by the people, for the people, shall not perish from the earth”.

The word people, repeated three times, are a sign of Gettysburg being a common fight for freedom and liberty. According to C&C, Lincoln’s use of people acts as the rhetorical device of Instant repetition (183), to give the nation further inspiration (Tindrall & Shi 700).

4.3.2 The Pearl Harbor Attack 1941

The Peal Harbor speech from 1941 consists of 524 words and 80 are counted as lexical repetitions. The 56 lexical repetitions particularly chosen for further analysis are content words occurring more than two times. They constitute 11 percent of the total number of words. This can be seen in Table 11. In this speech, the words attack/attacked, Japanese and United States of America were altogether repeated 25 times. These words have a significant effect for the outcome of the speech. They together visualize the core of the speech.

Table 11
Particular content words for further analysis

The Pearl Harbor Attack 1941		
Total words - 524	Number of times	Percentage of total words (%)
attack	11	2.1
Japanese	8	1.5
United States of America	6	1.1
Japan	5	1.0
American	5	1.0
people	5	0.9
yesterday	4	0.8
last night	4	0.8
peace	3	0.6
nation	3	0.6
war	2	0.4
Total repetitions:	56	11%

Eleven of the lexical repetitions, also the largest number of the repetitions, come from the word attack/attacked and constitute 2.1 percent. The lowest frequency of repetition is the word war, with 0.4 percent.

The word attack has particular focus, and according to C&C Attack can act as a rhetorical device of Terminal repetition (182). The phrase Last night, Japanese forces are another rhetorical device of Initial repetition (182). The phrase is repeated four times as seen below. Roosevelt repeats attack and attacked eleven times and he shows a clear indication of violation of trust. See the examples given below:

- 6 (a) (PH:L3) “The United States was suddenly and deliberately attacked by naval and military forces of the Empire of Japan”.
- (b) (PH:L23) “Last night, Japanese forces attacked Hong Kong.”
- (c) (PH:L24) “Last night, Japanese forces attacked Guam.”
- (d) (PH:L25) “Last night, Japanese forces attacked the Philippine Islands”.
- (e) (PH:L26) “Last night, Japanese forces attacked Wake Island.”
- (f) (PH:L44) “I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December 7, 1941 a state of War has existed between the United States and the Japanese Empire”.

An interesting result of the repetitions is certain Circumstances (time and place). The speech repeats places where the bombs fell, who is responsible, and time aspects when this attack occurred. Together they appear 45 times. A few examples below:

- 5 (a) (PH:L15) “It will be recorded that the distance of Hawaii from Japan makes it obvious that the attack was deliberately planned **many days** or even **weeks ago**.” [Time]
- (c) (PH:L25) “**Last night**, Japanese forces attacked **the Philippine Islands**” [Time] + [Place]
- (d) (PH:L27) “**This morning**, the Japanese attacked **Midway Island**” [Time] + [Place]

4.3.3 The Operation Iraqi Freedom 2003

The IOF speech consists of 474 words, 91 of them are counted as lexical repetitions. The 48 lexical repetitions particularly chosen for further analysis are content words occurring more than two times. They constitute 10 percent of the total amount of words. This can be seen in Table 12. In this speech the words forces, American and military are frequently repeated. Together they constitute 16 repetitions and give indications about America’s strategy towards terrorism. Bush wants to defend America by armed forces.

Table 12
Lexical repetitions analyzed from the IOF speech in 2003

The Operation Iraqi Freedom 2003		
Total words - 474	Number of times	Percentage of total words (%)
forces	6	1.2
American	5	1.0
military	5	1.0
the world	4	0.8
peace	4	0.8
people	4	0.8
nation	4	0.8
families	4	0.8
coalition	4	0.8
free	2	0.4
praying	2	0.4
war	2	0.4
security	2	0.4
Total repetitions:	48	10%

The words forces, American (combined with Americans) and military have the highest numbers of repetitions with 1.2, 1.0 and 1.0 percent respectively. The lowest numbers of repetitions are free, praying, war and security with 0.4 in each. The analysis showed a repetition of forces, mentioned six times, which Bush obviously thought was particularly important here. Forces and American is used as the rhetorical device Random repetition (Cockcroft & Cockcroft 182). Examples below:

- 1 (a) (OIF:L1) “American and coalition forces have begun a concerted campaign against the regime of Saddam Hussein”.
- (b) (OIF:L6) The future peace and the hopes of the Iraqi people now depend on our fighting forces in the Middle East.”
- (c) (OIF:L12) “In this conflict, American coalition forces face enemies who have no regard for the conventions of war or rules of morality”.
- (c) (OIF:L25) “Our forces will be coming home as soon as their work is done.”

