A SYSTEMIC LINGUISTIC ANALYSIS OF PROCESS TYPES, PARTICIPANT ROLES AND MODALITY TYPES IN OBAMA'S SPEECHES ON MUSLIM WORLD ISSUES

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ABSTRACT

In the last five years, the political discourse of President Barack Obama has attracted a great number of researchers and students in Linguistics and Social Studies around the world. The discourses through which Obama addressed the issues encountered by the Muslim World which have been central in the political world, still require more investigations and linguistic analysis. The current study is dedicated to investigate the political discourse of President Obama which embodies Islamic world issues, applying the Hallidayan Systemic Functional Linguistics (SFL) as the theoretical framework to study language structure and function. Specifically, the study will apply the SFL theory as introduced by Halliday (1985-1994) and reintroduced by Halliday and Matthiessen (2004 2014). The principle aim of the current study is to expose the representation of the issues in the discourse of President Barack Obama through its Transitivity processes and Modality patterns. Six speeches by the President sourced from the White House website (http://www.whitehouse.gov/), the archive of President Obama's speeches are used as data. The study applies a qualitative method to analyze the data. The results show that the president mobilizes various types of Transitivity processes and participants, and Modality types in order to express his views. His linguistic devices of Transitivity and Modality featured within his speeches on the Muslim world issues can be a good linguistic account to understand his construction of these issues.

ABSTRAK

Semenjak lima tahun yang lepas, wacana Presiden Barack Obama tentang politik telah menarik, minat banyak penyelidik dan pelajar dari bahagian kajian bahasa dan sosial dari serata dunia. Wacana yang telah diketengahkan oleh Obama tentang isu-isu yang dihadapi oleh dunia Islam dalam politik dunia masih memerlukan banyak kajian dan analisis linguistik. Penyelidikan ini adalah khusus untuk mengkaji dialog politik Barack Obama yang merangkumi isu-isu Islam sedunia dengan mengaplikasikan Hallidayan Functional Linguistics (SFL) sebagai teori rangka kerja untuk mengkaji struktur bahasa dan fungsi. Secara specifiknya, kajian ini akan mengaplikasikan teori SFL yang telah diperkenalkan oleh Halliday (1985-1994) dan seterusnya telah diperkenalkan semula oleh Halliday dan Matheissen (2004-2014). Prinsip utama kajian ini adalah untuk mendedahkan isu-isu yang dibahaskan oleh Presiden Barack Obama melalui proses transitiviti dan corak modaliti. Enam ucapan oleh Presiden yang diperolehi dari sumber laman web White House melalui arkib ucapan-ucapan Barack Obama, telah digunakan sebagai data bagi kajian ini. Kajian ini juga mengaplikasikan kaedah kualitatif untuk menganalisis data. Hasil daripada kajian ini telah menunjukkan bahawa Presiden Barack Obama telah menggunakan pelbagai jenis proses transitiviti dan modaliti untuk mengetengahkan pandangan beliau. Bahan transitiviti bahasa dan modaliti yang digunakan dalam ucapan beliau tentang isu-isu dunia Islam boleh dijadikan contoh bahasa yang baik untuk memahami pendirian beliaun tentang isu-isu ni.

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LIST OF SYMBOLS AND ABBREVIATIONS

Abbreviation	Indication
BBC	British Broadcasting Corporation
CDA	Critical Discourse Analysis
DA	Discourse Analysis
Exist	Existential Process
H	High degree of Modality
ISAF	International Security Assistance
L	Low degree of Modality
M	Median degree of Modality
Mat	Material Process
Men	Mental Process
PDA	Political Discourse Analysis
Pheno	Phenomenon
PPK	Kurdistan Workers Party
Pr	Process
NPP	New Ghanaian Patriotic Party (
Rel-Attr	Relational Attributive Process
Rel- Poss	Relational Possessive Process
SFL	Systemic Functional Linguistics
Verb	Verbal Process
(*)	The entity in the clause is not analysed.

GLOSSARY OF TERMS

Terms	Definitions
Actor	The doer entity in the Material clause
Attribute	The entity which has something attributed to.
Behaver	The entity does the behaviour in the Behavioural Process
Beneficiary	The entity which benefits from the material process
Carrier	The entity which carries the attribute
Circumstance	The adverbial group or prepositional phrases in the clause
Context of Culture	the cultural factors that influence texts
Deontic	A "type of proposal modality relates to obligation or permission" (Palmer, 2001, p.9).
Degrees	The levels of modality which distinguishe the sense and meaning of the various modality terms.
Discourse	"Written or spoken communication or debate" (Oxford Dictionary).
Discourse Analysis	Approaches to study or written, spoken, or sign language use in society.
Existent	The participant which expresses the thing existed in Existential process.
Exchange	the language form of the clause when it exchanges goods and services.

Epistimic	A propositional modality reflects judgments about the factual status of the proposition". (Palmer 2001p, 23)
Existential Process	The process used to express the existing of things
Experiential Metafunction	The meaning of the clause as it construes a quantum of change in the flow of events as a figure"(Halliday, 2014.p, 212)
Finite	A part of Mood realized by the verbal group
Genre	Text type based on the intent of the communicator
High Degree	Degree of modality reflects its strongest meaning.
Ideational metafunction	The function of language content that represents the world's experience.
Identifier	Entity which is defined in relational Process
Interpersonal Metafunction	The function of language when it represents the speker's meaning potential as intruder.
Lexico –Grammar	The "unity of lexis and grammar" (Halliday and Matthiessen, 2014. p, 64)
Low Degree	degree of modality reflects its weak meaning
Material Process	The process that expresses peopl's material actions and events
Mental Process	The process that expresses people's feeling
Median Degree	Degree of modality reflects its medium meaning
Metafunction	A terms Halliday used to refer to the three functions of the clause
Message	Form of the clause when it is functions to organize

information.

Mood   with Capital (M) a part of clause structure through
                        which the   Interpersonal meaning is realized

Mood   With small (m) refers to the clause type whether offer,
                        command, statement question.

Modality   A Linguistic system which is a part of mood indicates
                        the degree of probability usuality in language
                        proposition, and obligation and inclination in proposals.

Modality operator   The linguistic terms used to express modality.

Modalization   A type of Modality which expresses probability and
                        Usuality

Modulation   A type of Modality which expresses inclination and
                        obligation

Mode   refers to the channel of communication in an interaction

Obligation   A type of Modulation reflects imposing of orders.

Participants   The entities in the claused associated to the process
                        realized through the nominal groups.

Political Discourse   language of political forums such as debates, speeches,
                        and hearings

Probability   A type of Modalization expresses likehood

Proposition   The language form to exchange information

Process   The element in the clause transitivity that expresses
                        what is going on in the world.

Register	Specific lexical &grammatical choices used by speakers
Residue	The remainder of Mood in the clause as exchange
Sayer	Entity which produces spoken or written utterances
Subject	A part of Mood realized by the nominal group
Target	Entity which receives spoken or written utterances
Tenor	The participants' roles in an interaction
Textual	concerns with the organization and structure of
Theme	Significant Topics Obama discussed within his speeches.
Transitivity	A Linguistic system consists of Process, Participants and Circumstentail elements
Usuality	A type of Modalization expresses ofteness in the clause

CHAPTER ONE

INTRODUCTION

1.0 INTRODUCTION

The current study is conducted to investigate the construction of some Islamic world issues within the discourse of President Barack Obama. It is an attempt to understand how the American president discussed the Islamic world issues from two different aspects of meaning, i.e. experiential and interpersonal meanings. An adapted version of Systemic Functional Linguistics is applied to examine the lexico-grammatical choices in order to reveal how the discourse Obama constructs to address the issues. This is carried out through the examination of Transitivity processes and participant roles, and Modality types. Chapter one is the introductory chapter of the current study and it carries general information about the study. It consists of 10 sections. Section 1.1 is the Research Problem Statement, section 1.2 is the Aim of the research, section 1.3 is the Questions of the Study, section 1.4 is Methodology followed by section 1.5 which is the Theoretical Framework. The Study Rationale is in Section 1.6. Section 1.7 is the Study Limitations. After this, section 1.9 and section 1.10 reflect the Significance of the Study and the Study Outline respectively. The last section is the conclusion of the current chapter.

1.1 STATEMENT OF RESEARCH AREA

Presidential political discourses have been rich sources of data in the field of linguistics. The major argument is that Politicians try to select their words carefully as they recognize that the majority of the public are listening to them. From this, it can be stated that analyzing the Presidential speeches would provide a reflection of their thoughts, ideas and intentions. In view of political speeches, Schäffner (1996) suggests that political texts

reflect political activities and they perform different functions related to these activities. Van Dijk (1997) explains that any speech made by a politician is a realization of his intention and has its own function.

Today the Muslim world is facing tremendous challenges which range from external and internal problems. In his inaugural address (2009), President Barack Obama promised to reach out to the Islamic world during his presidency period based on mutual interests and mutual respect referring to this initiative as "a new way forward". Obama demonstrated his effort to fulfill his promise when he shows interest in the issues Muslim nations are encountering through some of the addresses and interviews he made. Therefore, president Obama's discourse as a communicative device in addressing the Muslim world issues can be a good data to explore what is beyond the words of the president.

Based on the notion of SFL, when people are speaking they take into account the choice of the vocabulary and grammar that are principle and systematic lexical items. And these lexical items are chosen based on the underlying intentions of the speakers (Halliday & Hasan, 1976). Thus, language is used to achieve political objectives in political discourses. The meanings formulated by persons reflect their personal experiences and knowledge which are different from person to another (Van Dijk, 1997b).

The current study seeks to explore experiential and interpersonal meanings by using Halliday's Systemic Functional Linguistics (SFL) and specifically the Systems of Transitivity and Modality. Although Systems of Transitivity and Modality have been utilized widely to investigate political discourses specifically the speeches of President Barack Obama by (Nufus, C. 2014; Wang, J. 2010; Ratih, D. 2014; Naz, S. 2012; Al-Sa'ati, M. 2013; Shayegh, 2012; Boyadi, 2014; Nartey and Yankson, 2014; Alvin and Albaseer. 2011). From literature, there are limited researches using SFL investigated the language of

President Obama in the context of Islamic world issues. This gap has led to conduct the current study.

1.2 AIMS OF THE STUDY

Political speeches have a great influence on the public as the main purpose of politicians is to persuade their audience of the validity of their political arguments. This influence comes from the employment of linguistic choices through which their beliefs and thoughts towards different issues in the world are expressed.

Within the framework of SFL, the current study concerns with analyzing the discourse of Obama on the issues of Muslim world. It has two aims. Firstly, it attempts to find out how the experiential meaning in the discourse of Obama can be realized through the process types and their associated participants roles as central components in the structure of Transitivity in the clause. Secondly, it seeks to explore how the interpersonal meaning in the discourse is realized by modality choices as an aspect of Mood structure in the clause. These two meanings will be investigated through the study of the lexico - grammatical resources the president utilized to portray the topics reflecting the issues which the Muslim countries face.

1.3 RESEARCH QUESTIONS

Since this study is dedicated to analyze the Transitivity processes and participant roles, and Modality types in the discourses of Obama's speeches that convey the most common issues in Muslim World, it is important to find out what are the most issues (themes) recurred in the selected speeches. The research questions are:

1 What are the recurring themes found in the six speeches of President Barack Obama on Islamic world issues?

2 How is experiential meaning realized through the process types and participant roles within the discourse of the recurring themes in the six speeches?

3 How is interpersonal meaning realized through Modality types within the discourse of the recurring themes in the six speeches?

1.4 METHODOLOGY

The data of the current study is in the form of clauses selected from six speeches delivered by President Barack Obama. These speeches were made in the period between 2009 and 2013 to address different issues arising from different Islamic countries. The speeches which are in the form of written texts were collected from the official website of the White House page http://www.whitehouse.gov/ (see appendix A). A comparison between the contents of the six texts with the original videos of Obama's speeches is made to be sure that the texts selected are similar to the original spoken texts. The speeches selected are:

1 Speech made in Turkey, 2009 (Appendix A, S1)

2 Speech made in Cairo, 2009 (Appendix A, S2)

3 Speech made in Jakarta, 2010 (Appendix A, S3)

4 Speech made at the United Nations, 2011 (Appendix A, S4)

5 Speech made in Afghanistan, 2013 (Appendix A, S5)

6 Speech made in Ramallah, 2013 (Appendix A, S6)

Not all the clauses in the speeches will be analyzed; instead the investigation is applied only on the sections where the clauses expressing recurring issues in the speeches.

In other words, selecting the clauses takes two stages. The first stage involves finding out the addressed issues across each speech, and these issues are called as themes. The second stage involves collecting the paragraphs about the recurring themes from the six speeches. Thus the contents of the themes are the study data.

1.5 THEORETICAL FRAMEWORK

The theoretical framework applied for the current study is based on the systems of Transitivity and Modality. Transitivity and Modality are main concepts in the Hallidayan SFL theory. Halliday and Matthiessen (2014) propose that the architecture of any language in context is organized in five major semiotic dimensions which are "structure, system, stratification, instantiations and metafunctions" (p. 20). Within the conception of metafunction; they explain that there are three metafunctions of language: textual, interpersonal and ideational. The Ideational metafunction has two components: logical and experiential. This study deals with interpersonal and experiential metafunctions. The experiential metafunction is concerned with the representation of the "flow of events" or "goings on" within the clause and these events are represented through the structure of Transitivity system as a semantic system of the clause (Halliday and Matthiessen, 2014: 211). Transitivity system is structured from three components: the process types, their participants and the circumstantial elements (Halliday & Matthiessen, 2004).

On the other hand, the interpersonal metafunction is the function of the clause to establish relations between interactants and express the judgments and opinions of the speaker on what is being said. Mood and Modality are the systems in SFL which can express the interpersonal metafunction. Mood is the basic unit in the clause of exchange (the clause functions to exchange information and /or goods and services). The roles of

communication that the speaker adopts for himself/herself and for the listener are realized through the Mood choices. Mood is primarily structured from Finite and Subject. Based on the order of these two elements, the speech role can be determined. For example, if the finite is preceding the subject, the clause will take the form of question, and then the speaker becomes a seeker of information or goods and services (Halliday and Matthiessen, 2014). On the other hand, Modality is the semantic system which can realize the opinions of the speaker towards the thing expressed in the interaction. Modality can be in the form of modal verbs and adjuncts as a part of Mood structure. Also it can be expressed in the Residue as adjuncts. Residue is the complementary and remainder element of Mood in the clause (Halliday & Matthiessen, 2014). (For more description see chapters 2& 3).

1.6 RATIONALE OF THE STUDY

This study may complement previous studies on Barack Obama's discourses addressing the Muslim world issues. In recent times, although many linguistic studies have been conducted to examine the language of President Obama using SFL approaches, it has been observed that Obama's discourses embody Muslim world issues have limited interest by the researches in the field of SFL. If such studies found, they do not reveal how the President represents the issues, and this can be realized through the experiential meaning; and how the president creates a social distance which can be realized by the interpersonal meaning. Hence it was decided to devote the current study for the purpose of exploring the experiential and interpersonal meanings.

1.7 LIMITATIONS OF THE STUDY

This study is limited to analyzing only the clauses Obama used to address the issues of Muslim countries within six speeches only. The current study is focused on the

language of Barack Obama, thus the conclusions will pertain and be limited to the speeches of Obama and contexts within which these speeches were made.

1.8 SIGNIFICANCE OF THE STUDY

The present study contributes to an understanding of the views and perception of Barack Obama through the exploration of his representation of the Transitivity processes such as (events, goings on) and their participants elements (such as people, governments) involved in the discourse as a part of experiential meaning, and his judgments and assessments towards what he is saying as a part of interpersonal meaning.

1.9 OUTLINE OF THE STUDY.

The dissertation has five chapters. The study begins with chapter one which covers the research area statement, aims of the study, research questions, theoretical framework and methodology followed by the rationale for the study, its significance and limitations, then the outline of the study, and finally the chapter summary. In chapter two, what is related from literature to the current study and what is shaping its theoretical framework are overviewed, beginning with explanations of discourse analysis (DA) and political discourse analysis (PDA), followed by basic views of SFL with a detailed description of Transitivity and Modality systems and some of the previous studies on SFL in different genres. Chapter three deals with the theoretical framework of Transitivity and Modality systems by Halliday (1985, 1994), Halliday and Matthiessen (2004, 2014) and as explained by Bloor and Bloor (2004, 2014), Fontaine (2013) and Thompson (2004, 2014). Following this, a description of data collection, data description and the research design are explained as a part of the methodology. Chapter four lays out the study findings. Chapter five expresses the study conclusions in relation to the research questions.

1.10 CHAPTER SUMMARY

This chapter of the dissertation is the introductory chapter which has shown a general idea of the research area, the study aim, the questions of the study, the theoretical framework of the research and methodology. It has also provided the rationale, the significance and limitations of the study. Therefore, this chapter is the foundation of what is addressed in the next chapters.

CHAPTER 2

LITERATURE REVIEW

2.0 INTRODUCTION

This chapter gives a literature overview of what is relevant to this study. The theoretical and conceptual framework for analyzing the current data is derived from this overview. The current chapter is divided into three sections. Section 2.1 highlights a brief description of discourse analysis with subsections 2.1.1 to explain the development of discourse analysis and 2.1.2 to present a general conception of political discourse analysis. In section 2.2 the SFL model is reviewed in terms of its foundation in subsection 2.2.1 and its identification as a theory in subsection 2.2.2. The application of Transitivity and Modality in previous studies is encapsulated in section 2.3. And section 2.4 is the chapter summary.

2.1 DISCOURSE ANALYSIS

According to Gee (2014) discourse analysis (DA) is "the study of language use" (p. 8). It is considered as the study of language within context in which the language is used (McCarthy, 1991). "DA is applied to studies and descriptions of verbal interactions people consume daily, whether printed or spoken newspapers articles, letters, stories, recipes, instructions, notices, and comics". It covers "all kinds of written texts, and spoken data, from conversation to highly institutionalized forms of talk" (McCarthy 2005, 8). DA is an approach used to find out meanings covering a number of activities. In other words; it is used to identify the intersection of activities among different disciplines like sociolinguistics, psycholinguistics and computational linguistics (Brown and Yule, 1998). Brown and Yule (1998: viii) argue that psycholinguistics is interested in the "issues related

to language comprehension such as the problems of texts and sentences comprehension". They explain Sociolinguistics as the study "concerned with the structure of social interaction manifested in conversations and their description emphasizing features of social contexts, dealing with real instances of language". And "philosophical linguistics and formal linguistics studies are concerned with semantic relationships between constructed pairs of sentences and with their syntactic realizations" (Brown and Yule, 1998: viii).

According to Paltridge (2012), the term DA refers to the investigation of what is "beyond the word, clause, phrase, and sentence" (p.1). It also considers the ways of language use which present different views and understanding of the world.

Gee (2014) suggests different types of discourse analysis approaches. He explains that some of them are concerned with the study of language "contents, themes and issues being discussed in texts such as newspapers" while others deal with "the grammar of language and its function in specific contexts" (p.1). He says that these approaches of discourse analysis use different theories of grammar and meaning description.

The primary linguistic approach in language studies is the analysis of discourse. It emphasizes how people use language for communication and how that in communication the addressers construct linguistic messages and the addressees interpret them (Mjer, 2003: 24). Scollon and Scollon (2001: 538) describe discourse analysis from two perspectives. From the first perspective (DA) is viewed as a linguistic study of texts in use, while from the other perspective it is viewed as a study of "thought, perception, and behavior" found in different genres. It was proposed that speakers use language to express what they think, feel, or want, and at the same time, what is being said will result in an interaction between the participants" and this is the "communicative function of language (Van Dijk, 1997).

Moreover, DA is about who uses language, when and why. DA can be achieved at different units of language to analyze sounds, syntax, morphology, speech acts, turn taking and rhetoric (Van Dijk, 1997). Discourse analysis as approach and theory contributes to analyze language in terms of language use, producers' thoughts or beliefs, and social relations. This can be achieved through the analysis based on SFL (Van Dijk, 1997).

2.1.1 Discourse Analysis Development and Contributions

Discourse analysis (DA) was first introduced in late 1960s and early 1970's. DA as an analysis approach came out from a collocation of a number of different disciplines studies such as "linguistics, semiotics, psychology, anthropology and sociology" (McCarthy, 2005: 5). DA was initially introduced when the linguist Zellig Harris was conducting an analysis of sentences in a text in his Ph.D. paper titled 'Discourse analysis' in 1952 at the University of Pennsylvania. He was the first linguist who paid attention to studying sentences in coherence (discourse) within a social situation. His paper focused on "analyzing the linguistic elements of a text, the coherent texts and the circumstances around the text" (McCarthy, 2005:5).

In the beginning, DA was adopted to oral talk and conversations. Conversational analysis was initially founded by sociologist Harold Garfunkel in 1960s, a scholar in Ethnomethodology.

A number of scholars in social science and linguistics contributed to discourse analysis like Hymes (1964) who worked on analyzing speeches within social settings, Austen (1962) and Searle (1969) the founders of the speech act theory, and Grice (1975) who had works in discourse studies and was interested in maxims of conversation.

M.A.K Halliday has greatly contributed to British Discourse Analysis. His Functional Approach to language (SFL) is concerned with the function of language discourses 'language in social contexts'.

2.1.2 Political Discourse Analysis

Political discourse analysis (PDA) comes within the various fields of DA. From literature, PDA has been taking the great deal of the studies of discourses in linguistics. Its main focus is on analyzing the discourses whether written or spoken of political domains. Some of Political discourses forms such as: speeches, interviews, news reports, and blogs have been investigated widely by researchers in linguistics.

Van Dijk (1997) argues that political discourse can be defined by its authors and actors; the actors in any political communication are usually politicians. According to Van Dijk (1997: 13) the vast area of political discourses studies is organized to analyze "the text and talk of professional politicians or political institutions, such as presidents and prime ministers and other members of government, parliament or political parties, both at the local, national and international levels". He states that "Politicians in this sense are the group of people who are being paid for their political activities, and who are being elected or appointed (or self-designated)".

In addition to this, political discourse analysis extends to include "the recipients in the political communications such as the public, the people, citizens, the masses" when the interpersonal relations are emphasized here (Van Dijk, 1997: 14).

The conception of PDA is not limited to individuals only as officials or public people, it also covers the "Political activity and the political process" which give people their identity as "citizens and voters, demonstrators and dissidents" (Van Dijk1997). In other words, people who are acting in political interaction are at the same time acting as participants in political actions, such as governing, ruling, or even voting. Their political

actions are transferred into discursive practices. This means those people and their actions become topics discussed within the political discourses to impose specific functions and implications.

Regarding the language context which is described as what gives the discourse its characteristics as "political, medical or educational" for example, Van Dijk (1997) explains that the discourse analysis can be beyond the dimension of political action and participants, it can deal with political and "communicative events and encounters, with their own settings (time, place, circumstances), occasions, intentions, functions, goals, and legal or political implications" and this contributes to analyze languages in context.

In political communication and rhetoric linguists (Bitz 1981, Chaffee 1975, Garber 1981, Swanson and Nimmo 1990, and Thompson 1978) have worked in political discourses studies. Chilton, 2004, Wilson, 1990 and Wodak were influential characters in political discourse.

Chilton (2004) provided some work in PDA besides his interest in cognitive linguistics. From the cognitive premise, he presents an analysis of discourse and society studying the political behavior of people through the language used in politicians' profiles. He also worked on political language influence on the defendants in the Stephen Lawrence murder trial. Beside this, his analysis of Political Discourse covers the changing landscape of political language at the September 11/ events including the use of religious imagery in the political discourse of George Bush.