George W Bush repeatedly describes an idea of a new world after the fall of Saddam Hussein in terms of the word military. Examples below:

- 2 (a) (OIF:L23) “The entire nation appreciates the sacrifices made by military families, and many citizens who live near military families are showing their support in practical ways, such by helping with child care, or home repairs”.
- (b) (OIF:L6) The future peace and the hopes of the Iraqi people now depend on our fighting forces in the Middle East. They are conducting themselves in the highest traditions of the American military”.

(c) (OIF:L9) “At every stage of this conflict the world will see both the power of our military and the honorable and decent spirit of the men and women who serve”.

Example (4a) can also be seen to act as the rhetorical device Instant repetition (Cockcroft & Cockcroft 182).

4 (a) (OIF:L3) “And our mission is clear, to disarm Iraq of weapons of mass destruction, to end Saddam Hussein’s support for terrorism, and to free the Iraqi people”.

Conclusion

This study has tried to answer the question if Ideational function and Lexical Repetition were used to construct a political speech. The results give a partial answer.

Theorists such as Hillier (2004) and Simpson (1993) argue that the Ideational function can be used to construct a speech. The result in this study confirms the theory. The content words that come from Processes give important information of what words each president planned to emphasize and the meaning of these words give significant information of the purpose of the speech. Even though Participants were not in any particular focus for this study the ones mentioned add important information about the relationship between the people involved. One of the most interesting parts of the Ideational function is Circumstances. Especially the Location circumstances which give extensive information about time and place of each war situation.

Regarding Lexical Repetitions Hillier (2004), Cockcroft & Cockcroft (2005) and McCroskey (2006) argue that the repetition of certain words and phrases can be used in political speeches as a rhetorical device. This study confirms that Lexical Repetitions was used as a rhetorical device in these three presidential speeches. The speeches all show the use of rhetorical devices: Initial, Terminal, Random, and Instant repetitions.

It is possible to assume that the people writing these kinds of speeches have knowledge about the Ideational Function and Lexical Repetition.

This study gives a general impression that the linguistic images are connected to time, although this study investigates frequency of words.

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Appendix

Appendix 1 – The Gettysburg Address 1863

Appendix 2 – The Pearl Harbor Attack 1941

Appendix 3 – The Operation Iraqi Freedom 2003

Appendix 4 – Processes

4.1 The Gettysburg Address 1863

4.2 The Pearl Harbor Attack 1941

4.3 The Operation Iraqi Freedom 2003

Appendix 5 – Circumstances

5.1 The Gettysburg Address 1863

5.2 The Pearl Harbor Attack 1941

5.3 The Operation Iraqi Freedom 2003

Appendix 6 – Frequency list of Content words

6.1 The Gettysburg Address 1863

6.2 The Pearl Harbor Attack 1941

6.3 The Operation Iraqi Freedom 2003

Appendix 1 – The Gettysburg Address 1863 (Abraham Lincoln)

THE
GETTYSBURG
ADDRESS

<i>F</i> ourscore and seven years ago our fathers brought forth	L1
on this continent a new nation, conceived in liberty, and	L2
dedicated to the proposition that all men are created equal.	L3
Now we are engaged in a great civil war, testing	L4
whether that nation, or any nation so conceived and so	L5
dedicated, can long endure. We are met on a great battle-	L6
field of that war. We have come to dedicate a portion of	L7
that field as a final resting-place for those who here gave	L8
their lives that this nation might live. It is altogether	L9
fitting and proper that we should do this.	L10
But, in a larger sense, we cannot dedicate...we cannot	L11
consecrate...we cannot hallow...this ground. The brave men,	L12
living and dead, who struggled here, have consecrated it	L13
far above our poor power to add or detract. The world	L14
will little note nor long remember what we say here, but	L15
it can never forget what they did here. It is for us, the	L16
living, rather, to be dedicated here to the unfinished	L17
work which they who fought here have thus far so nobly	L18
advanced. It is rather for us to be here dedicated to the	L19
great task remaining before us...that from these honored	L20
dead we take increased devotion to that cause for which	L21
they gave the last full measure of devotion; that we here	L22
highly resolve that these dead shall not have died in vain,	L23
that this nation, under God, shall have a new birth of	L24
freedom; and that government of the people, by the people,	L25
for the people, shall not perish from the earth.	L26