Geis (1987) was concerned with the language and myths of the American politicians Kennedy, Johnson and Reagan. The bias in politics as a problem in political journalism, TV news, and the presidential conference also took a part of his work. His

interest in analyzing language as a device to persuade others to get their voices in elections was derived from his initial steps in linguistics to investigate TV advertising discourse.

Obeng and Hartford (2008) drew on the study of English translated texts of Albanian leaders' political discourses which are very rich with metaphorical similes as a persuasion strategy which manifest the culture of the communities in Albania.

Wilson (1990) provides a linguistic guide of actual political talks and written telephones conversations elaborating modern pragmatic concepts such as presupposition, pronominal metaphors and self-references.

Wodak (1950- 2013) specialized in the development of theoretical methods in political discourse studies such as Identity Politics, Media Studies, Political Communication, Language Policy Studies and Comics, and Discrimination. Some of her majority concentration is on "The Discursive Construction of the Past—Individual and Collective Memories of the German Wehrmacht and the Second World War, and the Parliamentary Debates on Immigration in Six EU Countries".

PDA has activated much interest among analysts and researchers for being the device politicians put in their political views and the way they can interact and communicate with the public. Although many studies have been conducted on Obama's political discourse, thus far no studies are conducted on the speeches of Obama about the Islamic countries issues using the approaches of Transitivity and Modality of SFL. The speeches of President Obama can be a rich source of data to study the experiential and interpersonal meanings to understand the perceptions of the American president on the war in Iraq, some economic, social issues and others in the Muslim regions.

2.2 SYSTEMIC FUNCTIONAL LINGUISTICS

In this section, how the notion of SFL was founded and developed, and what the notion is about are all presented in subsections 2.2.1 and 2.2.2.

2.2.1 SFL Foundation

Michael Alexander Kikwood Halliday (1925) is the founder of the Systemic Functional Linguistics (SFL) theory which was emerged from earlier studies. SFL was originally built on the linguistic notions of Malinowski and J.R. Firth. Malinowski (1887-1942) provided two concepts for studying any language, context of culture and context of situation. He stated that environment and culture had an influence on language use. Later Halliday (1960's,) at the Prague school specialized in linguistics and developed systemic functional linguistics based on Malinowski's view. He developed the work of his teacher J. R. Firth in the early 20th century.

His Ph.D. paper on this view was published in 1961. Halliday described this theory first when he investigated the structure and meaning of Chinese language at the University of Lingam and under the supervision of Wang Li. In 1960, Halliday brought his notion of grammar to London and expanded it to analyzing English language. Later, the work was applied to study other languages in Europe such as French and German. SFL as a notion to study language was in contrast to Chomsky's Universal Grammar. In universal grammar; Chomsky developed the notions of Ferdinand de Saussure (1857-1913). Saussure (1857-1913) described language as content and form (paradigmatic principle). According to the Prague school, language is viewed as psychological process while Halliday is more interested on describing language from social perspectives (Bloor and Bloor, 2004). Halliday's views were more inspired by the Prague school. The Prague school specialized in the functional approach of language "Functionalism".

SFL emphasizes two main aspects of language, system and function. Halliday's first work was published in (1985) with the title "*An Introduction to Systemic Functional Linguistics"*. The second edition was in 1994. Following this, Halliday updated his work in 2004 with Matthessein. The last edition has been published in (2014) by Halliday and Matthessein with a new tiltle *Halliday's Introduction to Systemic Grammar.*

There are other contributors to SFL such as Robert Martin (1950). Ruqaiya Hasan (1977), Eggins(1994), Fontaine (2014), Thompson (1996, 2004, 2014), Bloor and Bloor (2004, 2013). Some of these works are consulted in the present study in order to explain the conceptual framework followed to examine the data.

2.2.2 The Concept of SFL

Systemic-Functional Linguistics (SFL) is a language approach developed initially by M.A.K. Halliday during the 1960s. It was firs found in UK and later in Australia. The SFL approach is applied nowadays for the new strategies of teaching and learning in schools and educational institutions instead of traditional grammar. It is also applied for the purposes of discourse analysis by researchers. Halliday in his work on SFL explained language as meanings rather than a combination of words and sentences. It identifies how language can be used in social contexts to achieve particular purposes.

Halliday (1994) says that language is interpreted as a system of meaning potential, and the meanings of any language are realized through its forms, i.e. relating grammatical structures with meaning, and called this notion as systemic functional grammar. SFG is not grammatical structure orientation, but it is concerned with exploring meanings. Thus, Systemic functional grammar (SFG) is a form of grammatical and meaning description, and is a part of the systemic functional linguistics which is a social semiotic approach.

Based on Halliday and Matthiessen (2004) a systemic grammar focuses on the paradigm; this means systemic grammars basically set out the choices available in a particular language context. In other words, it is concerned primarily with the grammatical choices which are available to the language user so he/she can select the suitable choice in the suitable context. Halliday and Matthiessen (2014) explain that in SFL, language is identified in three strata: semantics, phonology, and lexico- grammar. He views language in relation to its structure (grammar) and words (lexis). The combination of both lead to what Halliday called lexico- grammar.

Halliday and Matthiessen (2014) define language as a text, system, sound, writing and wording, and a resource of alternative choices. He suggested the major semiotic dimensions that organize the architecture of any language in context, *structure, system, stratification, and metafunctions*. This study deals with metafunction analysis. Metafunction is a term Halliday used to refer to the functions of language. From this perspective, he suggested making sense of experience and acting out our social relationship are basic in any communication, this means that language provides a theory of human experience, and this function is called ideational function which includes the experiential metafunction and logical metafunction. Halliday adds that through the use of language there is another function which is enacting the social and personal relationship with other people (listeners). It is called interpersonal metafunction and he described it as interactive and personal. The third component of grammar Halliday mentioned was the textual metafunction and this is out of the basis of the current study. It can be defined as another mode of meaning that relates to a construction of text and appears as delineated motif within the grammar (ibid: 30). It is important to set out some of the core assumptions and features of the SFL pproach which are underpinning the current study.

2.2.2.1 Lexico-grammar

Halliday and Matthiessen (2014) in SFL model considers Lexico-grammar as a level of linguistic structure which is used to present the single continuum between the two poles of any language: vocabulary (lexis) and syntax (grammar). Both lexis and grammar are considered to be forms of a single stratum of language (semantics). In other words, the lexicogrammar is a system of semantics, a component of meaning making system.

"The lexis as a structured system functions to organize the vocabulary of a language and grammar as a structured system functions to organize sequences of signs into texts, are not different in nature, but rather they form the unified stratum of language: the lexicogrammer" (Walter de Gruyter, GmbH & Co, 2012: 73). Traditionally, grammar and vocabulary were viewed as distinct features of languages. This distinction was significantly found in the fields of language learning where coursebooks have separate sections for grammar and vocabulary (Hunston, Francis, & Manning, 1997). SFL is a contrasting concept to this view; the structuralist view because it is concerned with meanings of language. To support this, Martin (2001) suggested that "everything in language, from lexical items and grammatical constructions to whole texts, has evolved to express very specific discourse functions, in the form of situational registers (the lexicogrammatical resources associated with a specific speech activity, such as impersonal expressions, nominal style, taxonomies of terms" (sourced in Walter, 2011: 73). In the same line, (Willis, 1990; Sinclair, 1991; Hasan, 1996; Hunston & Francis, 2000) explain that grammar/vocabulary dichotomy is invalid – lexis and grammar are better understood as a single system to convey meaning.

Halliday and Webster (2009) explain that "among semiotic systems, language is organized metafunctionally, having evolved simultaneously as the means of making sense

of our experience (construing reality) and of getting along with each other (enacting our social relationships), language manages these as complementary modes of meaning (ideational, interpersonal), along with a third functional component (the textual) which maps these on to each other and on to the context in which meanings are being exchanged and this pattern can be readily observed in the structure of the lexicogrammar of any language" (p. 62).

Halliday (2014) explains that each of the language metafunctions is accomplished through different linguistic subsystems at the level of lexicogrammar. Interpersonal meanings are made by the Mood system, Ideational meanings are made by the Transitivity system and textual meanings are made by thematic system, thus the task of SFL is to realize how meanings are made and exchanged through the resource of grammar and lexis. Moreover, Martin (1992) states that "these choices in meaning contribute to the overall meaning of discourses".

2.2.2.2 Experiential Metafunction

Experiential meaning is a type of ideational metafunction which is the third line of meaning in SFL besides interpersonal and textual metafunctions. (Halliday and Matthiessen 2014: 84). The experiential meaning is defined by Halliday as the function of language in representing "goings on" or "flow of events" in the world (Halliday and Matthiessen 2014:213).

Halliday and Matthiessen (2004) propose that "the clause construes a quantum of change as a figure or configuration of the process, participant involved in it and any attendant circumstances." (p.169). Thus, the experiential meaning which shows how goings on in the world are presented, is embodied in the System of Transitivity. The System of Transitivity presents the goings on through describing processes which are expressed by

verbs, the Participants which are expressed by nouns and the circumstances which are expressed by the prepositional phrases and adverbs.

Halliday and Matthiessen (2004: 168) present six different process types which construe the world of experience: Material, Mental, Relational, Behavioural, Verbal, and Existential. And the participant elements are different from one process to another.

2.2.2.3 Interpersonal Metafunction

The second component of language meaning is the interpersonal metafunction which is construed when listener and speaker exchange language in communication. This function is depicted through the analysis of Mood and Modality. (Halliday and Mattheissen, 2014: 134).

Language involves interactions when people initiate or respond to the act of giving or demanding information or goods-and-services. Therefore, Halliday and Mathiessen (2014: 134) regard this function as a function of exchange. The main grammatical principle in the clause functions as exchange is the Mood through which the choice between indicative and imperative clause is identified. In the choice of indicative, there is a choice of interrogative or declarative. The *Mood* as a carrier of the interpersonal function of the clause contains Subject+ Finite. The Subject is realised by a nominal group which construes the validity of the clause while the Finite is realised by the first marker of the verbal group in the clause. The rest of clause is the *Residue*. (Halliday and Mattheissen, 2014: 135).

The clause takes the forms of statement or declaration denoted by Subject^ Finite when it is used for giving information. On the other hand, the demanding of information is expressed by a question realized by an interrogative clause. Thus, the position of Subject

and Finite indicates whether the clause is declarative (statement), imperative (command), or interrogative (question, offer). Halliday and Matthiessen (2014).

Modality as a system in language also construes the interpersonal meaning of the clause. Modality refers to the choice between the poles of yes and no within the clause; it reflects the opinion and judgments of people on the topics they talk about. Modality can be found in both propositions and proposals of the clause, and in both cases it has different functions. Modality functions as Modalization or Modulation. (Chapter three explains the notions of experiential and interpersonal meanings in details).

In the present study, the is focus on analyzing Transitivity system (choices of processes and participants) as a method to study the experiential meaning of the President, and Modality system to study the point of view of Barack Obama as a part of interpersonal meaning.

2.3 REVIEW OF STUDIES ON THE SYSTEMS OF TRANSITIVITY AND MODALITY

SFL has been used widely in linguistic studies whether in discourse analysis, literature or language learning and teaching. The focus is various from one study to another in terms of what of the three metafunctions and their systems are to be analysed. Some of the researches on Transitivity and Modality as systems of SFL will be explained in the next subsections.

2.3.1 Research on Transitivity in Different Genres

An analysis of transitivity clauses in "the transcripts of the hearings from South Africa truth and reconciliation commissions (TRC) Amnesty Committee" carried out by Holopainen (2005). The focus of the study was on answering the Transitivity related

question "*Who did what to whom*" and to explore what linguistic features may cause the ambiguity regarding this question. This study uncovers that the answer of who is the people participated, and whom is the identity of the affected participants.

Fahreni (1999) made a study based on Functional Approach to analyze the headlines of the April 2003 Jakarta Post written by Indah in order to investigate the Transitivity clause. She found that the verbal process was the most favorite process used in the headlines of the Jakarta Post.

A work of investigation from the perspective of Transitivity by Cunanan (2011) was made to perform "A Stylistic Analysis of Virginia Woolf's Old Mrs". The study contributed to find out the participants involved which are mainly Mrs. Grey and portrayed in different roles are: actor or goal, carrier of attributes, identified, possessor, sayer and existent.

An analysis of Transitivity processes to reveal the effect of disciplinary variation in Academic written genre was applied by Babaii and Ansary (2005). They aimed to study the system of Transitivity elements in a corpus of 90 academic Book Reviews (BRs) as an academic written genre collected from various randomly selected professional journals (Literature, sociology and physics). They found out that the analysis of processes and their participants resulted in recording a high percentage of non- human concrete participants in BRs in physics journals compared to the journals of literature and sociology.

In a study conducted by Sim (2008) to investigate the reports on the death of Crocodile Hunter" Steve Irving" in three Malaysian English dailies explored how the application of the process types functioned to elaborate specific events. The news reports were more concerned with the actions than the unconscious or behavioral events. The material process was used to express the physical actions of the death. The mental

processes reflected the audience reaction towards the event. The relational processes were used to describe the personality of the victim, the verbal process to depict the objectivity in the reports while the existential and behavioral are the least used.

AL-Mahdawi and Al- Marrar (2012) in the research " Transitivity of Discourse Functionality: Letters-to-the-Editor" to study the function of Transitivity in letters-to-the-editor of *The Times*, and its variants in the act of communication found that material and relational processes dominate the letters texts. Material process was depicting actions and events to motivate the reader physically, and to make texts active. Relational process is to give a positive image of the writer.. The mental process reflects inner experience in order to touch the audience's sense. The verbal process shows the letter writer's aim to get the reader's attenion and to remind him of the idea stated.

Sriniwass (2003) had a study on Transitivity process types used by the author of Chemistry texts and found out that the processes are various from one section to another. For example, the experiment section tends to have more material processes in comparison to the other sections since this section has a lot of instructions.

2.3.2 Research on Transitivity in Political Discourse

Shayegh (2012) applied SFL to study power via the analysis of Transitivity in the discourse of Obama. Seven interviews of President Barack Obama were selected for the data. The findings show that Obama used material processes predominately to describe the works of his government; he used Transitivity to get the audience confidence

Another study was conducted by Naz, Alvin and Albaseer (2011) to analyze the political language of the Pakistani Prime Minister Benazir Bhutto. They adopted Transitivity to study her speech "Democratization in Pakistan". The results were that the semantic function of the Transitivity processes used is various based on the context. She

expressed physical and emotional participation of the masses. The material clauses were used mostly to influence listeners, and the relational processes were to give a soft image of her character.

Dickinson (2009) conducted a research to compare the style and communicative function of two speeches delivered by two Prime Ministers in Australia, Kevin Rudd and Paul Keating; both speeches were about one topic "Relation between Indigenous and non Indigenous Australians". The results explained that the differences between the two speeches came from the dynamic relation between the text and context.

An investigation on the parliamentary registers by Treinmane (2011) was carried out to study the parliamentary debate delivered at the British House of Commons and Latvian Parliament concluded that there is a fixed occurrence of the same noun phrases and verbal phrases (lexico-grammatical patterns).

Wang (2010) used Transitivity and Modality as analytical tools in "the critical discourse analysis of Barack Obama speeches" to explore the relations between ideology and language. The conclusions show that Obama used Transitivity choices to arouse his people's confidence towards his government, and modality choices to make them understand his statements easily.

Another study that adopted SFL as the theoretical framework is by Fundell (2008) when he compared three speeches of three American presidents at different periods of war times which are Gettysburg Address (1863), Pearl Harbor (1941), and the Operation Iraqi Freedom (2003). The use of processes reflects what words are emphasized by each speaker, and the participants types used explore the relationship between the participants involved in the speeches.

A qualitative and quantitative study by Ulfa (2012) was applied on the data of Obama's (2010) speech in Jakarta to examine the power abuse that existed in his presentation of his country as one part and Indonesia as another part. The Hallidayan Transitivity was the theoretical framework for exploring the processes besides CDA as a critical theory. The study showed that there was no explicit display of power as the president introduced both countries equally.

Ruddick (2009) analyzed the system of Transitivity in two articles: the first article was published in November 1998 by the Guardian newspaper with the title "The Other Extradition" edited by Norman Stone, and the second article was titled "Will Castro Be Next in the Dock?" from the New Statesman magazine written by Maurice Walsh published in the same time. The analysis showed that the choices the language producer selects can be a good way to covertly promote meanings related to their personal ideologies. The study also concludes that the material and verbal process types alone can reveal how the audience is positioned in the texts in order to give positive or negative views about them.

Nurul Adi Susanto (2007) in his thesis analyzed three selected speeches by George W. Bush's to find the types of Transitivity process. He concluded that material and mental processes are the mostly employed processes in George W. Bush's speeches.

Based on all the studies that have been carried out on various forms of data, as far as can be seen no study has been conducted on the discourse of Obama on various issues of the Muslim world. In respect to this, the present study attempts to seek the experiential meaning through Transitivity processes and participants roles in the speeches of Obama on issues of Muslim World.

2.3.3 Research on Modality in Different Genres

Several studies on Modality such as the works by Palmer (1986) Chafe and Nichols (1986) concluded that the "function of modals is to reveal the speaker's state of mind or knowledge when he/she is uncertain or not committed to the value of the propositions". (Phm Khac Thu, 2010: 5).

Palmer (2001) as a contributor to the system of Modality draws on Modality types which vary from one language to another. He suggests two prominent types of modality, Propositional Modality and Event Modality. And he puts subtypes under each type. They are: epistemic, evidential, deontic and dynamic.

A Formal-Functional Analysis of the English modal auxiliaries was carried out by Abdulfattah (2011) which showed that each of the modal verbs types has a specific function which may be similar or different from other types of the anomalous and polysemous linguistic behaviour of the English modals.

Based on SFL Modality system and metaphor, Jian Xu (2009) investigated advertising as a persuasive communicative activity. The focus was on analyzing the interpersonal meaning of SFL as a relationship between the seller and buyer in a corpus of English advertisements. In conclusion, the study stated that the interpersonal meaning is manifested in Modality and contributed to persuading consumers into buying services and commodities.

The analysis of Modality in Academic Spoken Discourse, Recski (2006) analyzed eight of transcripted dissertation defenses collected from different American universities to uncover the Modality role in establishing negotiated knowledge related to the academic theoretical assumptions and believes. The study suggested that the metaphorical Modality use was to make reparation for the declaratives and interrogatives clauses addressing the candidates by the examiners. The strategy of Modality also made redressing of the power

distribution between examiners and candidates and characterized the examiners as Academic professionals who took the role of informing their students and not dictating them.

Shayegh and Nabifar (2012) conducted a study to investigate power in Obama interviews using SFL and the critical perspective of Norman Fairclough. The analysis shows that Modality was effective in political discourse of President Barack Obama to hint power degrees on people. The modal verbs used made people believe his words.

Similar results as to the assumption of Obama's ability to convince people by the use of modal verbs is also recorded in a study conducted by Wang (2010) through the analysis of modality in Obama's Victory Speech (2008), and Obama's Inaugural Address (2009). It was found that Obama made his audience more easily to be understood by the modal verbs.

Alo (2012) analyzed the system of Modality as a rhetorical strategy in the African political discourse. Speeches of some prominent African Presidents of the five main regions in Africa were selected for the study. The speeches were made by the salient politicians who are: Robert Gabriel Mugabe and Thabo Mbeki of South Africa, Mwai Kibaki of Kenya as a representative of East Africa, John Evans Atta Mills of Ghana and Olusegun Obasanjo of Nigeria as representatives of West Africa, Hosni Mubarak of Egypt as a representative of North Africa, and Joseph Kabila the leader of Congo Democratic republic and Paul Biya the leader of Cameroon as representatives of Central Africa. The researchers found that the modality words used by the leaders indicated their political future intention and commitment on some points they laid out regarding the social and economic problems in Africa.

A research sought to realize how the British and Irish editors present their ideological views in newspapers and how their language made the audience accept their ideologies was carried out by Healy (2011). SFL was the main theoretical framework and the modality system took partial role in the investigation. The data were sourced from two main national broadsheets, "*Irish Times and Irish Independent and the British broadsheet "Daily Telegraph" and "The Guardian"* with different numbers of their editorials. The researcher explored that modalization as a type of Modality occurred twice as much in the Irish editorials in comparison to the British editorials which reflected the editors desire to be less powerful and more suggestive, while the British editors display more power and authority on the audience in their discourse.

In the same discipline, the work "Modality and Method: A Comparison of Russian and English Epistemic Modal Verbs through SFL and its implications for Second Language Learners" conducted by Batluk (2012). The research goal was to discover the differences and similarities in functional structure of the English and Russian Modality clauses. The discussion of the research concluded that there was a significant similarity of the clause functional structure and that probability was conveyed by operators of Modality explaining the speaker's attitude to the proposition validity, and the differences were in that both languages include different numbers of modal verbs.

Jayanti (2012) investigated Modality types Modalization and Modulation as proposed by Halliday in the English and Bahasa Indonesia texts of the movie *"The Beautiful Mind".* The study centered on the contextual factors on varying modalization and modulation forms in the text. The analysis shows that the most type used in both source and target language is modulation which is presented through the obligation Modality. Modality expressions in the two texts were different in number and degrees. *Status, contact*

and *affect* are the motivating factors that influenced the modalization and modulation forms used.

2.3.4. Research on Modality in Political Discourse

In studies conducted on Newspaper Articles, Khalid (2013) analysed how the modal verbs in English were used in the articles reporting on the grand Scottish ship in 1938 in Scotland to identify traces of authorial subjectivity. The focus was on how authorial subjective voices expressed in the news articles in the electronic corpus formulated. The data was from 37 newspaper articles derived from three sources: *The Scotsman, The Times, and The Glasgow Herald*. The analysis dealt with exploring how the authors constructed their propositions in the articles they had written. From this analysis, it was documented that the modal auxiliary 'will' used to express median probability indicated the writer's degree of certainty on the proposition pertained in the clause and the modal verb 'could' remarked the writer's effort to make readers dialogically engaged in the interaction .

Mao, Li and Xue (2014) analysed the modal verbs in two Chinese and English versions of Major Barbara by Lin Haozhuang and Ying Ruocheng. The aim was to reveal "the Modality system in characterization and interpersonal relationships in drama translation". According to Mao, Li and Xue, the different forms of Modality system in English and Chinese exist because of the different ways expression was demonstrated in the two languages. They stated that "English is such a language requiring strict sentence structure and pattern as main axis, so the modal expression mainly depends on the Modality system with relatively fixed grammar function; while Chinese emphasizes the function and diversity of language with the motivation as its core, thus the ways of expressing Modality are more flexible".

Al-Faki (2014) applied SFL as a linguistic tool with other different tools to explore the ideology within the political speeches of African Leaders. This study used multi linguistic theoretical devices for the analysis, and Modality was one of these devices. He aimed to find out how ideology is embedded in the African leaders' political discourses. The findings stated that the Modal auxiliary verbs are used only twice recording the least linguistic feature the African political discourses embody compared to the other several rhetorical and metaphorical devices.

A study to analyze the modal auxiliaries in 2012 New Ghanaian Patriotic Party (NPP) manifesto which was carried out by Nartey and Yankson (2014) brought out results stating that there was an extensive use of modal auxiliary in the manifesto expressing the sense of intention, necessity, promise and obligation as a way to persuade the electorate, thus, the auxiliary verbs can be a useful persuasive device.

In media discourse, Bonyadi (2011) interested in examining the manifested modality in newspapers. The data was drawn from the Persian English newspaper, *Tehran Times,* and The *New York Times*. The analysis shows that the employed auxiliary verbs in the two newspapers are mostly predictive auxiliary modals which are "will and would" comparing the other types of modality. Moreover, this higher application of predictive modals in *New York Times* holding what would happen in the future as the core interest of the editorial authors. On the other hand, in *Tehran Times* the editorial is concentrating on what should be done.

The research entitled "A Contrastive Study of Political Speeches in Presidential Election of Interpersonal Meaning" was carried out by Pengsun and Fengfeng (2013) to examine the "interpersonal meaning in the election speeches given by Obama and McCain" from Mood and Modality perspectives. The researchers concluded that the interpersonal

meaning was built through modal operators and adjuncts within both speeches. The median models were the most frequent models utilized by both presidents in order to be non-aggressive. The results also show that McCain tends to give commands and orders to make people feel his domination as he frequently used high value model operators. On the other hand Obama was more likely to express things which he is uncertain about through the majority use of low value operators.

Based on all the studies that have been performed on various forms of data, as far as can be seen no research has been done on the speeches made by president Obama to address Muslim world issues. In view of this, the present study attempts to uncover the interpersonal meanings in the discourse of Obama about Muslim world issues.

2.4. CHAPTER SUMMARY

The current chapter has reviewed linguistics approaches related to the present study. It has displayed a literature on DA definitions and foundation, and SFL as the conceptual framework of the current study. Some of related studies on SFL in political discourse analysis have been outlined also. The next chapter will display the theoretical framework and methodology of the study.

CHAPTER 3

THEORETICAL FRAMEWORK AND METHODOLOGY

3.0 INTRODUCTION

This chapter explains the theoritical framework which is based on Transitivity and Modality as proposed by Halliday's work on SFL. The Research Methodology is also included within this chapter. Section 3.1 imparts an introduction to the systems of Transitivity and Modality. Subsection 3.1.1 gives a brief description of the Transitivity structure with examples of the process types and paticipant roles extracted from systemists' works. And subsection 3.1.2 provides an explaination of the Modality framework. In section 3.2 the methology used in the present study is explained. And finally Section 3.3 concludes this chapter.

3.1 TRANSITIVITY AND MODALITY AS THEORETICAL FRAMEWORK OF THE CURRENT STUDY

Transitivity and Modality are linguistic systems through which metafunctions can be realized. They have been explained by Halliday in SFL model. This model was initially introduced by Halliday in 1985 and 1994, and developed by both Halliday and Matthiessen in 2004, and finally in 2014 in their book "Halliday's Introduction to Functional Grammar". The systems of Transitivity and Modality are applied in the current study as major analytical tools to investigate the experiential and interpersonal meanings respectively. The systems of Transitivity and Modality have been also explained in the works by the linguists Eggins (1994, 2004), Thompson (1996, 2004, 2014), Bloor and

Bloor (1995, 2004, 2013) and Fontaine (2013). Their work is based closely on Halliday. Examples of Transitivity and Modality extracted from these works will be provided for the purpose of supporting the work.

The model SFL is built on the concept of language as a system of meanings. When the speaker has a variety of grammatical choices to be selected to carry out communication, the meaning of language is construed through the selected choices which are usually embodied in the constructed clause. " SFL involves the idea that a language consists of a set of systems, which offer the speaker or writer unlimited choices of ways of creating meanings" (Bloor & Bloor, 2013, p. 3). Halliday postulates that "the clause is a multifunctional unit of language" (as cited in Fontaine, 2013, p. 22). This means that the clause carries different meanings at same time. Halliday (1985) was the first presented the three meanings of the clause in any language which function together.

Table 3.1 Three metafunctions of language

Metafunction	Definition	Corresponding Status in a clause
Experiential	Representing human experience	Clause as representation
Interpersonal	Enacting personal and social relationship	Clause as exchange
Textual	Organizing the discursive flow	Clause as message

(Halliday & Matthiessen, 2014: 85)

Table 3.1 shows that each of the metafunctions has its specific purpose which is distinguished from others. The ideational meaning refers to the function of language of representing the experience of outer and inner world. The interpersonal meaning is construed when the people interacted. And the textual meaning is related to the organization of the text message (see Chapters 1 & 2).

In view of the aim of the current study; two metafunctions are selected to focus on: the experiential and interpersonal. Two systems are elicited to realize them: Transitivity as a tool to reveal the experiential meaning in the speeches of president Obama, and

Modality as a tool to find out the relations between Obama as a speaker and the addressee either Westerns or Muslim in the context of the issues of the Muslim world. Section 3.2 and 3.3 present the systems of Transitivity and Modality respectively.

3.2. TRANSITIVITY SYSTEM AS A FRAMEWORK OF EXPERIENTIAL MEANING

In SFL, Transitivity is an aspect of the experiential metafunction of the clause (Halliday & Matthiessen, 2014). Halliday and Matthiessen (2014) explain Transitivity as the "system to construe our exprerience" (p.213). When the clause serves its function as an experiential meaning, the goings on and events in the world are represented through the semantic structures of the processes which are realized by the verbal group in the clause. Each process has a number of participants which are realized by the nominal groups and pronouns, and circumstances in which processes and participants are engaged. The circumstential elements are realized by adverbial and prepositional phrases (Halliday & Matthiessen, 2014).

In traditional grammar, processes were treated as verbs while the participants as subjects and objects in the clause refering to the syntactic structure, while in modern grammar the terms of processes and participants are used to refer to the function of the clause structure. Halliday & Matthiessen (2014) provide the different elements realized by the different group and phrase classes as shown in Table 3.2

Table 3.2 Typical experiential functions of group and phrase classes

Type of element	Typically realized by
Process	Verbal group
Participant	Nominal group
Circumstance	Adverbial group or prepositional phrase

(Halliday & Matthiessen, 2014: 222)

Based on table 3.2 Halliday and Matthiessen (2014) propose that any clause has three components:

i.   a process unfolding through time.

ii. the participants involved in the process.

iii. circumstances associated with the process.

According to Halliday and Matthiessen (2014), "These three components are organized in configuration that provides the models or schema for construing our experience of what goes on" (p. 220). To show how the Transitivity processes and participants will be realized in the current data , two samples are given in table 3.3.

Table 3.3 Examples of how Transitivity elements will be realized in current data

We	will open	centers of scientific excellence	in Africa, the Middle East and Southeast Asia.
America	has	a stake	in the success of the Indonesian people
Participant	**Process**	**Participant**	*
Nominal Group	**Verbal Group**	**Nominal Group**	*

From table 3.3 The processes realized by the verbal group are 'will open' and 'has'. And the partipants realized by the nominal group are 'We', 'America', 'centers of scientific excellence' and 'a stake'. Each of the processes and participants have different functions in the clause.

This study was undertaken to explore the processes and participant elements with exclusion of circumstantial elements since "Circumstantial elements are almost optional augmentations of the clause rather than obligatory components; in contrast the participants are inherent in the process" (Halliday & Matthiessen, 2014, P. 221). Halliday and Matthiessen (2014) represent this suggestion as in Figure 3.1.
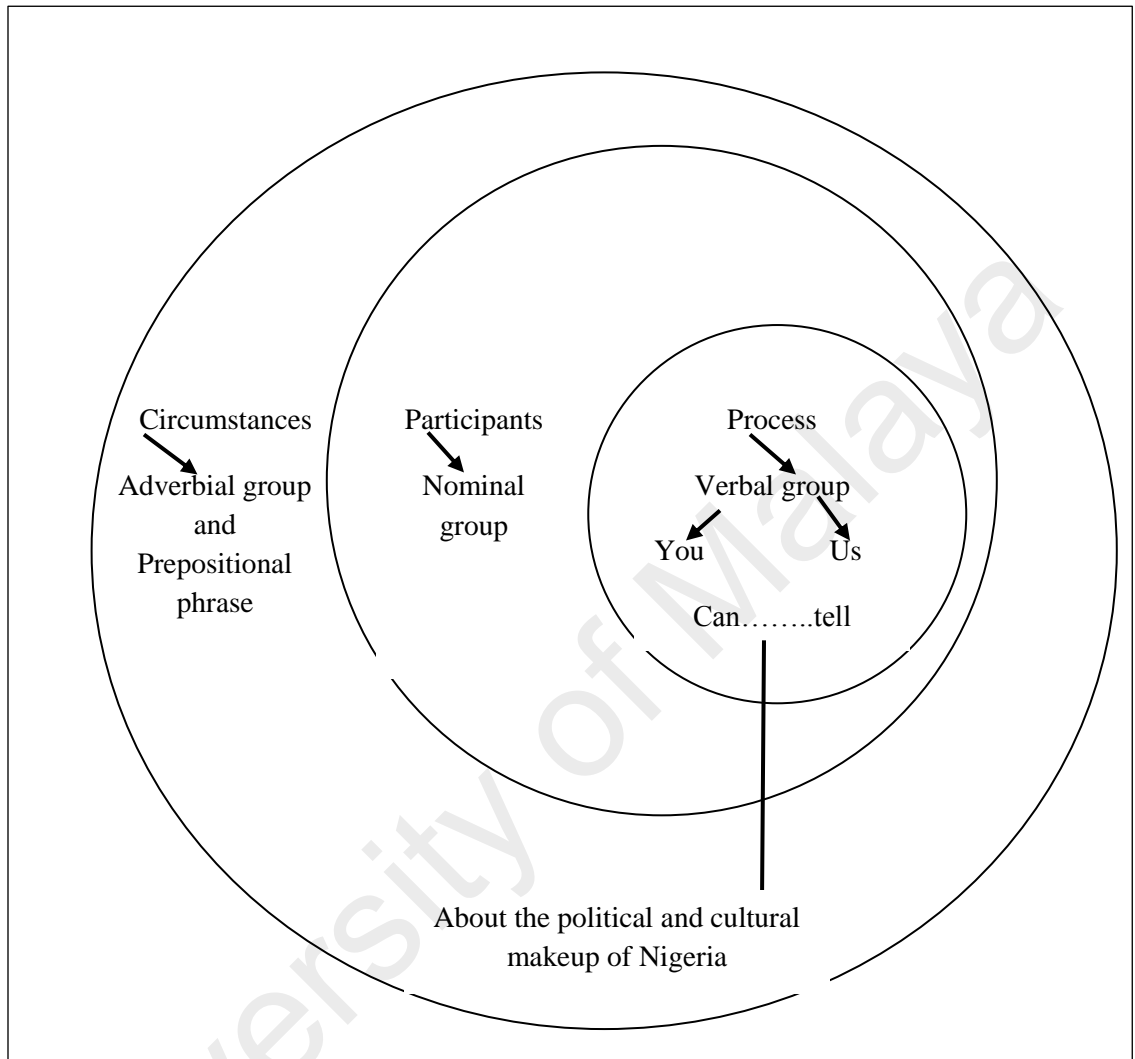
Figure 3.1: central and peripheral elements in the experiential structure of the clause

Figure 3.1 shows how that the process which is realized by the verbal group is the central feature in the clause. And the participants which are realized by the nominal groups are close to the centre; they are directly associated to the process, while the circumstantial elements are peripheral to the process. The current study is limited to answer the question *who did what to whom*. In other words, it aims to find out the processes, and who or what are involved in these processes in the context of the issues of Muslim world from the point

of view of President Obama. Thus, the expressions of time, location and manner which are realized by the circumstantial elements are not crucial in this study. It was said that "Circumstantial elements just function to enhance the process temporally, spatially and so on" (Halliday & Matthiessen, 2014, p.222).

3.3.1 Types Of Transitivity Processes And Participants Elements As A Framework For Experiential Analysis In The Data

The processes of clauses are categorized into three major types. They are "Material, Mental and Verbal processes", and there are subtypes which are resulted from shared features of the major processes. They are: "Relational, Behvioral and Existential". Each of these processes has its own participants which play different roles in the clause (Halliday & Mathiessen, 2014, p. 213-223).

Thompson (2004, 2014), Eggins (2004), and Fontaine (2013) also categorized clause process based on Halliday's categorization. According to these types of process, the participants are categorized. Each process has its own participants which serve specific functions.

3.2.1.1 Material Process and Participants.

When the process in the clause is used to represent the experience of events and actions, it is called Material Process (Halliday & Matthiessen, 2014). Any Material process has the participant of Actor which functions as the doer of the process. And it may have the participant of Goal which is impacted by the process (Thompson, 2004). There are two other types of participants which have the same function of Goal of being impacted upon by the process: Beneficiary and Scope. Beneficiary is the participant benefits from the

process and Scope describes the domain of the process (Fontaine, 2013). Table 3.6 depicts the roles of the participants in material process.

Table 3.4 Material Process and Participants

Actor	Pr: Mat	Beneficiary	Goal	Scope
Jerry	Opened	-	the door	
He	Gave	Thaler	Some of the bills	
Nobody else	Paid	him	_	any attention

(Bloor & Bloor, 2013: 114, 115, 117)

3.2.1.2 Mental Process and Participants

The Mental process is a sensing based process. While external experience is represented by Material processes, the internal experience is represented through the Mental process (Halliday & Matthiessen, 2014). Two participants function in this process: Senser which does the function of sensing and Phenomenon the thing being sensed. Phenomenon participant can be a person, a concrete object or a fact (Halliday & Matthiessen, 2014) divides the Mental processes into four types, perceptive, cognitive, desiderative and emotive .Table 3.5 illustrates this classification with examples.

Table 3.5 Halliday's Classification of Mental Process

Type of Mental Process	Examples
Perceptive	Perceive, sense, notice, hear,
Cognitive	think, believe, suppose, consider, expect.
Desiderative	want, wish, like, hope.
Emotive	fancy, love, hate, adore, dislike.

(Halliday & Matthiessen, 2014: 257)

Examples of the mental process and its participants are displayed below:

Table 3.6 Mental process: perceptive

He	could not see	Anything
He	heard	a faint sound
Cordelia	felt	her face burning
Senser	**Pr::Mental-Perception**	**Phenomenon**

(Thompson 2014, 99)

Table 3.7 Mental process: emotive

She	hated	thought of leaving him alone.
I	like	most operas
I	appreciated	the fact that you kept quite
Senser	**Pr: Mental- Emotive**	**Phenomenon**

(Thompson 2014, 99)

Table 3.8 Mental process: cognitive

You	can imagine	the car
No one	would choose	
She	never discovered	
Senser	**Pr :Mental- Cognitive**	**Phenomenon**

(Thompson, 2014: 99)

Table 3.9 Mental process: desiderative

I	don't want	any trouble
You	may crave	a cigarette
Senser	**Process :Mental- Desiderative**	**Phenomenon**

(Thompson, 2014: 100)

3.2.1.3 Relational Process and Participants.

The function of Relational process is to characterize or identify (Halliday & Matthiessen, 2014). The verbs involved within the Relational process are: verbs to "be", "copular verbs" such as "appear, seem, look, become" and the verbs of possession such as: have, own, and possess. There are two types of Relational processes: Attributive and Identifying. They are different in the roles of their participants and the function they provide in the clause. The Relational attributive process is concerned with a description of a case or situation and does not identify it. In other words it "ascribes an attribute to some entity" (Bloor & Bloor, 2004, p. 121). The Attributive Relational process has two participants: Carrier and Attribute. In some cases the Attributive process is known as a Possessive process when the process serves to show possession or ownership. Here the participants are the Possessor and the possessed (Bloor & Bloor, 2014). Table 3.10 provides examples of the Attributive Relational process and its participants' roles.

Table 3.10 Relational attributive process and participants

Carrier	Pr: Attr	Attribute
She	was	in a ward on the third floor
The other four beds	were	Empty
She	could have been	a girl of twenty –five or a woman of fifty five
Her face	was	a bloated spotty mask

(Bloor & Bloor, 2013: 123)

Table 3.11 Relational possessive process and participants

Carrier/possessor	Pr: Rel- possessive	Attribute: possessed
I	had	a daughter
You	've got	less blood than me

(Eggins 2004: 247)

Halliday and Matthiessen (2014) explain that the second function of Relational process which is to identify is achieved through the Identifying Relational Process. It involves the way of identifying something through something else. The two participants involved are the Token and Value, "either can be used to identify the other" (Halliday & Matthiessen, 2014, p. 279). Examples of Relational Identifying process are presented in table 3.12

Table 3.12 Relational identifying process and participants

Token	Pr: Relational-Ide	Value
My lecturer	is	Fontaine
Your cousin	is	my neighbor

(Fontaine, 2013: 76)

3.2.1.4 Verbal Process and Participants

The verbal process codes the action of saying. It is associated with three participants: Sayer the first participant indicates the producer of what was said and Verbiage the participant which indicates what was said. And the entity to which the utterance was said or sent is called Target. All verbs of introducing utterances and messages whether written or spoken are included within this process such as 'say, declare, explain, repeat and tell'. Examples of Verbal process and participants are in table 3.13.

Table 3.13 Verbal process and participants

Sayer	Pr: Verbal	Target	Verbiage
I	explained	to her	what it meant
I	was not told		about any side-effects
The report	sharply criticizes		Lilly's quality control procedures

(Thompson 2004: 102)

3.2.1.5 Behavioral Process and Participants.

"Behavioural Processes are processes of typically human physiological and psychological behavior, like breathing, coughing, smiling, dreaming and staring". (Halliday & Matthiessen, 2014, p. 301). The first participant of this process is called Behaver, the entity that behaves. The other participant is the Behaviour or Range. It functions like the scope participant in the material process. Table 3.14 shows examples of Behavioural process with its participants.

Table 3.14 Behavioural Process and Participants

She	gave	a faint sigh an embarrassed laugh.
The boy	laughed	an embarrassed laugh
Behaver	**Pr: Behavioural**	**Behaviour**

(Thompson 2014: 110)

3.2.1.6 Existential Processes and Participants

Existential process is the simplest process in terms of its structure. This process comes within the range between material and relational processes. It is called existential because it is concerned with representing the phenomenon of existence in the clause. "The existential process is found only in one form of clause structure, with the verb 'Be' and subject 'there' (Fontaine, 2013, p. 78). The participant here is one which is called 'existent' and represents the thing existed. Table 3.15 has an illustration of the existential process and its participants.

Table 3.15 Existential Process and Participants

Subject	Process	Existent
There	was	a storm
On the wall there	hangs	a picture
There	is	a man at the door

(Halliday and Matthiessen, 2004: 259)

3.3 MODALITY SYSTEM AS A FRAMEWORK OF INTERPERSONAL MEANING

The analytical tool of Modality is used in the current study to reveal the interpersonal meaning as suggested by Halliday (1985, 1994), and Halliday and Matthiessen (2004, 2014). As it has been stated in chapter two, the interpersonal metafunctoion of language is not limited to the process of exchanging utterances between the speaker and listener, but it can also contribute to establish a meaning through the expressions of speaker's judgments and opinions in the clause towards the speech topics. This function can be realized through the Modality choices (Halliday & Matthiessen, 2014).

Modality is a part of Mood. Mood is the component in the clause through which the speech role is construed. When the clause is used by the speaker to exchange information through statements and questions, it takes the form of a proposition, whereas when it is used to exchange goods and services through commands and offers, it is knows as a proposal. In SFL, subject and finite are the constituents of the Mood when the clause functions to exchange information or goods and services between interactants (Halliday & Matthiessen, 2014). Modality can be a component of propositions and proposals.

Modality system refers to the ways of expressing meaning which lies in the distance between the choices of 'Yes' and 'No'. Modality as a linguistic system expresses the speaker's judgment toward the topic. It refers to "the validity of what is being

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predicated stated, questioned, commended or offered within the clause". On the other hand, it can show the social role relationship (Halliday & Matthiessen, 2014, p. 177).

Modality meaning can be considered and presented by looking at the types of modality that can generally be expressed by modal verbs and adjuncts (Fontaine, 2013). Table 3.16 shows examples of Modality in the forms of modal verbs and adjuncts showing their occurrence in the modal space between the positive and negative poles of meaning. (Modality expressions are in bold).

Table 3.16 Modality Occurrence in Modal Space

+	"She teaches Latin"	
Modal Space	"She **might** teach Latin"	"Perhaps yes, perhaps no"
	"She **usually** teaches Latin"	"Sometimes yes, sometimes no"
	"She **ought to** teach Latin"	"At present no but ideally in future yes"
	"She **will** teach Latin if you want"	"At present no but in future yes if you want"
	"She **can** teach Latin if she wants"	"At present no but in future yes if she wants"
	"She **can** teach Latin well"	"In principles yes, at present may be yes may be no"
-	"She does not teach English"	-

(Thompson, 2014: 70)

Thus, in view of Modality in SFL, Halliday and Matthiessen (2014) distinguish two types of Modality: Modalization and Modulation. Both of these sorts have subcategories and different values to express what is between yes and no. This sorting came as a result of the type of clause whether propositional or proposal. If the utterance is proposition, the modality construes how valid the information presented in the clause which is usually expressed in Probability and usuality forms. On the other hand, if the clause is proposal, the Modality concerns the degrees of Obligation or Inclination to carry out the command (Halliday & Matthiessen, 2014). In Figure 3.2 Thompson (2014) shows the two types of Modality.

```
                Modalization  ──→   ┌  Probability: e.g. The child might be hers.
                Information          └  Usuality: e.g. She often went there.

Type of
         ──→
Modality
                Modulation    ──→   ┌  Obligation: e.g. You should go now.
                (Goods &services)   └  Inclination: e.g. I'll give you a hand
```
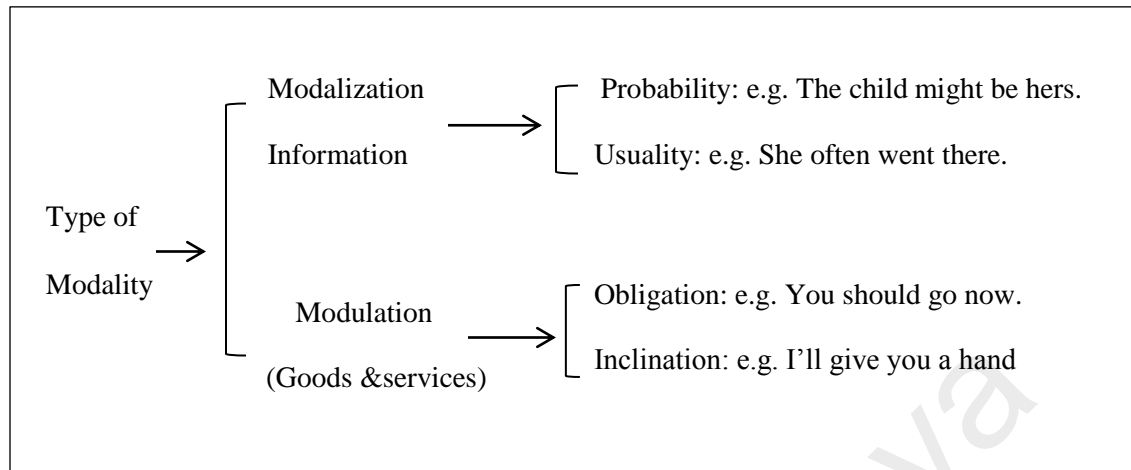
Figure 3.2: Modality Types and Sub-types (Thompson, 2014: 71)

3.3.1 Types of Modality

The types of modality are explained in the followinng subsections:

3.3.1.1 Modalization

When people are interacting in order to exchange information by statements or questions, the semantic form of the clauses is called proposition (Halliday & Matthiessen, 2014). The term proposition can be defined as the thing which "can be argued about, affirmed or denied" (Halliday & Matthiessen, 2014, p. 249). The two types of intermediate possibilities used in propositions are: (1) degrees of Probability and it is related to "judgments of likehood" and (2) degrees of Usuality which is related to "judgments of ofteness" (frequencies of what happens, happened and will happen). Halliday and Matthiessen (2014) call these two scales of Probability and Usuality Modalization, adding that Modalization can be represented in three forms. Within this point, "both Probability and Usuallity can be expressed in the same three ways (a) by a finite modal operator in the verbal group (b) by a modal adjunct of (i) probability or (ii) usuality (c) by both together, forming a prosody of modalization" (Halliday & Matthiessen, 2004, p. 147). Examples of Modalization are given in Tables 3.17 and 3.18.