November 19, 1863

Appendix 2 – The Pearl Harbor Attack 1941 (Franklin D. Roosevelt)

Mr. Vice President, Mr. Speaker, members of the Senate and the House of Representatives:	L1 L2
Yesterday, December 7, 1941 - a date which will live in infamy - the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan.	L3 L4 L5
The United States was at peace with that nation, and, at the solicitation of Japan, was still in conversation with its government and its Emperor looking toward the maintenance of peace in the Pacific.	L6 L7 L8
Indeed, one hour after Japanese air squadrons had commenced bombing in the American island of Oahu, the Japanese Ambassador to the United States and his colleague delivered to our Secretary of State a formal reply to a recent American message. And, while this reply stated that it seemed useless to continue the existing diplomatic negotiations, it contained no threat or hint of war or of armed attack.	L9 L10 L11 L12 L13
It will be recorded that the distance of Hawaii from Japan makes it obvious that the attack was deliberately planned many days or even weeks ago. During the intervening time the Japanese Government has deliberately sought to deceive the United States by false statements and expressions of hope for continued peace.	L14 L15 L16 L17
The attack yesterday on the Hawaiian Islands has caused severe damage to American naval and military forces. I regret to tell you that very many American lives have been lost. In addition, American ships have been reported torpedoed on the high seas between San Francisco and Honolulu.	L18 L19 L20 L21
Yesterday the Japanese Government also launched an attack against Malaya. Last night Japanese forces attacked Hong Kong. Last night Japanese forces attacked Guam. Last night Japanese forces attacked the Philippine Islands. Last night the Japanese attacked Wake Island. And this morning the Japanese attacked Midway Island.	L22 L23 L24 L25 L26 L27
Japan has therefore undertaken a surprise offensive extending throughout the Pacific area. The facts of yesterday and today speak for themselves. The people of the United States have already formed their opinions and well understand the implications to the very life and safety of our nation.	L28 L29 L30 L31
As Commander-in-Chief of the Army and Navy, I have directed that all measures be taken for our defense.	L32 L33
But always will our whole nation remember the character of the onslaught against us.	L34
No matter how long it may take us to overcome this premeditated invasion, the American people, in their righteous might, will win through to absolute victory.	L35 L36

I believe that I interpret the will of the Congress and of the people when I assert that we will not only defend ourselves to the uttermost but will make it very certain that this form of treachery shall never again endanger us. L37
L38
L39

Hostilities exist. There is no blinking at the fact that our people, our territory and our interests are in grave danger. L40
L41

With confidence in our armed forces, with the unbounding determination of our people, we will gain the inevitable triumph. So help us God. L42
L43

I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December 7, 1941, a state of war has existed between the United States and the Japanese Empire. L44
L45
L46

Franklin D. Roosevelt - December 8, 1941

Appendix 3 – The Operation Iraqi Freedom 2003 (George W. Bush Jr)



For Immediate Release
Office of the Press Secretary
March 22, 2003

President Discusses Beginning of Operation Iraqi Freedom

President's Radio Address

THE PRESIDENT: Good morning. American and coalition forces have begun a concerted campaign against the regime of Saddam Hussein. In this war, our coalition is broad, more than 40 countries from across the globe. Our cause is just, the security of the nations we serve and the peace of the world. And our mission is clear, to disarm Iraq of weapons of mass destruction, to end Saddam Hussein's support for terrorism, and to free the Iraqi people.

L1
L2
L3
L4

The future of peace and the hopes of the Iraqi people now depend on our fighting forces in the Middle East. They are conducting themselves in the highest traditions of the American military. They are doing their job with skill and bravery, and with the finest of allies beside them. At every stage of this conflict the world will see both the power of our military, and the honorable and decent spirit of the men and women who serve.