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Table 3.17 Examples of Modalization (Probability)

Modality Clause	Indication
"He **might** arrive today." "Perhaps I **will** go". "He **will** arrive today" "I **will** certainly go" "He **could** take my car" "He is **probably** taking my car"	**Probability**

(Fontaine, 2013: 128)

Table 3.18 Examples of Modalization (Usuality)

Modality Clause	Indication
"He **usually** sits there all day" **"Usally** they don't open before ten" "They **always** don't open" "It **seldom** works that day" "He will sit there **all day"**	**Usuality**

(Halliday and Matthiessen 2014, 177: 187)

3.3.1.2 Modulation

Proposal is the form of the clause when it functions to exchange goods and services. In proposals there are two types of intermediate degrees of possibility "depending on the speech function whether to offer or command" (Halliday & Matthiessen, 2014, p. 303). In commands, the intermediate values are used to express Obligation such as *'you must go'* whereas in offers the intermediate degrees are used to express Inclination. These scales of Obligation and Inclination are known as Modulation. Halliday and Matthiessen (2014) argue that Obligation and Inclination are expressed by Modal verbs such as *'you must go', 'I should go'* as a part of Mood and also can be expressed as predicator in Residue (the remainder part of clauses which is complementary to the Mood part). Modulation is defined "as a kind of connotative meaning relates to obligation or permission, including willingness and ability" (Fontaine, 2013, p. 121). Therefore, Modulation can be expressed by the clauses embodying Obligation or Inclination. (Halliday & Matthiessen, 2014).

Tables 3.19 and 3.20 shows examples of Modulation found in the works of Halliday and

Matthiessen (2014) and Eggins (2004) respectively.

Table 3.19 Examples of Modulation (Obligation)

Modulation Clause	Indication
"You **should** know that' "You're **supposed to** know that" "You **should be** going" "You **ought to** be going" "John is **supposed to** know that" "Mary **will** help"	**Obligation**

(Halliday & Matthiessen, 2014:178)

Table 3.20 Examples of Modulation (Inclination)

Modulation Clause	Indication
"I **want** to lend you 'the Bostonians". "I**'d like** to lend you 'the Bostonians". "I**'m willing** to lend you 'the Bostonians". "I**'m happy** to lend you 'the Bostonians". "I**'m determined** to lend you 'the Bostonians".	**Inclination**

(Eggins 2004:180)

To sum up, Modalization refers to the speaker's attitudes and judgments in

propositions and Modulation indicates the speaker's attitudes in proposals.

3.3.2 Degrees of Modalization and Modulation

Halliday and Matthiessen (2014) propose that there are three degrees through which

Modality choices can be expressed and this can reflect how much the speaker is uncertain

about what is he saying or suggesting whether in propositions or proposals. In tables 3.21

and 3.22 the distribution of Modalization and Modulation degrees is shown.

Table 3.21 Degrees of Modalization

Realization	Degree of Modalization		
	High	**Median**	**Low**
Probability	must, certainly, sure, believe, definitely, can't, couldn't, bet, of course	probably, probable, think, will be, wont, should	maybe, possibly, may, perhaps, can
Usuality	Always	usually, often, frequently	sometimes, occasionally, ever, never , once, seldom, rarely

(Halliday & Matthiessen, 2014: 337)

Table 3.22 Degrees of Modulation

Realization	Degree of Modulation		
	High	**Median**	**Low**
Obligation	must, have to, ought to, need, is to	should, shall, will, would	may, might, can, could, allowed
Inclination	determine to, need to	want to, keen, will, would, won't, wouldn't	willing, can

(Halliday & Matthiessen, 2014: 189)

Tables 3.21 and 3.22 show the degrees of Modality which are: high, median and low, and the expressions of each degree. It can be noted how some of modality expressions such as '*will, must, and can*' are fond in both tables of Modalization and Modulation, this indicates that these model expressions have different functions as Modality choices; they can express Modalization and Modulation as suggested by (Halliday & Matthiessen 2014).

In Table 3.21 Modalization is expressed in both modal verbs and adjuncts of Probability and Usuality, whereas in Table 3.22 Halliday and Matthiessen (2014) describe Modulation in terms of its representation in modal verbs only, this reflects the use of Modulation within the Mood part of the clause. Thompson (2014) provides examples of both types of Modality expressed by modal verbs forms based on their degrees as introduced by (Halliday & Matthiessen, 2014, p. 337- 189). These examples are presented in Table 3.23.

Table 3.23 Examples of Modalization and Modulation

Degree	Examples of Modalization	Examples of Modulation
High	"I shall never be happy again"	"You must ask someone"
Median	"They should be back by now"	"You ought to invite her"
Low	"I may be quite wrong"	"You can help yourself to a drink"

(Thompson, 2014: 72)

Based on the view of Halliday and Matthiessen (1999), "Modality is a rich resource for speakers to intrude their own views into the discourse, their assessments of what is likely or typical, their judgments of the rights and wrongs of the situation and of where

other people stand in this regard" (p. 526). The current study investigates the Modality patterns in the speeches of Obama in order to reveal his views and judgments regarding the affairs of the Islamic World. Other features of Mood are out of study, because they do not reflect the speaker's opinion, instead they contribute to understand the speech roles, position of the speaker through the SFL order.

3.4 RESEARCH METHODOLOGY

The Methodology part of the current study covers data selection and description, the research design, and the stages required for conducting the analysis. They are provided in the following subsections.

3.4.1 Data Collection.

Since the current research aims to focus on the political discourse of President Barack Obama on the issues of the Muslim countries, a number of speeches made by the American president from 2009 to 2013 have been reviewed in order to identify what issues of Muslim World are addressed. It was found that six of these speeches discussed similar issues regarding the Muslim world. From there, it was decided that these speeches would be an appropriate source for the data required as they include similar themes. Because each of the selected speeches addressed several themes, the study only looks at the most repeated themes across the six speeches. In order to sort out what themes are repeated in the six speeches, the contents of the speeches will be analyzed in chapter 4 section one which will contribute to answer the first question of the research.

The texts of the speeches were downloaded from the White House website. http://www.whitehouse.gov/. It was preferred to select these speeches because the focus is

on the speeches holding shared themes. Thus based on this method of collection, the clauses will be authentic for analysis which will help in understanding the construction of these themes within Obama's discourse, and excluding any other topics and themes.

3.4.2 Data Description

The data is in the form of transcripted spoken texts which the president made to address some issues in the Muslim countries. The speeches selected have been made in different years and on different occasions. Table 3.24 describes these speeches in terms of time and location. They are numbered in a chronological order.

Table 3.24 Speeches Location and Date Description

Text no	Location	Date of Delivering
S1	Turkey	6/April/2009
S2	Cairo	4/6/2009
S3	Jakarta	10/November/2010
S4	at the United Nations	11/May/ 2011
S5	Afghanistan	1/May/2012
S6	Ramallah	22/March/ 2013

3.4.3 Research Design

After the collection of the speeches, the stage of content selection (*an analysis of speeches contents to highlight the recurring themes*) commences to answer research question one. Thus not all the discourses within the speeches will be put under Transitivity and Modality analysis; rather only the discourses devoted to express the recurrent themes across the six speeches (see Appendix A).

The study focus is on the Transitivity and Modality resources which involve an analysis of the lexico-grammatical choices at the clause level. Thus all the sentences of the discourses selected will be analyzed with an exception of the titles, subtitles, greetings, quotations and religious extracts. It was found that in some cases, the president used similar

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clauses to talk about one topic, so to avoid any repetition; similar clauses were analyzed only once.

For the experiential meaning, the analysis would cover the two main elements in the Transitivity: process types and their participant roles which are central in the clause (Halliday & Matthiessen, 2014) (See Figure 2.2). The optional elements of the clause such as: Adverbs of place, time and manner which contribute to circumstantial analysis as a part of SFL Transitivity are not dealt with in the study because the research is on who/what does what to whom. On the other hand the interpersonal meaning was investigated through the Modality patterns only. Although, the Mood aspect is of importance for creating the "Interpersonal Metafunction of the clause as exchange in English" (Thompson, 2000, p.41), the current study is only concerned with Modality choices for two reasons: firstly, the type of clause structure which is construed by Mood will not be investigated within the current study. It is common that the declarative clauses dominate political speeches because politicians try to offer enough information and messages to the audience in order to make them know their political attitudes on issues rather than requesting or offering goods or services as in casual conversations.

Secondly, the analysis of Modality grants to understanding the speaker's position, affirmation and attitude towards his topics, revealing the speaker's estimation and uncertainty to the recognition of things (Halliday, 1994). Thus, through the analysis of types of Modality, various aspects of the speaker's interpersonal meaning could be realized.

Any other patterns of clause structure which lead to Textual meaning as a part of SFL are out of the present research also. The analysis of Transitivity and Modality will be conducted through samples of the discourses of the recurring themes found in the speeches

to understand the president's experiential and interpersonal meanings. To do so, five stages

are required to follow to achieve the purpose of the study:

Stage One: Coding of the six texts sentences

⬇

Stage Two: Content Selection

⬇

Stage Three: Analysis of the Process Types and Participants Elements

⬇

Stage Four: Transitivity Analysis for the experiential meaning

⬇

Stage Five: Analysis of Modality patterns

⬇

Stage Six: Modality analysis for the interpersonal meaning
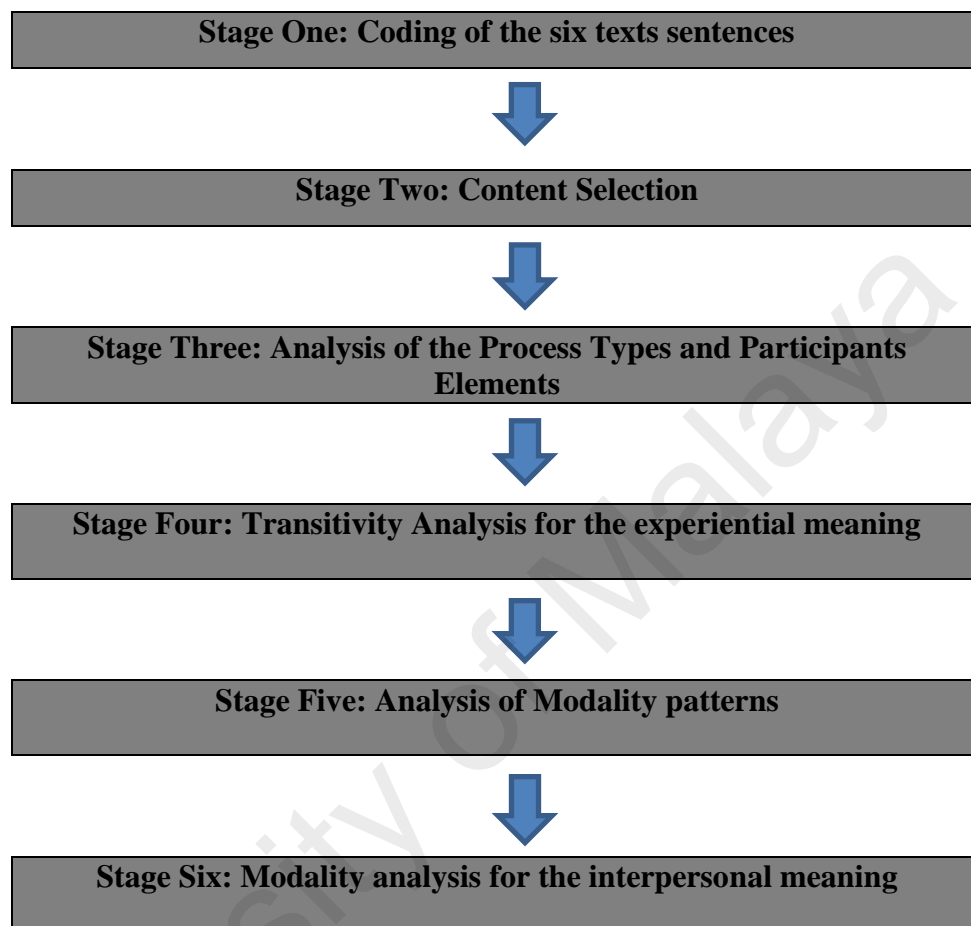
Figure 3.3 A Flow Chart of Research Stages

The following sub sections give a description of the stages in details:

3.4.3.1 Stage One: Coding of the Sentences of the Speeches

Firstly, the speeches are coded as (S1, S2, S3, S4, S5, and S6) in a chronological

order. All the sentences within speeches are sequently coded as (C1, C2, C3...), starting

with the first sentence in each speech and so on until all the clauses in each speech are

numbered. The complex sentences are broken into simple clauses and coded as (C1a,

C1b…) and so on to make the process of analysis easier. It was preferred to include the

speech number in the codes of clauses to make it easy identifying each clause in relation

to its context. For example: *The Palestinian people deserve an end to occupation and the daily indignities that come with it.*

S6C1(a)	The Palestinian people	deserve	an end to occupation and the daily indignities

S6C1(b)	that	come with	it

In this example, there are two clauses (C1a) and (C1b) taken from a complex clause (C1) which is in turn taken from speech number (6).

3.4.3.2 Stage Two: Content Selection

Since the speeches selected hold several and mixed topics, it is important to determine what topics are mostly addressed and repeated through the six speeches. To do so, the contents of the six speeches are reviewed and explored, and then a comparison between the contents of the speeches carried out to realize what themes are mostly shared. After this, the sections related to the same determined themes will be put together and subjected to the analysis to find the Transitivity and Modality choices within each theme. This stage aims to answer the first question of the research: *What are the recurring themes found in the six speeches of Obama on the Islamic world issues?*

3.4.3.3 Stage Three: **Analysis of the Process Types and Participant Roles**

At this stage, the process types and participant roles forming each clause of the selected discourses are identified. This identification was sequently applied on all the clauses in each theme discourses which had been highlighted (see Appendix B).

A sample to show the analysis of the process types and participant roles is given in Table 3.25.

S2C239	This change		can bring	fear
	Actor		**Material Process**	**Goal**
S5C6 (b)	We	mourn	your losses	
	Senser	**Mental Process**	**Phenomenon**	

3.4.3.4 Stage Four: Analysis of the Process Types and Participants Roles to Realize the Experiential Meaning

This stage will contribute to find solutions for the research question two: *How is the experiential meaning expressed within the discourse of the recurring themes in Obama's Speeches on the Muslim World?*

Stage four concerns with the qualitative interpretation of the functions of each element of the process types and participant roles within each clause. The aim of undertaking a qualitative analysis was to realize the experiential meaning in the discourse of president Obama conveying the issues of the Muslim world. To support the qualitative analysis, a partial quantitative analysis was conducted to distinguish which processes and participants used and which are not used. A distribution of the elements is displayed in the form of percentages. A sample of Transitivity analysis is given in table 3.26 with a qualitative analysis.

Table 3.26 A sample of experiential meaning realization

S1C154 (a)	I	appreciate	that you've offered to help us train and support
	Senser	**Pr:Men**	**Phenomenon**

In clause S1C154 (a), the Senser 'I' is followed by the Mental process 'appreciate' and the Phenomenon "that you've offered to help us train and support". Obama prefers to send his respect to the listeners 'Muslims' through the process appreciate rather than other processes such as 'thank' because the word appreciate is stronger in sense as it indicates a

sensory involvement. This clause conveys a Western admission of a valued role the side of Turkey as a Muslim country has played in supporting Afghanistan.

3.4.3.5 Stage Five: Analysis of Modality Types

Unlike the analysis of Transitivity, the analysis of Modality cannot be applied to each clause since modal verbs and adjuncts that form Modality are not found in all the clauses. Thus, the analysis is carried out on the clauses where Modality words are found. All modality expressions in the Mood part are detected. Then the expressions are revealed in terms of Modalization or Modulation types and their degrees: high, median or low. The types of Modalities and their degrees are identified based on the contexts of the clauses, because some of the Modality aspects have similar expressions with different functions. Samples taken from the current data are presented in Table 3.27 to show how Modality choices are detected.

Table 3.27 Samples of Modality types realization in the data

Clauses Realized	Modality Types											
	Modalization						Modulation					
	Probability			Usuality			Obligation			inclination		
	H	M	L	H	M	L	H	M	L	H	M	L
America **will** defend itself respectful of the sovereignty of nations and the rule of law.											√	
We **cannot** impose peace	√											
Israelis **should** know that								√				
Israel **must** take concrete steps to enable such progress.							√					

The modality type and degree to which modality words belong is marked with (√)

3.4.3.6 Stage Six: Analysis of Modality Types to Realize the Interpersonal Meaning

This stage of analysis will answer the third question of the research*: How is the interpersonal meaning expressed within the discourse of the recurring themes in Obama's Speeches on the Muslim World?*

At this stage performing the qualitative analysis and interpretations of the function of each type used was undertaken with regard to the contextual backgrounds of the choices to find out how the interpersonal metafunction was established. A quantitative distribution of the frequencies of modality in the discourse was also done to ascertain which types were used and which were not. A sample taken from the data shows the modality analysis for interpersonal meaning is in Table 3. 28.

Table 3.28 Samples of Modality analysis to realize Interpersonal meaning

Clause	-	Modality word	-
S1C142	The sooner the extremists are isolated and unwelcome in Muslim communities, the sooner we	**will**	be safer

From the context of the example extracted from the data, the modal 'will' expresses a median degree of probability which denotes prediction made by the President. It is clear from the inclusive pronoun and the modal 'will' in the phrase 'we will' in S1C142 that Obama tends to remind the people of both worlds of what is going to happen if the extremists who are dangerous on the West and Muslims become away from the Muslim countries. This is a call from Obama to make people fight terrorism together in order to get safety. Obama used 'will' because he is not very certain about the event, but the proposition is expected to happen as a result of something else which is to get the extremists outside the countries of Muslims. The function of using median probability through the operator 'will' is to tell people of some future expectations so they can take their decisions to treat the issue and work with the West.

From this all, the application of Transitivity and Modality as methods to analyze the experiential and interpersonal meanings, both can give a total concept about Barack Obama's views and opinions about the current issues in the Islamic World.

3.5 CHAPTER SUMMARY

This chapter has set out the theoretical framework and the methodology applied for the current research. Next chapter will discuss the findings of the analysis.

CHAPTER 4

FINDINGS AND DISCUSSIONS

4.0 INTRODUCTION

In this chapter the findings of an SFL analysis of Transitivity process types, participant roles and Modality types in the data selected are reported. Section 4.1 covers an explanation of the recurrent themes found in the six speeches which will answer the first question in the current study. Section 4.2 reports on the findings on the types of processes and their participant roles which will answer the second question. Section 4.3 presents the findings on the types of Modality which will answer the third question. Section 4.4 displays the discussion of the findings and section 4.5 concludes the chapter.

4.1. HIGHLIGHTING THE RECURRING THEMES ACROSS THE SIX SPEECHES

This section is devoted to answer the first question of the research: '*What are the recurring themes found in the six speeches of Obama on the Islamic world issues?'*

As it was mentioned previously in this research, the data of the current study are in the form of paragraphs selected from six texts of speeches made by Barack Obama on different occasions and in different places around the world. These speeches touch on some of that issues exist within the Muslim world. The selection then is based on the recurring themes conveyed through the six speeches. It is found that the speeches seem to touch on the same issues in all six speeches. In other words, these issues or themes are found to be recurring throughout the speeches. In this study, the term *recurring themes* is used to describe these common issues found in the speeches. In this way, the analysis of Transitivity processes and participant roles, and Modality types will be contextualized

within a consistent frame of recurring themes. In subsection 4.1.1 the data taken from the six speeches are described.

4.1.1 Data Description

The 44th President of America won the presidential election in 2008 and became the official leader of the American States. He gained the re-election again in 2012. On his presidential campaign in 2008, Obama announced his future plan to address the Islamic world. And later in 2009 he could reach all Muslims in the World when he made his speech in Turkey and the great address in Cairo in order to discuss various topics and issues. These events were then followed by a series of speeches to come on similar topics on the issues of the Muslim world.

The speeches of Obama in Cairo 2009, Turkey 2009, Jakarta 210, United nations 2010, and Afghanistan 2012 and Ramallah 2013 all can be considered unique western speeches since they exerted a new American policy (reconciliation policy). Through these speeches, the president explained the actual relations between Islamic societies and the West, and how these relations should be in the future. Mainly he emphasized the need for peace in the Middle East, North Africa and the countries under American invasion, such as Iraq and Afghanistan.

The President addressed the Turkish Parliament members in Ankara on 6 April 2009 starting with his appeal to renew the alliance and friendship between his country and Turkey (see Appendix A, S1). This speech was the first speech through which Obama could reach his voice to Muslims. Through this speech Obama recognizes Turkey's role in the Israeli- Palestinian process of peace and other Middle East issues. He also addresses the role of Turkey as a member of ISAF (*International Security Assistance Forces*) which

supports Afghanistan after the war. Regarding the situation in Iraq, Obama points out how America and Turkey can stop terrorism in Iraq.

His words "I also want to be clear that America's relationship with the Muslim community, the Muslim world, cannot, and will not, just be based upon opposition to terrorism. We will seek broader engagement with the Muslim world, we will listen carefully, we will bridge misunderstandings, and we will seek common ground" (https://www.whitehouse.gov/) reveal Obama's message which is to collaborate with Turkey as a Muslim country, and the Muslim world as a whole.

"President Barack Obama's speech in Cairo in 2009 was primarily addressed to the Muslim world" *H. M. Bin Mohamed Ali* (2013). In Cairo, Obama delivered his speech on 4 June, 2009 at the University of Cairo. He touched on a number of the issues that exist in the Muslim world (see Appendix A, S2). According to Paul Reynolds, the *BBC world Affair Correspondent* (2009) "Obama's talk is about the issues of violent extremism, the Israel-Palestine dispute, nuclear weapons, democracy, religious freedom, rights of women and economic development". In the beginning of the speech, Obama calls for reconciliation with the Islamic countries analyzing the reasons behind the accumulation of the problems in the Muslim world which resulted in the struggle with the West. He also alluded to the 11/September attacks as the result of these. Obama also recalls the ancient Islamic achievements to develop the world. In the other sections, he explains why the American troops have gone to Afghanistan, and promises to end the war in both Afghanistan and Iraq. Also he shows his encouragement of the concept of wearing hijab in the American society. Besides that, he reaffirms the role of Palestine and Israel to solve their conflict, and how that the nuclear power in Iran may bring danger in the area.

In his speech in Jakarta in 2010, Obama recalls his childhood which he spent in the Indonesian capital. He made references to democracy, economic and technology development in the country, and the good relationship between America and Indonesia especially in the fields of business and investment. He expresses the American attitudes towards what is going on in Iraq, Afghanistan and Palestine and shows how his country will deal with their problems.

On 11 May 2011, President Obama made a speech at the State Department in the United Nations to put some notes on the events happening in the Middle East and North Africa. The contents of the speech include displaying and discussing his attribute to the Arab spring revolutions in Egypt and its neighbors. He criticizes the Arab leaders' violent reactions towards the uprisings there, and insists on the necessity for the change in the political leadership in some of the Arab countries. He draws on the steps he had taken to support the economic state and the financial demands in the Arab countries in the Middle East and North Africa like Tunisia and Egypt. Moreover, he states his leadership's guidance to the new elected governments to the right path of democracy. In addition, he calls on other countries to help support the area.

On the issue of Palestinians, he says that any peace deal between Israel and Palestine should accept Israel's 1967 borders and agreed land swaps. In the Middle East speech, the president discusses the nature of the conflict between Palestine and Israel and its effect on the two nations, and how to end this conflict.

In his speech at Bigram military base in Afghanistan on 1 May 2012, Obama laid out the American decision to stand by Afghanistan in five steps, ranging from the supporting of the Afghan force, and creating a good relationship between America and

Afghanistan to assigning peace and stability in South Asia. He said that America and Afghans must work out together to make a transition for the end of the War in the region, and to cooperate together to "combat terrorism and strengthen democratic institutions. Moreover; he declared America's plan to support Afghanistan even after its troops withdraw from the country.

In Ramallah, Obama offered remarks at the joint press conference with the leader of the Palestinian government on 21 March 2013. He stressed his commitment to a new state solution. He also insisted on the vision that two states should be realized by the negotiations between both sides. From his words, he does not consider the continuation of the settlements activity as appropriate activity, since it blocks the peace process. And he expresses his country's commitment to the creation of the independent country for Palestine people. And he commends the Palestinian authorities for their role in the peace process.

These issues that Obama deals with in the speeches relate to the wars and conflicts in Afghanistan, Iraq, states of Palestine and Israel, and the issues of economy, democracy and education in the Muslim countries in the Middle East, North Africa, and South Asia. Thus the common repeated themes or recurring themes Obama discusses throughout the six speeches are the cooperation between the West and the Muslim countries, war in Afghanistan, war in Iraq, and the Israel-Palestine conflict. These important speeches enable people to understand Obama's views of the predominant issues in the Muslim World. Table 4.1 shows the distribution of the recurring themes across the six speeches:

Table 4.1 Recurring themes across the six speeches

Speeches	Theme 1: Cooperation	Theme 2: War in Afghanistan	Theme3: War in Iraq	Theme 4: Israel-Palestine Conflict
Cairo	√	√	√	√
Jakarta	√	√	√	√
Turkey	√	√	√	X
Middle east	√	X	√	√
Ramallah	X	X	X	√
Afghanistan	X	√	X	X

From table 4.1, it can be seen that both Cairo and Jakarta speeches have all four themes while the other speeches encompass the themes variously. Turkey and Middle East speeches have three each. Turkey Speech has the themes of Cooperation, War in Afghanistan and War in Iraq; and the Middle East speech has the themes of Cooperation, War in Iraq, and Israel- Palestine Conflict. On the other hand the Ramallah and Afghanistan speeches have only one theme each. The Ramallah speech has the theme of Israel- Palestine Conflict while the Afghanistan speech has the theme war in Afghanistan.

Therefore, the analysis of Transitivity processes and their participant's roles, and Modality types are applied on the sections where any of these four themes are expressed in all six speeches. In order to avoid redundancy or repetition, repeated clauses will be analyzed once. The analysis of Transitivity processes and participants, and Modality patterns utilized in the data is explained in this chapter in sections 4.2 and 4.3 respectively.

4.2 TRANSITIVITY PROCESSES AND PARTICIPANT ROLES REALIZED IN THE FOUR THEMES

This part of the chapter attempts to answer the second research question: *'How is experiential meaning realized through the process types and participant roles within the discourse of the recurring themes in the six speeches?*

The realization of the process types and participants roles can reveal Obama's perception of the Islamic World issues. This part of the chapter will reveal how the president represents the topics and items related to these issues, such as events, people, governments and so on. In other words, to realize who, what, and whom are involved within the four themes.

In the data selected, it was found that there are major processes namely Material, Mental, and Relational, and minor processes which are Verbal and Existential. They are all used differently and for different functions. The realization of the process participants leads to understand who and what is performing the process or influenced by it. The frequency of processes realized in the themes, are presented in Table 4.2.

Table 4.2 Frequency of all processes in each of the four themes

NO	Themes	Number of Processes	Percentage
1	Cooperation	89	21.45%
2	War in Afghanistan	97	23.37%
3	War in Iraq	96	23.13%
4	Israel- Palestine Conflict	133	32.50%
	Total	415	100

<u>Number of all processes in each theme</u>   X 100 = %
Total number of all processes in the data

Table 4.2 presents the total number of the six processes: Material process, Mental process, Relational Process, Behavioral process, Verbal process, and Existential process in each theme. It can be seen that the usage of the processes is significantly different from one theme to another. It can be understood from the data that the theme with the highest number of occurrence is the theme that Obama is most interested in. In summary, it can be interpreted that Obama is concerned with the issue of the Israel- Palestine Conflict more than the other issues. The number of each type of process found in the themes is presented in table 4.3:

Tale 4.3 Frequency of each type of process across the four themes

Process type	Number of processes	Percentage
Material Process	261	62.89 %
Mental Process	60	14.46 %
Relational Process	80	19.28 %
Behavioral Process	0	0
Verbal Process	9	2.17 %
Existential Process	5	1.2 %
Total	415	100

Number of each type of processes across the themes   X 100 = %
Total number of all processes in the data

Table 4.3 shows that Material process takes the highest percentage (62.89 %) compared to the other types. Relational and Mental processes take the second and third place in terms of frequency (19.28%) and (14.46%) respectively. There is a slight use of Verbal process (2.17%) and Existential process (1.2%), while Behavioral process is not used. These figures indicate that Obama is interested in the major types of process and ignores the minor types.

4.2.1 Process Types and Participant Roles in the Theme 'Cooperation'

In talking about the theme 'cooperation', it is found that five process types are used. Table 4.4 brings out the number of the five types realized in the current study.

Table 4.4 Frequency of Process Types in the Theme 'Cooperation'

Type of Process	Number of Process	Percentage
Material	52	57.25%
Mental	17	13.04%
Relational	16	23.91%
Behavioural	0	0%
Verbal	2	2.25%
Existential	2	2.25%
Total	89	99.27

Number of each process in the theme Cooperation   X 100 = %
Total number of all processes in the theme Cooperation

As can be seen in Table 4.4, Material process, Mental process and Relational process make up the majority of the theme of Cooperation. Material process is the most used (57.25%) followed by Relational process (23.91 %) and Mental process (13.04%)

respectively. On the other hand, there are two usages of Verbal process and Existential process both with (2.25%), while the Behavioural process is found. The next section elaborates on the usage of the process types.

Material Process

The most process type used in the theme 'Cooperation' is the Material process with the participants of Actor/Goal/Beneficiary and Scope in order to express the role of the West in developing the Muslim World and the phenomenon of modernity and its effect.

Obama's representation of what his country had done and will do to develop the Muslim countries is conveyed through a variety of material processes as in examples 1-11.

Example 1

S2C246(b)	We	invest in	on line learning	for teachers and children
	Actor	**Pr: Mat**	**Scope**	**Beneficiary**

Example 2

S2C245 (a)	We	will expand	exchange programs
	Actor	**Pr: Mat**	**Goal**

Example 3

S3C166 (b)	We	can deepen	ties between business leaders
	Actor	**Pr: Mat**	**Goal**

Example 4

S2C245 (c)	We	will encourage	more Americans	to study	in Muslim Communities
	Actor	**Pr: Mat**	**Goal**	**Pr: Mat**	*

Example 5

S3C166 (b)	We	have committed to double	the number of American and Indonesian students studying in our respective
	Actor	**Pr: Mat**	**Goal**

Example 6

S2C252 (b)	We	will expand	Partnership with Muslim communities	to promote	Child and maternal health
	Actor	**Pr: Mat**			**Goal**

In examples 1-6 the processes 'invest', 'expand', 'deepen', 'encourage', 'study' 'committed', 'double' and 'promote' indicate Western physical acts of enhancing developmental assistance to improve education, economics and health in the Muslim world. In example S2C246(b), the personal pronoun 'we' is used as the Actor 'the doer of the act

of investing', the phrase 'on line learning' is the Scope of the Material process 'invest in' because it reflects the range of the action of investing which is the area of on line learning. Also the participant of Beneficiary is mentioned in the clause which is 'teachers and children'. Obama explains that teachers and children in Muslim communities will benefit from the programs of online learning. The same Actor is deployed again in examples 2 and 3 when the (Goal) is the things which are to be done: 'exchange programs' which refers to the programs of education, 'ties between businesses leaders' reflecting business collaboration. In example 4, the (Goal) is 'American students' as individuals have a role in the process of developing the Muslim World. This role can be considered as a program of exchange experiences between countries. In S3C166 (b), the process is 'have committed to double' the Goal 'the number of American and Western students studying in both countries' express a strategy of exchanging science programs done by both sides, 'We' in this clause is inclusive refers to both sides. Similarly in example 6 the act of development is expressed by 'promote' which also refers to the process of advancing the assistance, but the actor here is 'Policy of US'.

The Material process choices are also used to reflect Western's expansion of the development process in the Muslim world as shown in the following examples:

Example 7

S2C249(a)	We	will launch	a new fund	to support	technological development in Muslim_ majority countries
	Actor	**Pr: Mat**	**Goal**	**Pr: Mat**	**Goal**

Example 8

S2C250 (a)	We	will open	centers of scientific excellence in Africa, the middle East and South East Asia.
	Actor	**Pr : Mat**	**Goal**

Example 9

S4C167	We	must help	them	recover	the disruption of their democratic upheaval
	Actor	**Pr: Mat**	**Goal**	**Pr: Mat**	**Goal**

Example 10

S4C167 (c)	to stabilize	and	modernize	the economies of Tunis and Egypt
	Pr: Mat		**Pr: Mat**	**Goal**

Example 11

S2C253	Things	must be done	in partnership
	Goal	**Pr: Mat**	*

The Material processes 'launch', 'support', 'open', 'help', 'recover', 'stabilize' 'modernize' and 'done' in the examples depict a collaboration between the two worlds 'Muslims and Westerns'. The aim is to effect change and progress in the Islamic countries. In examples 7, 8, 9, 10 the same (Actor) 'We' is used as the performer and the initiator of the action of starting a positive relationship, whilst the (Goal) is their achievements which are 'a new fund', 'technological development in Muslim majority countries', 'centers of scientific excellence in Africa, the middle East and South East Asia', 'the economies of Tunis and Egypt'. The passive clause in example 11 has the Material process "done" which covers all the Material acts done by the implied actor 'the West'. These acts are reflected in the goal "all these things". This clause can be a conclusion to what Obama stated previously.

Therefore, Obama wants to tell the audience about the actions that should be taken to establish cooperation between the Muslim countries and the Westerns in the fields of education, economy and technology. Moreover, through Material clauses Obama addresses how modernity affects the world as shown in examples 12- 16 below:

Example 12

S2C229	The internet and TV	can bring	knowledge and information, but also offensive sexuality and mindless violence.
	Actor	**Pr : Mat**	**Goal**

Example 13

S2C230	Trade	can bring	new wealth and opportunities, but also huge disruptions and change to communities
	Actor	**Pr: Mat**	**Goal**

Example 14

S2C231	This change	can bring	fear
	Actor	**Pr: Mat**	**Goal**

Example 15

S2C240 (a)	Because of modernity	we	will lose	control over our economic choices, our politics, and most importantly our identities
	*	Actor	Pr: Mat	Goal

Example 16

S2C237	Japan and South Korea	grew	their economics	while maintaining	their traditions
	Actor	Mat	Goal	Pr: Mat	Goal

To talk about how the phenomenon of modernity can change the world, the Material processes 'bring', 'lose' and 'grew' express the positive and negative influences of modernity. The aspects of modernity, i.e. 'internet and TV' in example 12, 'trade' in example 13 and the term 'this change' in example 14 function as inanimate Actors which cause the influence, while the Goal in these three examples is the influence itself. The Goal 'knowledge and information' is a positive result of TV and internet, and 'offensive sexuality and mindless violence' is a negative influence.

The Goal 'new wealth and opportunities' in example 13 is another positive influence of trade which resulted from modernity, and its negative influence is 'huge disruptions and change to communities'. Similarly, the same process is deployed in example 14 with different participants, but still the clause contributes to the influence of modernity. The actor here refers to the change comes from modernity which brings the goal 'fear' as a negative influence that may impact people. Likewise, example 15 entails the Material process 'lose' indicating a negative result of modernity, but the Actor is different here. It is an animate 'We' which is the doer of the action of losing the Goal 'people's control of economy, politics and identities'. From the context of the preceding phrase 'because of modernity' in the cause –effect clause, the actor 'We' will do the process 'lose' when modernity is the reason.

It sounds that the President aims to make people, especially those who are still less developed in the Muslim countries more open to the effects of modernity as a confounding process of international integration.

To support his view, Obama links modernity with the ability to maintain culture in example 16 through the process 'grew' which assigns the act of developing economics, thus the phrase (development of economics) is Goal in the clause made by Actors: 'Korea and Japan'. And the process 'maintaining' indicates continuation of the culture preservation. The president informs Muslims of his view that modernity and culture do not hinder one another. In his speech he reassures Muslims that if modernity appears, culture may disappear. S2C243 conveys a message from Obama to reassure Muslims that their traditions and cultures as Muslims cannot be violated by development.

4.2.1.2 Relational Process

In contrast to the argument "Relational processes are often used in explaining some abstract political concepts" (Liping, 2014: 1); in the current theme of Obama's speeches, the Relational process is mainly applied to describe some social aspects related to the cooperation between the two sides. The Relational processes used are the Attributive type identified by the verb to be with the participants of Carrier and Attribute. The Possessive process is also found but the identifying process is not used. The Attributive and Possessive processes are applied to describe some facts related to development and modernity in the Muslim world, interconnected communities, friendship and business exchange as in the following examples:

Example17

S2C238	The same	is	true for the astonishing progress within Muslim-majority countries from Kuala Lumpur to Dubai.
	Carrier	**Pr: Rel-Attr**	**Attribute**

Example 18

S2C239	In ancient times and in our times	Muslim communities	have been	at the forefront of innovation and education.
	*	**Carrier**	**Pr : Rel-Attr**	**Attribute**

Example 19

S2C240 (a)	This	is	important
	Carrier	**Pr: Rel**	**Attribute**

Example 20

S2C240(b)	Because no development strategy	can be	based only on what comes out from the ground
	Carrier	**Pr: Rel- Attr**	**Attribute**

Example 21

S2C240(c)	nor it	can be	sustainable
	Carrier	**Pr: Rel- Attr**	**Attribute**

Example 22

2C240 (d)	while	young people	are	out of work
	*	**Carrie**	**Pr :Rel-Attr**	**Attribute**

The Relational process in S2C238 is used to describe the subject of development in some Islamic countries in terms of modernity and maintenance of culture. The Carrier 'the same' is a reference to development and maintenance of culture as mentioned in the previous clause S2C237. And the Attribute is the description 'true for the astonishing progress within Muslim-majority countries from Kuala Lumpur to Dubai'. Obama gives instances of Muslim developed countries which preserve their cultures such as Kuala Lumpur and Dubai. In example 18, the role of Muslims in terms of the world development is identified through Relational process 'have been'. The selection of present perfect rather than other forms of tenses means that the influence of Muslims' contribution is still found in the present time. Through these Attributive processes Obama conveys a praising message.

He emphasizes the need of development through the clauses S2C240 (a) (b) and (c) which constitute one sentence. In the first clause, the Carrier 'this' refers to development. And the Attribute 'important' shows the necessity of various development strategies because of the reason mentioned in S2C240 (b) which depicts that 'strategy of

development' (Carrier) is not 'based on what comes out from the ground' (Attribute), but more than that. He claims that the development process in the Islamic world has further dimensions that the West is working to achieve, and it is not just for getting oil or gas.

Obama mentions a gap of development in the Muslim world in the negative clause S2C240(c) when he describes the 'strategy of development' (Carrier) as 'sustainable' (Attribute), with the high rate of youth unemployment in the Islamic world. He describes the situation in the Muslim world which requires development through the process 'is' preceded by the Carrier 'young people' and followed by the Attribute 'out of work'.

In the next two examples, the Possessive process (have) and the Attributive process (am) acknowledge the inclusion of American societies of Muslims.

Example 23

S1C167	Many Americans	have	Muslims in their families.
	Possessor	**Pr: Rel-Poss**	**Possessed**

Example 24

S1C167 (c)	I	am	one of them
	Carrier	**Pr: Rel-Attr**	**Attribute**

In S1C167, the Carrier 'many Americans' is followed by the Possessive process 'have' which indicates that their family members include Muslims. In example S1C167 (c) Obama continues his statement by locating himself (Carrier) as a part of those communities through the process 'am' and the Attribute 'them'. Thus, the Relational processes 'have' and 'am' Obama used are to identify that both societies Muslims and Westerns are socially interconnected. This makes Muslim people realize the actual relations between both sides and how they can live together.

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Besides, the Relational processes are used to describe America as a friend to the Muslim countries through these four negative and positive forms of verb to be: 'are', 'is not', and 'will never be' as presented in examples 25- 26.

Example 25

S2C254(a)	Americans	are	ready to join with citizens and governments, community organizations, religious leaders, and Muslims in Muslim communities.
	Carrier	**Pr: Rel-Attr**	**Attribute**

Example 26

S5C40	America	is not and will never be	at war with Islam
	Carrier	**Pr: Rel-Attr**	**Attribute**

In example 25 Obama describes how that Americans (Carrier) have a desire to 'join with citizens and governments, community organizations, religious leaders, and Muslims in Muslim communities' (Attribute) through the plural verb 'are' to include all Americans people and government.

In example 26 the negative Relational processes (is not and will never be) are used to attribute America (the Carrier) as against being at war with Muslims, so the (Attribute) is 'at war with Islam'. The use of two tenses for the same function of Relational process in this clause is to emphasize the idea of the clause and to state that America is not at war in the present nor will be in the future.

In the current theme, Obama positions himself as Carrier again to reveal that he is very interested in building a good relationship. An example is given below:

Example 27

S3C74 (c)	I	am	especially pleased that we have committed to double the number of American and Indonesian students studying in our respective countries
	Carrier	**Pr:Rel-Attr**	**Attribute**

In Relational clause S3C74 (c), Obama expresses his pleasure with the strategy of exchanging science programs between both America and Indonesia. The personal pronoun 'I' is the Carrier, the verb 'am' is the process, and the words 'especially pleased' (Attribute). Therefore, in this clause Obama describes himself positively as enthusiastic about the subject of cooperation.

The Relational Attributive and Possessive processes have been also applied to express the task of exchanging goods and business between the two nations via the processes 'mean' and 'has'. Examples 28 - 30 illustrate this point.

Example 28

S3C63 (a)	America	has	a stake in Indonesia growing and developing
	Possessor	**Pr: Rel-Poss**	**Possessed**

Example 29

S3C63 (c)	A rising middle class in Indonesia		means	new markets for our goods
	Carrier		**Pr:Rel-Attr**	**Attribute**

Example 30

S3C63(e)	America	is	a market for goods coming from Indonesia.
	Carrier	**Pr: Rel- Attr**	**Attribute**

In clause S3C63 (a) the process is the possessive 'has' describes America as the possessor of the possessed 'a stake in Indonesia growing and developing'. He explains how America has developmental investments in Indonesia. Again Obama emphasizes the same point in S3C63 (c) through the Carrier 'a rising middle class in Indonesia' is followed by the Relational Attributive process 'means' which is in turn followed by Attribute 'new markets for our goods'. In this example Obama attributes Indonesia as a good place for American markets especially after the economic transformation in Indonesia which led to the creation of the middle class. And vice versa, in S3C63 (e), through the process 'is' Obama explains that America (Carrier) is a market for Indonesian products, he used the material clause 'a market for goods coming from Indonesia' as Attribute. This comes within the program of exchanging commercial benefits between the two countries.

It can be seen how both types of Relational process: Attributive and Possessive contribute to similar meanings enhanced by the president. The Relational processes identify attributions and possessiveness in this theme have similar functions to describe development and modernity in the Muslim World, friendship, interconnection of communities of both worlds and exchanging goods.

4.2.1.3 Mental Process

For Mental process, only the Mental processes of desideration and cognition are found in the theme of 'Cooperation'. This means that Obama is concerned with the cognitive and intellectual views of people towards the issue of cooperation more than emotions. The desiderative Mental processes are shown in examples 31- 35.

Example 31

S2C241(b)	Some	are beginning to focus	it on broader engagement
	Senser	**Pr: Men**	**Phenomenon**

Example 32

S2C244 (a)	America	in the past	has focused	on oil and gas in this part of the world
	Senser	*	**Pr: Men**	**Phenomenon**

Example 33

S2C244 (b)	We	now seek	a broader engagement
	Senser	**Pr: Men**	**Phenomenon**

Example 34

S3C75 (a)	We	want	more Indonesian students in American schools
	Senser	**Pr: Ment**	**Phenomenon**

Example 35

S2C243	I	am emphasizing	such investment	within my country
	Senser	**Pr: Men**	**Phenomenon**	*

All the desiderative Mental process choices 'focus', 'focused', 'seek', 'want', and 'emphasizing' utilized in the theme assign to the willingness of the West to collaborate. In S2C241 (b), the Senser 'some' refers to some countries in the Muslim world. This is followed by the Mental desiderative process 'focus'. The Phenomenon 'on broader engagement' is that which is desired and wanted by Muslims. So Obama wants to say that

some Muslims started widening their relations with the West. In clause S2C244 (a), the Mental process 'has focused' is used to describe the past desires of the West of the Phenomenon 'oil and gas in this part of the world'. This reflects a shift in the American policy in their goals in the Muslim world; a shift from their programs of exchanging oil and gas to other programs of investments. This can be seen clearly in S2C244 (b) in which the Senser is 'We' to refer to America , the process 'seek' and the Phenomenon 'a broader engagement' reflect that the current interests of America are beyond oil and gas.

Regarding the economic and educational affairs, the president uses the desiderative process 'want' with the sensor 'We' to show another Phenomenon desired by the West, that is to have 'more Indonesian students in American schools'. In example 35, the speaker expresses his own intention to assert economic investments in Indonesia through the Mental process 'am emphasizing' done by the speaker 'I' on the Phenomenon 'such investment'. Thus, Obama has a tendency to focus on the Mental desideration of the West rather than that of the Muslim side. The desiderative mental processes function to show what the real aims and desires of the West are behind cooperation, the participant of Phenomenon in the clauses represents aspects of cooperation.

The president used cognitive processes "know" and "listen' to convey a meaning of mental collaboration required from both sides as shown in the following examples:

Example 36

S2C242(a)	But	all of us	must recognize	that education and innovation will be the currency of 21 st century.
	*	**Senser**	**Pr: Men**	**Phenomenon**

Example 37

S1C163	We	will listen	carefully
	Senser	**Pr: Cogn- Men**	*

Example S2C242 (a) has the phrase 'all of us' as Senser that includes both sides. The process 'must recognize' refers the Obama is requesting people to take in mind the fact 'that education and innovation will be the currency of 21 st century' which is the Phenomenon in the clause. Similarly in clause S1C163, the Senser is both Westerns and Muslims which can be realized from the personal pronoun 'We'. But in this case the Mental process expresses request through the process 'listen' and there is no Phenomenon. Although the verb listen contributes to Behavioural process; within this context, it is a figurative expression to function as a cognitive process of understanding each other. The imperative clauses of S2C242 (a) and S1C163 both function as a call from the president to apply a mental cooperation.

Example 38

S2C248(a)	I will host a Summit on Entrepreneurship this year to	identify	how we can deepen ties between business leaders, foundations and social entrepreneurs in the United States and Muslim communities around the world.
	*	**Pr: Men**	Verbiage

Example 39

S2C238 (a)	I	know	that the face of globalization is contradictory
	Senser	**Pr: Men-Cogn**	Phenomenon

In S2C248 (a), the president shows people's consciousness of the Phenomenon 'how to deepen ties between the two worlds' through the cognitive process 'identify'. The Senser is not mentioned but can be realized from context as 'people'. In example 39, Obama shows his cognitive awareness of globalization when the Mental process used is 'know'. According to Halliday and Matthiessen (2014) the verb 'know' attributes to the cognitive feeling of the Senser. The Senser 'I' and the Phenomenon is the dependent clause 'the face of globalization is contradictory'. The speaker creates awareness by stating his personal view of globalization as two faced aspect of modernity.

Therefore, Obama used Mental processes which entail meanings of cognitive and desideration to describe how the cooperation is viewed in the eyes of the West and how it should be viewed by Muslims. Obama is not concerned with people's feelings and emotions in the context of the theme of 'Cooperation', that is maybe because the issue of cooperation does not involve violence or victims as the other issues do.