L5
L6
L7
L8
L9
L10
L11

In this conflict, American and coalition forces face enemies who have no regard for the conventions of war or rules of morality. Iraqi officials have placed troops and equipment in civilian areas, attempting to use innocent men, women and children as shields for the dictator's army. I want Americans and all the world to know that coalition forces will make every effort to spare innocent civilians from harm.

L12
L13
L14
L15
L16
L17

A campaign on harsh terrain in a vast country could be longer and more difficult than some have predicted. And helping Iraqis achieve a united, stable, and free country will require our sustained commitment. Yet, whatever is required of us, we will carry out all the duties we have accepted.

L18
L19
L20

Across America this weekend, the families of our military are praying that our men and women will return safely and soon. Millions of Americans are praying with them for the safety of their loved ones and for the protection of all the innocent. Our entire nation appreciates the sacrifices made by military families, and many citizens who live near military families are showing their support in practical ways, such as by helping with child care, or home repairs. All families with loved ones serving in this war can know this: Our forces will be coming home as soon as their work is done.

L21
L22
L23
L24
L25
L26

Our nation entered this conflict reluctantly, yet with a clear and firm purpose. The people of the United States and our friends and allies will not live at the mercy of an outlaw regime that threatens the peace with weapons of mass murder. Now that conflict has come, the only way to limit its duration is to apply decisive force. This will not be a campaign of half-measures. It is a fight for the security of our nation and the peace of the world, and we will accept no outcome but victory.

L27
L28
L29
L30
L31

Thank you for listening.

L32

END

L33

Appendix 4 – Processes and Participants

4.1 The Gettysburg Address 1865

Sentence/ Clause	Type	Realization
S1, Clause 2	Material	brought forth
Clause 3	Material	conceived
Clause 4	Material	dedicated
Clause 5	Material	are created
S2, Clause 1	Material	are engaged
Clause 2	Material	testing
Clause 3	Material	conceived
Clause 3	Material	dedicated
Clause 4	Material	endure
S3, Clause 1	Material	are met
S4, Clause 1	Material	have come to dedicate
Clause 3	Material	gave
Clause 4	Material	might live
S5, Clause 1	Relational	is
Clause 2	Material	should do
S6, Clause 1	Material	cannot dedicate
Clause 2	Material	cannot consecrate
Clause 3	Material	cannot hallow
S7, Clause 2	Material	struggled
Clause 3	Material	have consecrated
Clause 4	Material	to add
S8, Clause 1	Material	detract
Clause 1	Mental	will note
Clause 2	Mental	remember
Clause 2	Verbal	say
Clause 3	Mental	can forget
Clause 4	Material	did
S9, Clause 1	Relational	is
Clause 2	Material	to be dedicated
Clause 3	Material	fought
Clause 4	Material	have advanced
S10, Clause 1	Relational	is
Clause 2	Relational	to be here
Clause 3	Relational	remaining
Clause 4	Material	take
Clause 5	Material	gave
Clause 6	Material	resolve
Clause 7	Material	shall not have died
Clause 8	Relational	shall have freedom
Clause 10	Material	shall not parish

4.2 – The Pearl Harbor Attack 1941

Sentence/ Clause	Type	Realization
S2, Clause 1	Material	will live
Clause 2	Material	was attacked
S3, Clause 1	Relational	was at peace
Clause 2	Relational	was in conversation
Clause 3	Material	looking
S4, Clause 1	Material	had commenced bombing
Clause 2	Material	delivered
S5, Clause 1	Verbal	stated
Clause 1	Relational	seemed
Clause 1	Material	continue
Clause 2	Relational	contained
S6, Clause 1	Material	will be recorded
Clause 2	Relational	makes
Clause 3	Material	was planned
S7, Clause 1	Material	has sought
S7, Clause 1	Material	deceive
S8, Clause 1	Material	attack
S8, Clause 2	Material	has caused
S9, Clause 1	Mental	I regret
S9, Clause 2	Verbal	to tell you
S9, Clause 3	Mental	haven been lost
S10, Clause 1	Material	have been reported
S10, Clause 1	Material	torpedoed
S11	Material	launched
S12	Material	attacked
S13	Material	attacked
S14	Material	attacked
S15	Material	attacked
S16	Material	attacked
S17, Clause 1	Material	has undertaken
S17, Clause 2	Material	extending
S18	verbal	speak
S19, Clause 1	Material	have formed
Clause 2	Mental	understand
S20, Clause 1	Material	have directed
S20, Clause 2	Material	be taken
S21, Clause 2	Mental	will remember
S22, Clause 1	Material	may take
Clause 1	Mental	to overcome
Clause 2	Material	will win
S23, Clause 1	Mental	believe
Clause 2	Mental	interpret
Clause 3	Material	assert
Clause 4	Material	will not only defend
Clause 5	Material	will make
Clause 6	Material	endanger
S24	Existential	exist