4.2.1.4 Verbal Process

Verbal clauses are *"clauses of saying"* (Halliday *&* Matthiessen, 2014: 252). In this theme, Verbal clauses are identified with participants of Sayer, Verbiage, and one Target. The president employed two choices of Verbal process: 'announcing', 'asked' and 'say' as in the following examples:

Example 40

S2C251(a)	I	am announcing	a new global effort with the organization of the Islamic conference to eradicate polio
	Sayer	**Pr : Verbal**	**Verbiage**

In example 40, the Verbal process used conveys Obama's aim to make the audience accept his insistence on cooperation through the verb 'announcing'. The selection of the word 'announcing' instead of other Verbal process choices such as 'telling' or 'informing' is to tender the proposition more serious. Obama used the positive Verbal process to introduce the intention to provide work of the West to benefit the Muslims. This can be seen from the way he mentions himself as the only Sayer of the verbal clause 'I'. The Verbiage 'new global effort with the organization of the Islamic conference to eradicate polio' reflects what he wants to announce. It suggests another contribution of cooperation which is in the field of health. This clause is meant to capture the attention of audience as he makes his declaration.

Example 41

S4C165 (a)	We	have asked	the World Bank and the International Monetary Fund.	to present a plan at next week's G-8 Summit for what needs to be done to stabilize and modernize the economies of Egypt and Tunis
	Sayer	**Pr: Verbal**	**Target**	**Verbiage**

Clause S4C165(a) reflects the West attempts to discuss and exchange information with the economic support institutions 'World Bank and the International Monetary' the entity of Target which would receive Obama's request to support the Muslim world. Obama is trying to put forward his administration (the Sayer) thoughts and attempts through the Verbiage participant. The use of 'asked' emphasizes his role towards the issue.

Example 42

S1C158	Let	me	say	this
	*	**Sayer**	**Pr: Verbal**	**Verbiage**

The pattern 'let me' is imperative made by the president to seek permission through the material process "let". And the pronoun 'me' is the goal in the expression 'let me'. This implies that the Sayer is Obama, because he is requesting a permission to do talking. Thus, the verbal process is 'say' and the verbiage participant is the word 'this' which refers to the topic the president is going to address. This style of clause assigns that the president is shifting to talk about something specific and he attracts people to listen to him well.

4.2.1.5 Existential Process

There are two forms of Existential process, in both negative and positive cases 'need not be' and 'remains' as shown in examples 43-44.

Example 43

S2C235	There	need not be	contradiction between development and tradition
	*	**Pr: Exis**	**Existent**

Example 44

S2C242 (c)	There	remains	underinvestment	in these areas
	*	**Pr: Exis**	**Existent**	*

The negative form shows how the participant of Existent 'culture preservation and development' as two aspects of life can be arising together inside one community. This is another expression Obama used to support his view towards the existence of culture and modernity in communities. The positive form is used to represent the situation of some Islamic countries in terms of the need for developing via the existential process' remains' and the existent 'underinvestment'.

The use of Transitivity processes in the theme 'Cooperation' reflects that Obama persuades Muslims as the major audience in this context of the need of development and modernity within their societies through the Material, Relational, Mental, Verbal and Existential processes. And he aims to make them accept his suggestions and ideas regarding this issue.

4.2.2 Process Types and Participant Roles in the Theme War in Afghanistan

Table 4.5 displays the frequency of process types realized in the theme War in Afghanistan:

Table 4.5 Frquency of Process types in the theme War in Afghanistan

Types of Process	Number of Process	Percentage
Material	71	73. 2%
Mental	8	8.25%
Relational	16	16.49%
Behavioral	0	0%
Verbal	2	2.06%
Existential	0	0%
Total	97	100%

Number of each process in the theme War in Afghanistan   X 100 = %
Total number of all processes in the theme War in Afghanistan

In the theme War in Afghanistan, there is a great difference in the distribution of the process types between the Material process type and the other process types. The Material process as the major type used is 73.2%, followed by the Relational process which records

16.49%, then the Mental process with 8.25% and Verbal process with only 2.06%. It can be also seen that there are neither Behavioral nor Existential processes found.

4.2.2.1 Material Process

The Material clauses are mostly used to depict social and military services the West has provided and will provide to Afghanistan. The participants of Material processes used are the Actor and Goal.

The Western attempts to reduce the risks of violence and killing in the country of Afghanistan are expressed by Material process choices as shown in examples 45- 47.

Example 45

S5C26	Our troops	will be coming home
	Actor	**Pr: Mat**

Example 46

S5C27	Last year	we	removed	10.000 US troops from Afghanistan
	*	**Actor**	**Pr: Mat**	**Goal**

Example 47

S5C31 (a)	We	are training	Afghan security forces
	Actor	**Pr: Mat**	**Goal**

The American soldier's removal from Afghanistan is expressed in examples 45 and 46. The Material process in S5C26 'will be coming' is performed by the Actor 'Our troops'. This clause does not have other participants. Similarly the meaning is expressed in S5C27 with the personal pronoun 'we' as 'Actor, the material process 'remove', and the Goal '10.000 US troops from Afghanistan'. S5C31 (a) has the Actor 'we' of the process 'training' and Goal 'Afghan Security forces'. This clause conveys a complementary process the West will achieve after getting their soldiers back as stated in clause S5C26, and S5C27.

Other Material process choices are used to present the strategies which have been put to reestablish the destroyed region in Afghanistan socially and economically, and to partner with the people there. These processes are 'invest', 'partner', 'build', 'providing', 'help', 'develop' and 'deliver'. Some of these choices are in the following examples:

Example 48

S2C94 (a)	We	plan to invest	1.5 billion each year
	Actor	**Pr: Mat**	**Goal**

Example 49

S2C94(b)	to	partner	with Pakistan	to	build	schools and hospitals, roads and businesses.
	*	**Pr: Mat**	*	*	**Pr: Mat**	**Goal**

Example 50

S2C95 (c)	We	are providing	more than 2.8 billion
	Actor	**Pr: Mat**	**Goal**

Example 51

S2C95 (d)	to help	Afghans	develop	their economy
	Pr: Mat	**Goal**	**Pr: Mat**	**Goal**

Example 52

S2C95 (e)	and deliver	services that people depend on
	Pr: Mat	**Goal**

S2C94 (a) conveys a Westerns' plan to invest 1.5 billion each year in the Muslim world by the Actor 'we' referring to the West. Followed by the process 'invest' and this is followed by the Goal '1.5 million' which is to be invested. Clause S2C94 (b) has two processes 'partner' and 'help'. The doer of both processes is implied as 'the West'. The Goal 'schools and hospitals, roads and business' is associated with the process 'build' representing facilities to be established in Afghanistan. The same actor 'we' is employed once again in S2C95 (c), but this time the verb 'are providing' is deployed as the Material process, and the Goal 'more than $2.8 billion' is the goal done by the Actor. The purpose of providing more than $2.8 billion as stated in example 50 is explained in S2C95 (d) and (e), which is to help develop the (Goal) 'economies' and deliver the (Goal) 'services that

people depend on'. These choices of Material process evoke provision of economic and social aid to people in Afghanistan by the Western governments.

4.2.2.2 Relational Process

Relational process type which is the second most used in the theme War in Afghanistan is represented by the Attributive processes only. The Attributive processes describe the American military goal of being in Afghanistan, the role of Afghans, and the relationship between the West and Afghanistan such as in examples 53-55.

Example 53

S5C58 (c)	Our goal	is	to destroy Alqaeda
	Carrier	**Pr: Rel- Attr**	**Attribute**

Example 54

S5C54 (a)	America	has no	designs beyond an end to Al Qaeda
	Possessor	**Pr: Rel-Poss**	**Possessed**

Example 55

S5C30 (b)	The Afghans	will be	responsible for the security of their country
	Carrier	**Pr: Rel-Attr**	**Attribute**

In example 53 the Relational Attributive process is the auxiliary 'is'. The use of 'is' for attribution gives a strong meaning and reality of the attribution. This clause states the actual aim of the Western policy is to defeat Alqaeda. Thus, the phrase 'Our goal' is (Carrier), while the Attribute describes the goal which is to (destroy Alqaeda). In S5C54 (a), although the clause presents a similar idea of S5C58 (c), the difference is in the choices used. The Relational process here is of possession 'has'. It is related to America which is the 'Possessor' of the goals of the war (Possessed) which never exceeds fighting Al Qaeda. This style of language gives a positive image about the Western aims in the country of Afghanistan. Obama aims to relieve people and make them trust the Western administration. In S5C30 (b) Obama addresses the role of Afghans in future through the

process' will be', (Carrier) 'Afghans' and Attribute is 'responsible for the security of their country', so Afghans will secure their country after the Western role is accomplished.

The Relational processes are meant also to describe a positive relationship between Afghans and the West as in the following examples:

Example 56

S3C139	Our shared interest	is	in building peace.
	Carrier	**Pr: Rel- Att**	**Attribute**

Example 57

S5C53 (b)	It	can and should be	an equal partner in this process in a way that respects Pakistan's sovereignty.
	Carrier	**Pr: Rel- Attr**	**Attribute**

In examples 56, the process 'is' describes how the collaboration should be. Its Carrier is 'Our shared interest'. The personal pronoun' our' is inclusive; it addresses both sides as they share the concept of the necessity of 'peace construction' (the Attribute). And the processes 'can and should be' in example 57, bring out a description of Pakistan as another partner besides Afghanistan. The attribute 'an equal partner' is a description of Pakistan. From the preceding clause, it can be realized that 'it' (Carrier) stands in for the term Pakistan. This means that Obama is interested in the neighbors of Afghanistan also for the necessity of improving and securing the region.

4.2.2.3 Mental Process

The employment of Mental process with the participants of Senser and Phenomenon mostly assigns the Mental Desideration of both sides in terms of the military procedures as shown in the following examples.

Example 58

S5C55(a)	Afghans	want	fully assert their sovereignty and build a lasting peace.
	Senser	**Pr: Men**	**Phenomenon**

Example 59

S5C55(c)	We	need	a firm timeline
	Senser	**Pr: Men**	**Phenomenon**

The two examples with the desiderative Mental processes draw out on what both sides require to achieve their goals to end the war. In example 58, 'Afghans' is the Senser and what they want is the Phenomenon 'fully assert their sovereignty and build a lasting peace', while in example 59 the Senser is the exclusive pronoun 'We'. Obama states that what their side requires to perform their plans in Afghanistan is a 'firm time line'.

The Mental process "appreciate" is used to reflect Obama's leadership praising of others' efforts.

Example 60

S1C154 (a)	I	appreciate	that you've offered to help us train and support
	Senser	**Pr:Men**	**Phenomenon**

The Senser 'I' is followed by the Mental process 'appreciate' and the Phenomenon 'that you've offered to help us train and support'. Obama prefers to send his respect to the listeners, 'Muslims' through the process 'appreciate', rather than other processes such as 'thank', because the word 'appreciate' is stronger in sense as it indicates a strong involvement of sensory. This clause conveys a Western admission of a valued role that Turkey as a Muslim country has played in supporting Afghanistan.

4.2.2.4 Verbal Process

The realization of the verbal process with the participant roles: 'Sayer' and 'Verbiage' in the present theme represents verbal activities by both sides such as in the instances below.

Example 61

S5C55 (b)	Some people	will ask	why we need a firm timeline
	Sayer	**Pr: Verbal**	**Verbiage**

Example 62

S5C52	The International Community	will express	support for this plan
	Sayer	**Pr: Verbal**	**Verbiage**

In both clauses, Obama used the neutral positive Verbal process. The verbal process is not devoted to the President himself, instead it is used to report a predicative verbal activity performed by others. In clause S5C55 (b), the Verbal Process 'ask' is identified as inquiry expected from People on the reasons of the West' need of a firm timeline. The term 'Some people' plays the role of Sayer and the Verbiage is 'why we need a firm timeline'. Obama informs people about such inquiries they may have in mind, and exchange information with them. The Verbal process here is expressed by the verb 'ask' which is very common in daily conversations to make people easily accept his proposition.

In clause S5C52, the Verbal process 'express' is assigned to the Western side (Sayer). The International Community means the West who will express 'support for this plan' (Verbiage). The word 'express' was chosen rather than other Verbal words, because the situation involves authoritative terms since the assigned entity is the International Community. The Verbal process is used "to achieve the effect of making the Sayer seems authoritative" (Chen, 2007: 39). The predictive form of the process 'will express' gives a meaning that the International Community has not yet made any such process of expressing their support, but will do in future. The president is interposing his own words to reassure listeners by stating that such support will be approved by the world. Thus Obama increases his credibility by talking about the attitude of the International Community towards the issue of the war in Afghanistan.

The analysis has recorded no existence of Behavioral and Existential processes because the leader tends to express what needs to be done towards the issue through the

Material, Mental, and Relational processes and with limited use of Verbal processes. In this theme; to some extent Obama was fair in addressing the roles of both sides.

4.2.3 Process Types and Participant Roles in the Theme War in Iraq

Table 4.6 Frequency of Process Types in the Theme War in Iraq

Types of process	Number of process	Percentage
Material	68	70.83%
Mental	5	5.21%
Relational	18	18.75%%
Behavioral	0	0%
Verbal	3	3.13%
Existential	2	2.08 %
Total	96	100%

Number of each process in the theme War in Iraq   X 100 = %
Total number of all processes in the theme War in Iraq

From the analysis of the present theme 'War in Iraq', it can be stated that this theme is mainly constructed by Material processes with 70.83%, and followed by the Relational processes which account 18.75%. There is a limited occurrence of the other process types: 5.21% is recorded for the Mental process, 3.13% for Verbal processes, 2.08% for Existential processes and no foundation of the Behavioral process.

4.2.3.1 Material Process

There are significance realizations of Material process in the theme War in Iraq. The majority of the Material process type is utilized to convey the events America will do to help rebuilding Iraq economically and socially. It is similar to the function of Material process in the context of the War in Afghanistan as in the following examples:

Example 63

S2C101 (b)	To	help	Iraq	forge	a better future
	*	Pr: Mat	Goal	Pr: Mat	Scope

Example 64

S2C102	We	will support	a secure and united Iraq as a partner	
	Actor	Pr: Mat	Goal	

Example 65

S2C100 (b)	We	pursue	no bases, and no claim on their territory or resources
	Actor	**Pr: Mat**	**Goal**

S2C101 (b) has the verbs 'help' and 'forge' as Material processes, the Actor is implied as 'we' and the phrase 'a better future' is the scope of the process 'forge'. Forging a better future will be resulted from the help of Westerns to Iraqis. Thus the scope here reflects the range of the dreams which people in Iraq would like to get. Another concrete strategy of supporting Iraq is presented in S2C102 through the process 'will support' by the Actor 'we' to achieve their Goal 'a secure and united Iraq as a partner'. Obama states that beside the secured life provided to Iraqis, the country of Iraq would be a partner. Denial of any Goals of US to occupy Iraq is presented in S2C100 (b). The negative process 'pursue no' operates for this function. The Actor is 'We' and the Goal is 'no bases, and no claim on their territory or resources', so the aim of America is not the resources of Iraq. In these examples Obama shows his country's intention to assist Iraq and not to conquer it.

Some of material processes represent the new decisions of the American leadership taken regarding the issue of Iraqi War which are considered contrary to the previous government's policy. Some of these processes are 'shift', 'leave', and 'remove' as shown in examples 66- 68.

Example 66

S4C8 (a)	We	have done	much	to shift	our foreign policy
	Actor	**Pr: Mat**	**Goal**	**Pr: Mat**	**Goal**

Example 67

S2C112 (a)	I	have ordered	the prison at Guantanamo be closed
	Actor	**Pr: Mat**	**Goal**

Example 68

S4C9 (a)	We	have removed	100,000 American troops
	Actor	**Pr: Mat**	**Goal**

The clauses express a shift in the American policy. This is clear in S4C8 (a) when the performer of the action is 'We' referring to the government of Obama. The Material process 'have done' signals that a lot of actions have been taken already to do the shift. The (Goal) is the term 'much' which is a reference to a number of actions. The other Material process in the clause is 'shift' which is applied to the Goal 'our foreign policy'. Some of the actions that reflect the shift are mentioned in S2C112 (a) and S4C9 (a). Obama informs people that he 'has ordered 'the prison at Guantanamo be closed 'Goal'. Another instance of shift is the removal of '100,000 American troops' as the (Goal) by the actor 'We' in S4C9 (a). The Material process 'have removed' indicates that the action is completed. Obama selects to use perfect present in informative form to say that the actions are recently fulfilled for the purpose of instilling trust in his government and accept it as a leader of world policies.

To emphasize the role of the target listeners within the context of the present issue, the president produced these Material clauses:

Example 69

S3C142	Iraqis	have taken	full responsibility for their security
	Actor	**Pr: Mat**	**Goal**

Example 70

S1C138(b)	Iraq, Turkey and the US	face	a common threat from terrorism
	Actor	**Pr: Mat**	**Goal**

In example 69, the term 'Iraqis' is the Actor who have taken the Goal 'full responsibility for their security' to prevent their country from terrorism. In example 70, Iraq has an action of facing terrorism which is dangerous to the neighboring: Turkey and American institutions in the area. Thus, the actor is triple; 'America, Iraq and Turkey' doing the Material process 'facing' and 'a common threat from terrorism' is the Goal. Obama employ the term 'terrorism in Iraq' as a common enemy to America and the region.

This clause reflects a meaning of unity between the two sides aims to arouse the peoples of Iraq and Turkey together by stating that both are influenced by violence.

Some choices of the Material process such as 'destroy', provoked', and 'threatened' represent what violence and war have brought as in these examples.

Example 71

S1C139 (c)	Al Qaeda terrorists who have sought to	drive	Iraqis apart their country.	and destroy	their country
	Actor	**Pr: Mat**	**Goal**	**Pr: Mat**	**Goal**

Example 72

S2C107 (a)	The fear and anger	that	it	provoked	was understandable
	Goal		**Actor**	**Pr: Mat**	*

Example 73

S2C113	Muslim communities which are	also threatened
	Goal	**Pr: Mat**

In S1C139 (c), 'drive' and 'destroy' are deployed as Material processes in the clause to express some physical actions committed by Al Qaeda terrorists 'the Actor'. They wanted to expel the people in Iraq and destroy their country. In S2C107 (a), Obama shows how great the fear and anger are that are brought by terrorism to people. He used both words 'fear' and 'anger' as the Goal in the clause which is evoked by terrorism 'the implied doer of the action'. The Actor is expressed by the pronoun 'it' referring to inanimate doer 'terrorism'. Through this clause, Obama shows how terrorism in Iraq is an extraordinary and dangerous issue that is difficult to get rid off. Clause S2C113 illustrates the situation of the Islamic communities which are also impacted by the terror. The Actor does not appear in this clause, but can be implied as 'terrorism' also. The process is in the passive voice 'threatened', and the 'Muslim communities' is the 'Goal' which are threatened. This clause is a common message to all Muslims to be aware of the actual facts about Al- Qaeda.

In these examples, the Material process shows the physical effect of Al Qaeda on the people and the country, as well as the Muslim world; such as: threatening, displacement of people from their land and destroying it, and evoking fear and anger.

4.2.3.2 Relational Process

Similar to the function of Relational process in the previous theme, Relational process in the present theme is applied to identify American policy objectives in Iraq.

Example 74

S2C102	That	is	why I ordered the removal of our combat brigades by next August
	*	**Rel-Attr**	**Attribute**

Example 75

S2C110 (b)	I have ordered	the prison of Guantanamo	be	closed
	*	**Carrier**	**Pr: Rel-Att**	**Attribut**

Example 76

S2C99 (a)	America	has	a dual responsibility
	Carrier	**Pr: Rel-Poss**	**Attribute**

Examples 74, 75 and 76 give a description of the Western aims in Iraq through the use of auxiliary verbs 'is', 'be' and 'has' respectively as devices to express Relational clauses. In other words, 'the removal combat brigades by next August', 'America has a dual responsibility', 'the prison of Guantanamo be closed', are some devices Obama wants to follow to end the war in Iraq.

The analysis gives findings of Relational processes applied to describe the situation in Iraq as in the following extracts.

Example 77

S2C96(a)	Iraq	was	a war of choice that provoked strong differences in my country
	Carrier	**Rel- Attr**	**Attriute**

Example 78

S2C97 (b)	Iraqi people	are	ultimately better off without the tyranny of Saddam Hussain
	Carrier	**Pr: Rel-Attr**	**Attribute**

Obama describes the situation in Iraq from two perspectives: the Iraqi case under war which has attracted American's attention, and the case after the war end when the people of Iraq will be better after Saddam Husain's regime toppled. In example 77, Obama shows to people how that the decision of war on Iraq aroused the interest of the public in America. He used the term 'Iraq' as the Carrier; it is anaphoric reference means 'War on Iraq'. The verb 'was' is the Relational Attributive process which describes the Carrier, and 'a war of choice that provoked strong differences in my country' is a description of the Carrier 'war on Iraq'

On the other hand, in example 78, the President delineates the situation in Iraq as he views after the former government was overthrown. S2C97 (b), Iraqi people plays the role of 'Carrier' attributed by the Relational Attributive process 'are' as 'ultimately better off without the tyranny of Saddam Hussein'. Thus in these clauses, Obama explains the opinion of Americans on the war of Iraq and the Iraqi people situation after the war.

Besides, the Relational processes are also used to describe violence and its outcomes on the world by the attributive and Possessive Relational processes such as in the following examples.

Example 79

S2C107	9/11	was	an enormous trauma to our country
	Carrier	**Pr: Rel- Attr**	**Attribute**

Example 80

S2C108 (b)	The fear and anger that it provoked		was	understandable
	Carrier		**Pr: Rel-**	**Attribute**

Example 81

S1C139	That	includes	the PKK
	*	**Pr: Rel-Poss**	**Attribute**

The Relational Attributive 'was' in examples 79 and 80 is used to portray the attacks of September on America as a strong terror work, and describes the fear and anger

it caused as something impossible to be perceived (explained on page 87). While in

example 81 the Possessive process 'include' is used to describe PKK as a part of terrorism.

4.2.3.3 Mental Process

The Mental process of cognition is found in the current theme, the participants that

occur with this process are the Senser and Phenomenon. The majority of the Mental

processes as the third processes used aims to express the American mental reaction towards

war and violence as shown in examples 82-84.

Example 82

S2C97 (c)	I	also believe	that events in Iraq have reminded America of the need to use diplomacy and build international consensus to resolve our problems whenever possible
	Senser	**Pr: Ment-Per**	**Phenomenon**

Example 83

S2C103(a)	We	will honor	our agreement with Iraq's democratically elected government.
	Senser	**Pr: Men-Cogn**	**Phenomenon**

Example 84

S2C106 (a)	America	never tolerate	violence
	Senser	**Pr: Men- Cog**	**Phenomenon**

The clause S2C97 (c) exhibits the Sensor 'I' which is followed by the Mental

process of Cognition 'believe', and this is followed by the Phenomenon the sentence 'that

events in Iraq have reminded America of the need to use diplomacy and build international

consensus to resolve our problems whenever possible'. Obama through example 84 shows

his own Mental view about the war as an event which has led America to follow its own

diplomatic solutions to solve its problems whenever they arise. In S2C103 (a), the personal

pronoun we 'his administration' is the Senser, who has the feeling of honor of the

Phenomenon 'the agreement with Iraq's democratically elected government'. The process

here is realized by the word 'honor'. The process in this clause reflects the American

acceptance and adoption of the new Iraq. Obama expresses what the West feels towards

terrorism in clause S2C106 (a) through the negative Mental process 'never tolerate' and the Phenomenon 'violence'. He states that the Senser 'America' rejects and would never allow the existence of violence.

It was found that the Mental process 'have sought to' is used to describe the desiderative Mental aim behind terrorism:

Example 85

S1C139 (b)	Terrorists who	have sought to	drive Iraqis apart
	Senser	**Pr: Mental-Desi**	**Phenomenon**

This clause entail a Mental desiderative meaning which is reflected from the Mental process 'have sought' assigning the Mental tendency of Al Qaeda to displace Iraqi people from their country. 'Terrorists' takes the role of Senser, 'have sought to' is the Mental process that realizes Sensor's desideration and 'drive Iraqis apart' is the Phenomenon sensed.

4.2.3.4 Verbal Process

There are minimum realizations of Verbal process in the discourses of this theme. These realizations convey the 'saying' of Verbal processes employed by the president. The participants are 'Sayer', 'Verbiage', and one 'Target'. Samples of this process are presented below:

Example 86

S4C7	I	would like to talk	about this change
	Sayer	**Pr: Verbal**	**Verbiage**

Example 87

S2C96	Let	me	address	the issue of Iraq
	Pr: Material	**Goal**	**Pr: Verbal**	**Verbiage**

In example S4C7 the personal pronoun 'I' plays a Sayer role because the president shows his intention of talking about the change made in Iraq (the Verbiage). The Verbal Process 'address' is used for the purpose of informing people about something. According to Martin (1997), "in a Transitivity analysis, the second (non-finite) verbal group is the relevant one for process type". The use of 'would like' before the Verbal process made the clause of offer more polite showing a respect to the audience, and a shift of topic that would be addressed. In S2C96, the Verbal process 'address' follows the Material process 'let' assigning the imperative mood by the president to ask for permission. Thus; the Sayer is the president himself 'I', and the noun phrase "the issue of Iraq" is the Verbiage. The selection of the word 'address' for the purpose of declaration "conveys the impression that the Sayer is confident" (Chen, 2007: 38). The structure of the clause with imperative case gives Obama credibility as he considers the audience authorative.

4.2.3.5 Existential Process

The Existential process involves processes of existence. The existential participant in this theme is the Existent. The Existential process within the context of this topic functions to deny the occurrence of excused violence.

Example 88

S1C141	There	is no	excuse for terror against any nation
	Subject	**Pr: Exis**	**Existent**

In sentence S1C141, the term 'there' is not a part of Transitivity. The Existential process 'is no' is in the negative form followed by the Existent 'excuse for terror against any nation'. Sentence S1C141 shows that there is no accepted excuse that makes terrorism something legitimate. The speaker illustrates that terrorism is the thing that no nation can accept.

The processes in the present theme function to explain: violence and its impact, the American role to tackle this issue, and the Iraqi situation after the war ended.

4.2.4 Process Types and Participant Roles in the theme 'Israel- Palestine Conflict'

Table 4.7 shows the percentages of the process types realized in the theme Israel-Palestine Conflict

Table 4.7 Frequency of process Types in the theme Israel –Palestine Conflict.

Types of process	Number of process	Percentage
Material	70	52.63%
Mental	30	22.56%
Relational	30	22.56%
Behavioral	0	0%
Verbal	2	1.5%
Existential	1	0.75%
Total	133	100

Number of each process the theme Israel Palestine Conflict   X 100 = %
Total number of all processes in the theme Israel Palestine Conflict

The theme Israel- Palestine Conflict encompasses all the process types except the Behavioural. The highest percentage is the Material process (52.63%). It is followed by the Relational and Mental process with (22.56%) for each. Verbal and Existential processes are at (1.5 %) and (0.75%) respectively.

4.2.4.1 Material Process

The analysis shows that the President introduces the current topic of Israel Palestine Conflict through Material processes to explain two points: the physical impact of the conflict, and the concrete procedures that can be taken to solve the issue of conflict between Israelis and Palestinians. The Participants of Actor and Goal are associated with the processes. Examples of these Material processes are presented below:

Example 89

S4C186 (a)	The conflict between Israel and Arabs	has cast	a shadow over the region
	Actor	**Pr: Mat**	**Goal**

Example 90

S4C186(b)	It	impedes	partnership
	Actor	**Pr: Material**	**Goal**

In S4C186 (a), the Material process is 'has cast', 'the conflict between Israel and Arabs' is the Actor which has cast a shadow on the region. 'The region' is the effected entity, so it is the Goal in the Material clause. The clause shows that the conflict between Israel and Palestine cannot be easily ended and this is reflected from the metaphorical expression 'has cast a shadow'. In clause S4C186 (b), Obama used the pronoun 'it' as (Actor) refers to the conflict; with the Material process (impedes) which assigns another effect of the conflict. In this clause Obama wants to explain how that the conflict obstructs the relationship between the two nations.

Other material process choices are applied to represent some of suggested solutions that can ease the severity of the conflict

Example 91

S2C131(d)	The aspirations of both sides	to	be met	through two states
	Goal	*	**Pr: Material**	*

Example 92

S2C131 (e)	Israel and Palestine	live	in peace
	Actor	**Pr: Material**	*

S2C131 (d) shows the Material process 'be met' in a passive form and has the Goal participant as 'the aspirations of both sides'. Its Actor is not explicit. S2C131 (e) is complementary to S2C131 (d). It is an active clause, has the Actor 'Israel and Palestine', and has no other participants. In these clauses Obama emphasizes that the peace can take place if the countries of both nations are built.

In respect to the conflict resolutions, Obama used the Material processes to suggest what his country attempts to find solutions as shown in the following examples.

Example 93

S4C207(a)	But what	America and the international community	can do	is state frankly what everyone knows.
	*	**Actor**	**Pr: Material**	**Goal**

Example 94

S4C211(b)	a lasting peace	will involve	two states for two peoples
	Actor	**Pr: Mat**	**Goal**

Example 95

S6C48	We	can make	those changes
	Actor	**Pr: Material**	**Goal**

In S4C207 (a) Obama explains that what America can do is recognizing the truth that all people know; that is the necessity of creating peace by the establishment of two countries: Israel and Palestine. The meaning of this clause can be realized significantly from the clause S4C211 (b). This is an attempt of the West to solve the problem. He implies that America and the international community (the Actor) have ability to impose their recognition or rejection of such issues as phrased in the Goal 'is state frankly what everyone knows'. They also have the ability to make changes as stated in S5C48, when the Actor 'We' assigning the West, the process 'can make' is a physical process, and the Goal 'those changes' is what they can create.

Obama presented some Material processes for the purpose of addressing the two nations. He suggests the Material procedures that should be done by the two sides. A majority of these processes were denoted for the Palestinian side as in these examples.

Example 96

S2C143 (c)	Now is the time for Palestinians to focus on what	they	can build
	*	**Actor**	**Pr: Pr-Mat**

Example 97

S2C144 (a) (b)	The Palestinian Authority	must develop	its capacity to	govern	with institutions
	Actor	**Pr: Mat**	**Goal**	**Pr: Mat**	*

Example 98

S2C144 (c)	That	serves	the needs of its people
	*	**Pr: Mat**	**Goal**

Obama attracts the people of Palestine to show them some of their duties towards the issue. First he reminds them of the necessity of building their country as shown in S2C143 (c). Once again in S2C144 (a) and (b), he reminds the Palestinians that they have to develop their administration careers and expand their institutions. 'Develop' and 'govern' are the Material processes in the clause with the actor 'the Palestinian Authority' which is ordered to achieve the development of 'its capacity' (Goal). He continues in clause S2C144 (c) to say that this development by the authority will be for the benefit of Palestinians through the Material process 'serve' and the Goal 'its people. The Actor here is not stated but can be realized from the context as 'the development of the authority'.

All the Material processes 'build', 'serve' and 'govern' contribute to the actions that Palestinians can achieve to improve their country. On the other hand, in the next examples the same type of process is used to address the other side.

Example 99

S2C151 (b)	Israel right	to exist	cannot be denied.
	Actor	**Pr: Mat**	-

Example 100

S2C152 (a)	Israel	**must also live up**	to its obligations.
	Actor	**Pr: Material**	**Goal**

Example 101

S2C154 (b) (c)	Israel	must take	concrete steps	to enable	such progress
	Actor	**Pr: Mat**	**Goal**	**Pr: Mat**	**Goal**

The Material processes 'exist, 'live up', 'take' and 'enable' are all related to the actions of Israel as a country. The Material process 'exist' is a concrete action the side of Israel (Actor) is operating. In clause S2C152 (a), the speaker shows his comment on the side of Israel that must take their obligations into consideration and respect the other side. In this clause the Actor is 'Israel', the process is 'live up' and the (Goal) to be taken is 'its obligations'. Obama enhances the progressing of the peace attempts by Israel in clauses

S2C154 (b) and (c). He states that their role to take concrete steps to be involved in the progression of the Israeli-Palestinian peace project. He used two Material processes 'must take' and 'to enable' that must be done by the Actor 'Israel' on the goal 'such progress'.

Thus, it can be seen that the president used a variety of Material process choices indicating the physical influence of the conflict on people, the actions to be taken to fix it, and to represent the physical roles of both sides in the context of Israel Palestine Conflict.

4.2.4.2 Relational Process

Most of the Relational processes have been used for the same function as Material processes such as the Attributive process 'meant' and auxiliary verb 'is' which describe the conflict, resolution and the obstacles. Some examples are presented below:

Example 102

S4C187 (a)	For Israel it	has meant	living with fear
	Carrier	**Pr: Attr**	**Attribute**

Example 103

S4C186 (a)	For Palestinians It	has meant	suffering the humiliation of occupation and never living in a nation of their own
	Carrier	**Pr: Rel-Attr**	**Attribute**

In the first two examples, conflict is described from the view point of the two parties, i.e. The Israel and Palestine. The Attribute in S4C187 (a) is 'living with fear' explains what conflict the 'Carrier' means to the side of Israel ', whilst in S4C186 (a) the Attribute 'suffering the humiliation of occupation and never living in a nation of their own' is a description of the conflict from the view of the other side. In both examples, the Carrier is the pronoun 'it' assigns the issue of conflict and the Relational process is 'has meant'. The choice of 'has meant' as a Relational Attributive process instead of other terms is to emphasize the sense and make it more believable. Obama was balanced in addressing the effect of conflict on both nations.

Example 104

S4C207 (a)	The international community	is	tired of an endless process that never produces an outcome
	Carrier	**Pr:-Attr**	**Attribute**

Example 105

S2C133(a)	The only resolution	is	for the aspiration of both sides to be met by two states.
	Carrier	**Pr: Attr**	Attribute

The above clauses provide meanings which attributes to the treatment of the issue of conflict. In example 104, the Carrier 'the international community' is followed with process 'is'. It shows how the delay of resolving the issue makes all the attempts made by the International community are hopeless, and in example 105 the idea of establishing two isolated states as the only solution of the conflict is emphasized via the process 'is', the Carrier 'the only resolution' and the Attribute 'for the aspiration of both sides to be met by two states'

The Relational Possessive process 'have' are used to describe Hamas which has an authority in Gaza in terms of some of its duties as shown in the examples 106- 107:

Example 106

S2C145 (a)	Hamas	does not have	support among some Palestinians
	Possessor	**Pr: Rel-Poss**	**Possessed**

Example 107

S2C145 (b)	But they	also	have	responsibilities
	Possessor	*****	**Pr: Rel-Poss**	**Possessed**

In S2C145 (a), the president used the process 'does not have' to criticize Hamas for being unaccepted by some Palestinians. The term Hamas here is the Possessor which lacks 'support among some Palestinians' (the Possessed). However, he shows the important position of Hamas in example 107. He explains that Hamas as the side takes some responsibilities for what is going on in the region and what will happen in the future, the Possessor 'they' means Hamas members, the process is 'have' and the Possessed is

'responsibilities'. The speaker used two different styles in the two dependent clauses. He used the style of criticism in SC1C145 (a) and the style of compliment in S2C145 (b) to explain possession, in order to remind people of a truth about what Hamas has and what it lacks within the context of the conflict.

4.2.4.3 Mental Process

The third type is the Mental process which is conveyed through the Cognitive and Emotional processes. Some of the Mental processes are 'see', 'point', 'hate' and 'knowledge'. The associated participants explored are Sensor and Phenomenon. The following examples can show the use of Mental process in the current theme.

Example 108

S2C131 (a)	If	we	will see	this conflict from one side or the other, then we will be blind.
	*	**Senser**	**Men**	**Phenomenon**

Example 109

S2C130 (b)	For Palestinians	to	point to	the displacement brought by the Israel's founding
	Senser	*	**Pr: Men**	**Phenomenon**

Example 110

S2C130 (c)	For Israelis	to point	to the constant hostility and attacks
	Senser	**Pr: Men**	**Phenomenon**

In example 108 the process is 'will see' which is to be done by the Sensor 'We' the inclusive pronoun signaling both sides the West and Muslims. The Phenomenon is 'this conflict from one side or the other, then we will be blind'. The Phenomenon here is a fact which the president wants to convey to people. He says that if the issue of conflict is analysed based on the views of Palestinians or the views of Israel, then people would not be capable of dealing with it. He wants people to recognize how the peoples of Palestine and Israel feel in examples 109 and 110. Each of sides perceives the issue of conflict differently. S2C130 (b) conveys the perception of the Senser 'Palestinians' of the

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Phenomenon 'the displacement brought by the Israel's founding', whilst in S2C131(c) Obama explains the Mental perception of the Senser 'Israelis' of the Phenomenon 'to the constant hostility and attacks'. In these examples, the president informs people of the necessity of viewing the issue from the two sides. Obama wants to touch on the intellectual side of the audience and not on the emotional side. He wants to make them open to the facts of how both nations view the conflict from his own perception.

The mental process of emotion 'hate' refers to the emotional feeling of people.

Example 111

S4C187(d)	children in the other region	to hate	them
	Senser	**Pr: Men**	Phenomenon

S4C187 (d) reflects the Mental feeling of Israeli children through using the Mental process of emotion 'hate', Obama aims to touch on the emotional side of Muslims and so they may accept his proposition and work with him to tackle the issue.

The Mental processes are also used to express Obama's instructions to make each of the two parts have a sense of awareness towards the others' own rights.

Example 112

S2C148 (a)	Israelis	must aknowledge	that just as Israel's right to exist cannot be denied, neither can Palestine's
	Senser	**Pr: Men-Cog**	**Phenomenon**

Example 113

S2C152 (b)	to	ensure	that Palestinians can live
		Pr: Men-Per	**Phenomenon**

Example 114

S2C147 (b) (c)	Hamas	must recognize	the past agreement	and	recognize	the Israel's right to exist
	Senser	**Pr: Men- Cog**	**Pheno**	**-**	**Pr: Men-Perce**	**Pheno**

In S2C148 (a) the Senser is 'Israelis', the process is 'must knowledge' and the Phenomenon is 'that just as Israel right to exist cannot be denied, neither can Palestine's'.

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In S2C152 the Mental process is 'ensure' by the Sensor which is implied from the previous clause is 'Israelis' and the Phenomenon is 'that Palestinians can live'. In S2C147 (b) (c), the process 'must recognize' by the Senser 'Hamas' on the two Phenomena 'the past agreement' and 'the Israel's right to exist'. The president wants to create awareness among readers by stating what both nations should recognize.

Moreover, he applies the Mental process to convey his own Mental experience and feeling on what is happening in Gaza as shown in these examples.

Example115

S6C7 (a)	We	offer	condolences over the loss of your fellow Palestinians
	Senser	**Pr: Men- Emo**	**Phenomenon**

Example 116

S6C6 (b)	We	mourn	your losses
	Senser	**Pr: Men-Emo**	Phenomenon

Although the verb 'offer' assigns Material process in the S5C7 (a); it gives a Mental meaning because of the meaning of the clause that expresses emotions. Obama utilized the verb offer followed by the Phenomenon 'condolences over the loss of your fellow Palestinians' reflecting his sympathy for the death of Palestinians because of Israeli's bombing. He again sends out his sorrow in S6C6 (b) through the process 'mourn' and the Phenomenon 'your losses'. The choice of 'mourn' expresses deep emotion of sympathy towards the people of Palestinians.

4.2.4.4 Verbal Process

The verbal process is devoted to express his thanks to President Abbas and Prime Minister Salam Fayyad for what they had provided to develop the lives of Palestinians.

Example 117

S6C4 (a)	I	want	to commend	President Abbas and PM Salam Fayyad
	Sayer	*	**Pr: Verbal**	**Target**

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Obama used 'I' as Sayer to reflect his own intention to appreciate the members of the Palestinian government for their efforts and, to position himself as a spokesman and the sayer of the gratitude expression. The choice of the word 'commend' instead of 'thank' as a Verbal process explains Obama's great respect to the Palestinian government. He tries to show the characteristics of humbleness. The Target of the clause is 'President Abbas and PM Salam Fayyad'.

4.2.4.5 Existential Process

The analysis reveals that the Existential process in this theme is employed twice to assign the fact that there are disabilities of the peace process as shown in these examples:

Example 118

S2C129 (a)	There	has been	a stalemate
	*	**Pr: Exis**	**Exestent**

In the clause S2C129, the term 'there' does not have a functional role in Transitivity. The Existential process 'has been' is followed by the participant of Existent 'a stalemate'. Clause SC130 shows that a stalemate regarding the process of peace came into existence. It is a symbolic representation of the failure of peace process.

Through the discourse of the Israel- Palestine conflict, Obama mostly aims to inform the audience of some facts about the issue of Palestine and Israel, and to remind both sides of their roles

4.3 MOADALITY TYPES REALIZED IN THE FOUR THEMES

This section is intended to discuss the findings of Modality analysis in the current data to answer the third question of the study. *"How is interpersonal meaning realized through modality types within the discourse of the recurring themes in the six speeches?*

Modality can be expressed by: auxiliary verbs such as 'must, 'should', 'can' etc.', lexical verbs such as 'need', 'require', adjectives such as 'necessary' and/or adverbs such as 'certainly', 'probably'. In the current data, Modality is expressed mostly through auxiliary verbs. As one important part of interpersonal meaning, Modality can be regarded as a speaker's comment and views of states expressed in clauses revealing the speaker's uncertainty of things, offers and requesting of people, thus the interpersonal meaning and social roles between the speaker and the listeners can be understood (Halliday and Matthiessen, 2014). Through the analysis of various types of Modality, the certainity, assessments and views of the speaker on the topics being addressed in the speeches and the relationship between the speaker and the audience could be better realized.

4.3.1 MODALIZATION

Modalization in the English Language is expressed through the modal markers of Probability and Usuality (Halliday, 2014, 150).

4.3.1.1 Probability

The frequency of probability expressions found in the data are shown in Table 4.8

Table 4.8 Frequency of Probability modals found in the data

Degrees	Cooperation		War in Afghanistan		War in Iraq		Israel-Palestine Conflict	
High	3	8.82%	0	0%	2	5.88%	6	17.65%
Median	1	2.94%	1	2.94%	2	5.88%	6	17.65%
Low	4	11.76	0	0%	2	5.88%	7	20.59%
Total	8	23.53%	1	2.94%	6	17.65%	19	55.88%
NO of Probability	34							

Number of each degree of Probability in each theme   X 100 = %
Total number of Probability across the themes

It can be interpreted from Table 4.12 that the theme Israel - Palestine conflict has the highest frequency of occurrence of Probability (55.88%). Followed by the theme 'Cooperation' with second highest frequency of occurrence (23.53%). And the theme 'War

in Iraq' with third highest frequency (17.65%). 'War in Afghanistan' has very limited usage of probability modals (2.94%). The table also shows that the Probability in the data is conveyed via the three degrees high, median and low. But the modals of median probability are exploited mostly. Examples of probability degrees are presented below:

Examples of high Probability found in the data

Clause Code	_	High Probability	_
S2C234	human progress	**can't be**	denied.
S2C240	No development	**can be**	based only upon what comes out of the ground.
S2C97 (a)	I	**believe**	that the Iraqi people are ultimately better off without the tyranny of Saddam Hussein
S1C106 (a)	America	**can never**	tolerate violence by extremists
S2C148 (b)	Israel's right to exist	**cannot be**	denied.
S2C148 (c)		**neither can**	Palestinians
S6C39(b)	One thing that I'm	**very certain**	of is that the Palestinians have the talent, the drive, and the courage to succeed in their own.

The application of high probability operators 'cannot', 'no can be', 'believe', 'can never', and 'neither can', and the adjective 'very certain' reflect what Obama is very certain about within the context of the themes. In S2C234, 'cannot' is the modal operator signing Obama's realization of the human progress importance which he describes as something that is impossible to be abandoned. Clause S2C240 entails the expression of high Probability 'can be' in the negative clause to show Obama's assurance about the need for cooperation which extends beyond exchanging oil and gas between the two nations. In S2C97 (a) and S1C106 (a), the operators 'believe' and 'can never' are used subjectively with the personal pronoun 'I' and 'America' respectively reflecting Obama's certainity, because America means Obama. Obama emphasizes that his country never accepts terror in S2C106 (a).

In S1C97 (a), Obama shows his certainty about the improvements in Iraq after the fall of Dictator Saddam Hussain. The high probability by 'cant' and 'neither can' used in S2C148 (b) and (c) is to remind people of the certain fact that both Israel and Palestine should be really exist. In S6C39 (b) 'very certain' is employed as a direct adjective expression to indicate the president's affirmative judgment on the Palestinians' ability to success in life. This type and degree of modality can be considered unique across the four themes since it has a variety of positive and negative modals. The examples show these varieties which have the same function. Thus; markers of high Modality emphasize the speaker's strong pursuit for attracting people's attention to the information which he is very certain about and the events which are likely to happen; so they believe his words.

Median probability is mostly expressed by the operator 'will' as in the following extracts:

Examples of median Probability found in the data

S2C232	Because of modernity, We	**will**	lose control over our economic choices.
S1C142 (b)	I pledge that you	**will**	have our support against the terrorist activities of the PKK or anyone else.
S2C131(b)	But if we see this conflict only from one side or the other, then we **will** be blind to the truth:	**will be:**	blind to the truth:
S4C198	Palestinian leaders	**will not**	achieve peace or prosperity if Hamas insists on a path of terror and rejection

In SFL model, the modal operator 'will' is used to express a median degree of Probability as a category of modalization (Halliday and Matthiessen, 2014). In S2C232 and S1C142 (b) Obama uses the modal verb 'will' to talk about some events that he is certain about to happen, but not strongly. In other words, these events can be predicted to happen in case something else occurs or with the existence of specific circumstances. This can be

interpreted from the context of the clauses which have the function of condition. For example, in S2C232 Obama predicts that the 'loss of control over economic choices' will occur as a result of modernity. Also in S1C142, Obama promises Iraqi people to get his support if there are terrorist attacks against them.

Modality choice in S6C131 (b) signals Obama's views on the issue of conflict between Palestinians and Israelis and how should be viewed. Obama says that if people have a bias to one of the parties, he predicts that people then are blind to the truth of the conflict. 'Will' in S4C198 (b) is used to lay out his prediction on the Palestinian leaders achievement of peace through the conditional clause. His statement can be paraphrase as 'it is predicted that the leaders of Palestinians would not achieve peace in case they continue to supporting terror'. Thus the use of 'will' here refers to prediction, expectations inserted by the president of what is going to happen. This contributes to make people believe and trust the president and his administration because he shows them his commitments. Thus, the median Probability through 'will' convey expectations by Obama of some future conditional events.

The modal words in the data indicating low level of certainty are: the modal operators 'can', 'could', and the adjective 'possible' as in these examples.