S25, Clause 1	Existential	is
S25, Clause 2	Relational	are
S26; Clause 1	Material	gain
Clause 2	Material	help
S27, Clause 1	Verbal	ask
Clause 2	Verbal	declare
Clause 3	Relational	has existed

4.3 – The Operation Iraqi Freedom 2003

Sentence/ Clause	Type	Realization
S2	Material	have begun
S3	Relational	is
S4, Clause 1	Relational	is
S4, Clause 2	Material	serve
S5, Clause 1	Relational	is
S5, Clause 2	Material	disarm
S5, Clause 3	Material	end
S5, Clause 4	Material	free
S6	Material	depend
S7	Material	are conducting
S8	Material	are doing
S9	Mental	will see
S10, Clause 1	Material	face
S10, Clause 2	Relational	have
S11, Clause 1	Material	have placed
S11, Clause 2	Material	attempting to use
S12, Clause 1	Mental	want
S12, Clause 1	Material	to know
S12, Clause 2	Material	will make
S12, Clause 3	Material	spare
S13, Clause 2	Relational	could be
S13, Clause 2	Material	have predicted
S14, Clause 1	Material	helping achieve
S14, Clause 2	Material	will require
S15, Clause 1	Material	is required
S15, Clause 2	Material	will carry out
S16, Clause 2	Material	are praying
S16, Clause 3	Material	will return
S17	Material	are praying
S18, Clause 1	Mental	appreciates
S18, Clause 2	Material	live
S18, Clause 2	Material	are showing
S19	Mental	can know
S20, Clause 1	Material	will be coming home
S20, Clause 2	Material	is done
S21	Material	entered
S22, Clause 2	Material	will not live
S22, Clause 3	Material	threatens
S23	Material	is to apply
S24	Relational	will not be
S25, Clause 1	Relational	is
S25, Clause 2	Material	will accept

Appendix 5 – Circumstances

5.1 The Gettysburg Address 1863

Line	Adverbial Element	Circumstance
1	fourscore and seven years ago	Location: Time
2	on this continent	Location: Place
2	in liberty	Manner: Quality
3	to the proposition that	Location: Place
4	Now	Location: Time
5	so	Manner: Means
5	so	Manner: Means
6	on a great battlefield of that war	Location: Place
8	as a final resting-place	Elaborating: Role
8	here	Location: Place
9	altogether	Manner: Means
11	in a larger sense	Manner: Quality
13	here	Location: Place
14	far above our poor power	Extent: distance
15	little	Manner: Degree
15	long	Extent: duration
15	here	Location: Time
16	never	Location: Time
16	here	Location: Place
17	here	Location: Place
18	here	Location: Place
18	thus far so	Extent: Distance
18	nobly	Manner: Quality
19	here	Location: Place
20	before us	Location: Time
22	here	Location: Place
23	we here	Location: Place
23	highly	Manner: Degree
26	from the earth	Location: Place

5.2 – The Pearl Harbor Attack 1941

Line	Adverbial Element	Circumstance
1	Yesterday, December 7, 1941	Location: Time
3	United States of America	Location: Place
4	suddenly	Manner: Quality
4	deliberately	Manner: Quality
6	at the solicitation of Japan	Location: Time
7	with its government	Manner: Means
8	in the pacific	Location: Place
9	One hour after	Location: Time
10	in the American Island of Oahu	Location: Place
11	recent	Location: Time
12	While	Location: Time
15	deliberately	Manner: Quality
15	many days or even weeks ago	Extent: Duration
15	During the intervening time	Location: Time
16	by false statements and expressions of hope for continued peace	Manner: Means
18	yesterday	Location: Time
18	on the Hawaiian Islands	Location: Place
18	to American naval and military forces	Manner: Means
20	on the high seas between San Francisco and Honolulu	Location: Place
22	yesterday	Location: Time
22	against Malaya	Location: Place
23	Last night	Location: Time
24	Last night	Location: Time
25	Last night	Location: Time
26	last night	Location: Time
27	This morning	Location: Time
28	Japan has	Location: Place
28	therefore	Cause: Purpose
28	throughout the Pacific area	Extent: Duration
29	the facts of yesterday and today	Location: Time
30	to the very life and safety of our nation	Manner: Degree
31	As Commander-in-Chief of the Army and Navy	Elaborating: Role
34	always	Location: Time
35	how long it may take us to overcome this premeditated invasion	Location: Time
35	in their righteous might	Manner: Quality
36	to absolute victory	Location: Place
37	when	Location: Time
38	to the uttermost	Manner: Degree
38	very	Manner: Degree
39	shall never again	Location: Time
40	at the fact	Manner: Means
40	our territory	Location: Place
42	with confidence in our armed forces	Manner: Means
42	with the unbounding determination of our people since the unprovoked and dastardly attack by Japan	Manner: Means
44	on Sunday, December 7, 1941	Location: Time
44	dastardly	Manner: Quality
44	by Japan	Manner: Means
45	on Sunday, December 7, 1941	Location: Time
45	a state of <i>was has existed</i>	Location: Time
45	between the United States	Location: Place

5.3 – The Operation Iraqi Freedom 2003

Line	Circumstantial Element	Circumstance
1	against the regime	Cause: Behalf
2	In this war	Location: Time
2	from across the globe	Location: Place
4	of weapons of mass destruction	Manner: Quality
4	for terrorism	Cause: Purpose
5	Now	Location: Time
6	In the Middle East	Location: Place
7	in the highest traditions of the American military	Manner: Degree
7	with skill and bravery	Manner: Means Extending:
8	with the finest of allies beside them	Accompaniment
8	At every stage of this conflict the world	Location: Time
9	In this conflict	Location: Time or Place
13	for the conventions of war or rules of morality	Cause: Behalf
14	In civilian areas	Location: Place
15	as shields	Elaborating: Role
15	for the dictator's army	Cause: Behalf
17	from harm	Manner: Means
19	Across America	Location: Place Extending:
20	with them	Accompaniment
20	for the safety	Cause: Purpose
21	this weekend	Location: Time
21	safely	Manner: Quality
22	soon	Location: Time
22	for the security of their loved ones and for the protection of all the innocent	Cause: Behalf
23	near military families	Location: Place
24	in practical ways	Manner: Means
24	with childcare, or home repairs	Manner: Means
25	in this war	Location: Time
25	home	Location: Place
25	as soon as their work is done	Location: Time
27	reluctantly	Manner: Quality
27	with a clear and firm purpose	Manner: Means
28	at the mercy of an outlaw regime	Manner: Quality
28	with weapons of mass murder	Manner: Means
29	Now that conflict has come	Location: Time
30	for the security of our nation and the peace of the world	Cause: Purpose

Appendix 6 – Frequency list of Content words

6.1. The Gettysburg Address 1863

Repetitions	Number
be	8
dedicate	6
have	5
people	3
nation	4
conceived	2
dead	2
can	2
devotion	2
living	2
gave	2
great	2
rather	2
Total:	42

6.2. The Pearl Harbor Attack 1941

Repetitions	Number
attacked	11
Japanese	9
will	7
forces	6
Japan	5
The United States	5
American	5
people	5
was	4
Yesterday	4
government	3
December	2
deliberately	2
has	2
nation	2
war	2
peace	2
the Pacific	2
take	2
Total:	80

6.3. The Operation Iraqi Freedom 2003

Repetitions	Number
will	7
is	10
military	5
families	5
forces	5
peace	3
have	3
American	3
campaign	3
coalition	3
disarm	3
world	3
free	2
now	2
people	2
Saddam Hussein	2
security	2
war	2
weapons	2
men	2
helping	2
innocent	2
women	2
support	2
praying	2
live	2
loved	2
regime	2
conflict	2
allies	2
not	2
Total:	91