Examples of low Probability found in the data

Clause	-	Modality Word	-
S2C230	trade and investment that	**can**	bring prosperity for all people.
S4C187 (d)	partnerships that	**could**	bring greater security, prosperity, and empowerment to ordinary people.
S4C206(c)	Peace is	**possible.**	
S6C48	We	**can**	make those changes

From the extracts, the forms express low Modality which highlights Obama's doubtfulness of some actions that may occur. The subjects in which he expresses his tentativeness are the outcomes of some phenomena like globalization and partnership which may provide negative and positive outcomes on people such as in S2C230 and S4C187 (d). In S2C230 he talks about the possibility of providing a better life because of trade and investment. Obama prefers to use low probability because investment and trade may also bring about loss and debt for people. So the situation here involves possibility which is the low form of probability based on SFL.

Similarly, the possibility conveyed by 'could' in the utterance S4C187 (d) functions to inform Muslims what may happen as a result of peace and collaboration that is 'greater security, prosperity, and empowerment to ordinary people'. The possibility of creating peace is relayed in S4C206 (c) through the word 'possible'. The modality choice 'can' in S6C48 reflects Obama's low degree of certainity on the ability of people in making changes which contribute to peace within the context of the Israel- Palestine issue. By using these modal expressions; Obama reminds the public to look on the possible positive and negative sides of cooperation between the two worlds and that peace is the best solution.

Probability as a category of modalization is used in the data to express what the president is certain and not certain about, his future expectations and promises, people's ability and his doubtful positive and negative views towards some phenomenon and actions. The use of probability gives people a sense of what is probable to happen within the context of the issues, so people can be aware of future events. Clearly; the clauses of probability tell people what the president is certain about and he is doubt about; so they may feel relieved about the positive expectations and aware of the negative expectations.

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4.3.1.2 Usuality

Table 4.9 Frequency of Usuality modals found in the data

Degrees	Cooperation		War in Afghanistan		War in Iraq		Israel-Palestine Conflict	
High	1	33.33%	0	0%	1	33.33	1	33.33%
Median	0	0%	0	0%	0	0%	0	0%
Low	0	0%	0	0%	0	0%	0	0%
Total	1	33.33%	0	0%	1	33.33%	1	33.33%
No of Usuality	3							

Number of each degree of Usuality in each theme   X 100 = %
Total number of Usuality across the themes

The table depicts the frequency and percentage of modal expressions used by Obama in the data to express Usuality. It was found that the modality of Usuality is expressed through the word 'never' indicating a high value of Usuality. The marker 'never' is used only once in each of the themes: Cooperation, War in Iraq and the theme Israel-Palestine Conflict as shown in the following examples:

Examples of high Usuality found in the data

Clause	-	**Modality Word**	-
S1C159	America	**will never**	be at war with Islam.
S2C106(a)	America	**can never**	tolerate violence by extremists
S4C199	Palestinians is not and	**will never**	realize their independence by denying the right of Israel to exist.

Halliday and Matthiessen (2014: 694) clarifies that the use of 'never' as a modality expression indicates high Usuality. They explain that the use of 'never' in clause expresses that the 'event does not ever happen'. It reflects a non- frequency of event occurrence. From the word 'never' found in the examples, it can be argued that the high degree of Usuality in these examples depicts no foundation of facts or occurrence of events or things under any circumstances and at any time. In S1C159, the president wants to say that it is an absolute fact that his country will not be against the Islamic world at any time. In S2C106, he expresses the Western rejection of extremists forever. The president in S4C199 uses the

negative tool of frequency 'never' as the high marker of Usuality in order to convey his strong rejection of what Palestinians derive, that is, the non- existence of Israel as a country. This means that the president stresses the need for the two countries. So 'never' as a word of high Usuality, signifies that the utterance is negative and the proposition of the utterance conveys zero occurrences of event. The purpose of such propositions was to insert information by the president to people about the negation of some subjects and facts that people feel doubt about, so they would never doubt about again.

In conclusion, from the analysis of modalization, it is found that the President neither offers nor commands audience to do something, instead he inserts his judgements of Probability and Usuality on the propositions. He aims to give information.

4.3.2 MODULATION

In SFL, modulation is categorized into Inclination and Obligation (Halliday and Mattheissen, 2014: 691). Sometimes similar modal operators are used to express both Inclination and Obligation; but the function of each is realized from the context of the utterance.

4.3.2.1 Inclination

Table 4.10 displays the frequencies of Inclination in the data:

Table 4.10 Frequency of Inclination modals found in the data

Degrees	Cooperation		War in Afghanistan		War in Iraq		Israel-Palestine Conflict	
High	0	0%	0	0%	0	0%	0	0%
Median	14	33.33%	11	26.19%	9	21.43%	7	16.67%
Low	0	0%	0	0%	0	0%	0	0%
Total	14	33.33%	11	26.190%	9	21.43%	7	16.67%
No of Inclination	42							

<u>Number of each degree of Inclination in each theme</u>   X 100 = %
Total number of Inclination across the themes

From the table, the total number of Inclination found in the data is (42). It can be seen that there is a great difference of the distribution of Modality between the median value and the other values of Inclination across the four themes. There is a high frequency of the median Inclination while a zero frequency is recorded for both high and low values.

The Inclination is presented mostly through the modals 'will', 'want', with a little use of the model 'would' as indicators of median degree of Modality. The president used the Inclination type of modality to suggest his administration offers to people as in the following examples:

Examples of median Inclination in the data

-	-	median inclination	
S3C75	We	**want**	more Indonesian students in American schools
S2C245	On education we	**will**	expand exchange programs and increase scholarships.
S2C249	On science and technology we	**will**	launch a new fund to support technological development in Muslim majority countries.
S5C26	Our troops	**will be**	coming home
S3C143(c)	We	**will**	bring all of our troops home.
S5C52	The international community	**will**	express support to these places.
S5C34 (a)	in Chicago, we	**will**	endorse a proposal to support a strong and sustainable long-term Afghan force.

All these examples have the median Modality patterns combined with subjects denoting 'Western side' or the exclusive personal pronoun 'we'. This pattern reflects the Western involvement in the performances presented. Obama in these examples tends to exchange willingness of his administration to support the Muslim World. He suggests some of the improvements to be done by the Western world in the Islamic countries. Some of these improvements are for political purposes in the countries under current political chaos, while others for economics, trade and marketing purposes. From the examples, the improvements to be done are 'getting more Indonesian students in American schools',

'expanding exchange programs and increasing scholarships, science and technology, 'supporting technological development', 'bringing a lot of the American troops home' and 'endorsing a proposal to support a strong and sustainable long-term Afghan force'. In general, the variety of these examples all contributes to one goal which is to make changes on the political, economic and social principles in the Islamic countries. And these in turn are conveyed in the form of modality Inclination to introduce these changes as an American tendency.

From the context, the modals 'will' and 'want' in these examples are identified to denote the meaning of mild Inclination. The repeated application of the median modals in all the clauses of Inclination is assigned to the pronoun 'we', 'American troops', and the 'international community' which all refer to the Western side. The limited use of 'would' with the intensive use of 'will' as median Inclination devices, means that the president is not concerned with telling his past desires and inclinations, instead he wants people to look forward and accept his future intentions.

The majority of the medium value operators in the data rather than other values, indicates a slight rise in the level of Western willingness to achieve goals. While the absence of the high value shows Obama's respect of people, and it is a sign of avoiding imposing his services, the limited usage of low inclination shows that the Western commitments are not weak. That is why Obama prefers medium degrees to suggest the offers provided by his government and wants to be balanced in imposing these offers. The positive modals used represent the intermediate degree between yes and no poles. The meaning of Inclination here reflects offers of services and not commands or exchange of judgements and/or information. The Inclination realized in the data shows Obama's

attitudes towards the audience which in this context is 'the Muslim World'. Thus, findings

show who the offers of services are from, and who will receive the services.

4.3.2.2 Obligation

Table 4.11 illustrates the frequency of obligation in the data:

Table 4.11 Frequency of Obligation modals found in the data

Degrees	Cooperation		War in Afghanistan		War in Iraq		Israel-Palestine Conflict	
High	5	0%	2	0%	2	0%	11	0%
Median	6		9	0%	0	%	6	%
Low	4		1	0%	1	0%	2	0%
Total	15		12	0%	3	%	19	%
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Number of each degree of Obligation in each theme   X 100 = %
Total number of Obligation across the themes

The majority of Obligation expressions are found in the theme Israel- Palestine

Conflict compared to the other themes. The high obligation is the most used across the four

themes and mainly realized in the theme Israel Palestine Conflict, while the other values

show weaker percentages across the themes.

The higher percentage of high obligation expressions indicates the president's

strong commitment to the performance of some acts he introduced. He expresses some

arrangements and involvements with the audience of both worlds. This can be inferred

from the following examples that exhibit a meaning of high obligation through the modals

'must' 'require' and 'need to'.

Examples of high Obligation found in the data

S5C60	That	**requires**	clear timeline to wind down the war.
S2C106(b)	we	**must never**	alter our principles. 9/11 was an enormous trauma to our country
S5C41(a)	They	**need to**	accomplish two narrow security missions
S2C136 (b)	Palestinians	**must**	abandon violence.
S2C147 (c)	Hamas	**must**	put an end to violence, recognize past agreements, and recognize Israel's right to exist.
S2C148 (a)	Israelis	**must**	acknowledge that just as Israel's right to exist cannot be denied

Examples of high Obligation continue

S2C155	Finally, the Arab States	**must**	recognize that the Arab Peace Initiative was an important beginning.
S3C72 (a)	We	**must**	build bridges between our people.
S4C168 (a)	together	**must**	help the recover from the disruption of their democratic upheaval that will be elected

The president insists on the need to settle the war through the operator 'require' in S5C60. He says that the timeline is an important factor required to end the war, the pattern of modality here is objective which is interpreted from 'clear timeline to wind down the war'.

The high obligation is expressed once again through the auxiliary model 'must'. Obama sends his strong instructions in S2C106 (b) to ask people firmly not to forget the 11 of September attacks and its great influence on the world, In Obama's views, this event is the most important within the context of the war on Afghanistan as a motivation to stand in front of terrorism.

In clause S5C41 (a) 'need to' indicates the necessity of accomplishing two narrow security missions by Afghans. The third pronoun 'they' refers to the people of Afghans. Obama finds that it is crucial to establish the secure Afghanistan by its people.

In the context of Israel Palestine Conflict which has the most occurrences of high obligation, Obama is keen to incite people to do necessary actions. The other examples bring a reflection of what is required from Palestine and Israel from the point view of Obama. In other words, Obama is obligating and forcing Palestinians to progress in the path of peace and to stop violence as in S2C136 (b) and S2C147 (c), while what he requires from Israel is to believe in the Palestinians' existence as in S2C151 (a).

Beside this, Obama's use of high obligation in the data reaches out to 'the Arab States' as a part of Muslim side as declared in S2C155 when Obama asks them to recognize their attempts in the process of peace through the modal 'must'.

The term 'must' in the examples S3C72 (a) and S4C168 (a) assigns urgent actions which are required for the purpose of achieving cooperation. It sounds that the president is asking people to be aware of some important truths related to progress and cooperation such as the need to build bridges between the two worlds in S3C72, and what is needed to apply democracy in some Arab states which witnessed a fall of their political systems as in S4C168 (a). It is clear from his phrase 'we must' that Obama was balanced in obligating the groups to take the responsibility, because the personal pronoun 'we' here includes both sides 'Muslims' and 'Westerns as an assistant partner in the issues'.

It can be interpreted from these examples, that modal markers are used to give a strong assertion when there is something extremely needful. The frequent occurrence of high Obligation terms in the theme Israel Palestine Conflict means that there are several procedures which people of both nations are forced to accomplish to deal with the issue. High Obligation outlines what is needed as urgent missions from the addressee. The function of Obligation is manifested in laying out orders not only to the people of Israel and Palestine as in the context of Israel- Palestine Conflict, and Muslims as in other issues, but also to Obama himself through the use of the inclusive pronoun 'we'. He includes himself as a leader of his country and the Muslim countries. Although there is a prominent use of high obligation which signals power, the president tends to minimize the gap between himself and the audience through the use of inclusive pronoun 'we' in most clauses of Obligation in the data. On the other hand, the use of names such as 'Afghans and

Palestinians' reflects a sense of authority, and this is found in a minimum number of clauses.

The following extracts are some examples of median Obligation:

Examples of median Obligation found in the data

S1C163(a)	We	**will**	listen carefully
S1C163(b)	We	**will**	bridge misunderstandings
S1C163(C)	We	**will**	seek common ground
S5C42(b)	That	**will be**	the job of the afghan people.
S4C216(a)	Palestinians	**should**	know the territorial outlines of their state
S4C216 (c)	Israel	**sholud**	know that their basic security concerns will be met.

In the extracts above, modal auxiliary 'will' is combined with the personal pronoun 'we' which can be inferred to refer to "the American government' and 'the Islamic communities' together. From the context of these examples; the modal 'will' expresses a median degree of Obligation. It is clear from Obama's phrases 'We will' in all these examples, that he wants to call on the people to participate in performing acts, like 'listening to each other, bridging misunderstanding, and seeking common grounds' in clauses S1C163(a), S1C163(b) and S1C163(c). He frequently expresses recommendations concerning the relationship between both worlds. It is as a way to enthuse people to their future building.

'Should' as another marker of median Obligation found in the data is mostly used to guide people to follow some moral concepts. He recommends people to get realization of some facts, and not to perform actions as that of 'will'. These recommended concepts are: 'to know the territorial outlines of their state' in S4C216 (a) and 'to know that their basic security concerns will be met' in S4C216 (c). On the other hand; 'will' brooks both the mental side and the material actions recommended by the president. 'Should' and 'will' as modality devices are employed to express a medium degree of Obligation. The use of

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'should' and 'will' for medium Obligation can be paraphrased as "it is necessary but not very urgent".

Similar to high obligation patterns, the pattern 'we will' with inclusive 'we' indicates the speaker's purpose of involving hearers in the commitment to perform the act or advice uttered. The function of median Obligation is to make people of both sides feel of solidarity and shows the president friendly; especially it does not convey impositions.

Examples of low Obligation in the themes

S2C246(d)	A teenager in Kansas	**can**	communicate instantly with a teenager in Cairo
S4C7(b)	How we	**can**	respond in a way that advances our values and strengthens our security.
S2C143	Now is the time for Palestinians to focus on what they	**can**	build
S4C211 (a)	But what America and the international community	**can**	do is state frankly what everyone knows lasting peace will involve two states for two peoples

These examples show a weak degree of obligation through the application of the modal 'can'. Obama uses this auxiliary verb when the situation is not very urgent and there is no necessity to do things, but allowance is given to people to perform some simple requirements like 'communication between teenagers of both nations' in S2C246(d), and advancing values and strengthening security of both worlds in S4C7(b). These aims of cooperation serve as secondary interests of Obama. It looks as if the president is giving permission to people to achieve some things that may happen in the future when they achieve cooperation. In S2C143 the president displays low obligation to call addressee 'Palestinians' to focus on building their country. And also he gives a permission to the American government and the international community in S4C211 (a), to start their role towards the issue of Israel- Palestine Conflict which is the declaration of the two states of Israel and Palestine where people can live in peace. It is mostly used to denote permission.

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Obama via this modal choice could transmit what are permitted to be done whether by the Muslims or westerns, and not what is required.

The only use of 'can' as an operator of weak command is identified when the context of the clauses implies, that the action is not urgent to be performed, but the President would like people to do it. Thus, he expresses encouragement to people to continue in supporting the Muslim world.

4.4 DISCUSSION OF FINDINGS

The findings reveal that the most addressed and recurred themes across the six speeches made by Obama are: *Cooperation, War in Afghanistan, War in Iraq and Israel-Palestine Conflict.* For the Transitivity analysis in these themes, it was found that Material process highly dominates in the data followed by Relational processes, and then Mental processes, while the other types of Transitivity processes are seldom used. These findings can be in coordination with the study by Liping (2014) "The Material and Relational processes are most often chosen in political discourses because they present the statements of reality from the point of view of onlookers. So they seem to be more objective than other processes. And Mental processes also play a very important role in expressing the politician's ideas in this speech" (p. 130).

The analysis of Transitivity processes and Participant roles shows that the theme Israel- Palestine Conflict takes the highest number of processes and participants. This means that the president is more concerned with this issue. The Material processes found in the data have similar functions across the four themes. They are mostly applied to inform people about the actions that have been done and will be achieved by the West to control the issues. Thus the Actor participant is the *personal pronoun (I)* and *West,* the Goal is *their*

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achievements and the Beneficiary is the *Muslim world;* whereas the Scope encodes *the domain of these achievements.* This provides the notion that Obama is mostly interested in posing his country's achievements. This goes along the findings of Wang (2010) and Shayegh's (2012) results in which "Material process, a process of doing, has been used most in his speeches. From this process, Obama showed us what the government has achieved, what they are doing and what they will do". Furthermore, the fact that all political discourses entail Material process prominently corresponds with the conclusions by Naz, Alvi and Albaseer (2011), Alvi and Abdul Baseer (2012), Nurul (2007), Oktifarti (2014) and Kondowe (2014).

Moreover, this type of process expresses the actional impact performed by inanimate Actors which are the *war, terror and conflict* when the Goal is *their negative influence*. Therefore, this result is in accordance with the results of Liping (2014). To quote, "In Churchill's speech, the Material process expresses what the Nazi war is doing to Russia" (p. 134).

The Relational process is represented through the Attributive and Possessive process. The Relational process type provides a description of certain qualities related to the theme Cooperation such as *development*, *progress and modernity*. Also, it describes the past and current situations of the *Islamic world* within the context of development. Regarding the other issues, the president describes the *American military* and *social objectives* in the Muslim regions, the *people's attitudes* about these issues and the *violence* such as the *War in Afghanistan and Iraq,* the *terrorism* there and the *conflict between Israelis and Palestinians*. The Carrier participant is the variations described while the Attribute carries *positive and negative descriptions.*

The participant roles of Possessor and Possessed are also used in the same way, which is to describe some qualities and facts related to the issues to make people realize them. Liping (2014) showed similar results in his study on Winston S. Churchill's Speech on Hitler's Invasion of the U.S.S.R that "In English political speeches, the Relational processes are often used in explaining some abstract political concepts, elaborating the relationship between political powers or between other entities" (p. 134).

Aspects of the inner experience of the Senser participants which are the *two worlds* are conveyed via the Mental process. In using this type of process, the President explains the *knowledge, awareness* and *desiderative* sense of the people to work together, and the *cognitive perception* of people on what is going on in the areas under war. Thus the aspects of cognition and desiration are commonly used in the data, with a limited use of emotional category of Mental process which evokes the *Presidents sympathy* on the people affected by the Wars, especially in the context of Israel Palestine Conflict.

Therefore, the finding is similar with Ghachem's (2014) investigation that "Barack Obama and David Cameron root the US-British relationship through the process of desiration need and the cognitive believe, and this shows the two writers as having a good sense of judgement of what is needed and associate it to 'strong' belief in that it is what is needed, and the use of belief and the commitment expresses the two Heads of State as two leaders having a strong commitment to the US-British relations". (p. 555). Similarly, the current finding suggests that Obama has strong commitment to the relation between both worlds since he has judgements on what both sides need and to do. However, the emotional impact of Obama on Muslims is not realized yet in other studies. This means that Obama's concern is the people's intellectual reaction toward the issues more than their/ and his emotional impact.

The findings of the verbal process used are supportive to the findings by Chen (2005) in regard to the use of neutral process in discourses. This suggests that Obama tends to make his statements believable and valid because the verbal clauses he employed function to introduce and shifting his declarations. Obama through Verbal processes comments on topics in order to provide people with information about the issues rather than reporting others' words or quotations. This also supports Liping's (2014) argument when he says "It is reasonable for a political speech to have a certain percentage of verbal processes since one of its characteristics is informative" (p.135).

Besides, in the data Obama used verbal process to indicate what the West has fulfilled verbally to support the regions in the Islamic world. Thus the participant functions as Sayer is the *President himself and the Western side*, and the Verbiage is what the *Sayers say or announced,* whereas the Target is *the Muslim side.*

As for the Existential process, it is used rarely to inform people about the existence of some facts related to the themes such as the Wars, and Conflict between Israel and Palestine.

The distribution of Modality in the data shows that the Obligation and Inclination as types of modulation are frequently used, while Probability and Usuality as types of modalization are presented but less frequently. This means that the president uses proposals more than propositions in the clauses of modality. The most prominent category of modality operators in the data is represented by the modulation feature which is represented by Obligation markers, followed by the Inclination markers. The president provides services to people through his choices of Inclination and asks goods and services through the usage of Obligation. Thus he tries to pursue them by proposals. This is in contrast with Juan's (2012) argument "Obama was more inclined to make use of modalization; high

value modal expressions in his Presidential Inaugural Address", and the findings of Hussein and Almofti (2014) "the US President Obama makes no clear obligations or commitments towards helping the Syrians, in any kind. Also, the occurrence of inclination is too low, again showing lack of desire for real engagement and the occurrences are the highest for probability" (p: 38). On the other hand, the finding is in line with THU's (2010) proposition "imperative sentence which signals a request or command is typical in political speeches" (p: 12).

In agreement with THU's (2010) findings "the use of wide range of Modality markers with different levels of certainty may reveal that sometimes the US Presidents should show that they were certain of the validity of the information, and sometimes, on the contrary, they should sound less asserted about some issues in a certain respect" (p: 16), using Modality markers with different levels of Probability in the data could reveal that in some situations the president is certain of the validity of the information he is providing, while in other situations, he is not or less certain. The expressions of high modality show what that Obama states is very likely to happen. They also inform people about some serious actions that certainly happen, while the low Probability modals aim to show the possibility of actions that may happen in the future, but the president is not very certain about.

Probability functions not only show what topics Obama knows and what he is not sure about, but it can also reflect the presidents' relation to the addressee involved in the speech. The function meaning of median Probability inserted by the word 'will' as the most used, is to signify Obama's future expectations and predictions of actions that may happen in future if something else happens. The use of median Probability in the data also signifies Obama's promises to support people in the Muslim world. He provides people with

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information of what is possible to happen and what is predicted to be done by the west within the context of the four themes to remind them of future negative or positive expectations. So people can get knowledge about the issues he discussed and be ready for any expected events. This shows Obama as a trustful and credible person who is concerned with others' matters. This is in line with the argument by Fengfeng (2013) "one of the meanings of 'will' in the speeches by Obama and McCain is to supply information about what will happen in the future on the basis of the speaker's prediction" (p: 81).

The application of Usuality in the data is very limited and it functions to express a zero degree of ofteness from the speaker's view through the high negative degree of Usuality by the word 'never'. The lack of other forms of Usuality means that the president is not concerned with the frequencies of events in the context of Islamic world issues. Instead he prefers to negate the occurrence of events or facts that may hinder the relationship between the West and Muslims, and this is to uncover the doubtfulness of people. Thus people can trust the speaker. This corresponds to Nur (2013) "Obama has messages in the way of expressing likehood to be taken seriously and accepted by the audience" (p.10).

In the Modality utterances of Obama dedicated to convey the intentions of the West in the Muslim world, it was found that the markers of median Inclination are used to convey the roles of the Western governments to do improvements in the Islamic countries. All the patterns of intentions are combined either with first personal pronoun (I) or the plural form 'we' which is an exclusive pronoun referring to his administration. Li (2002), states that personal pronouns can construe the interpersonal function between speaker and listener in discourse. The use of 'will' and 'want' as expressions of median Inclination, emphasizes the speaker's administration commitments to do changes in the Muslim

communities. The intensive use of median Inclination rather than high or low to insert the intentions of the Western administration which are depicted through the modality markers of future, makes Muslim people trust the president, view the West positively, and have a hope of these future accomplishments. Thus this finding is in coordination with Hussein and Almofti's (2014) finding where "The high number of inclination in the Guardian newspaper articles reflects the UK government's seriousness in supporting the Syrians" (p. 40).

Obama uses high, median and low values of Obligation in the data to impose his orders. But the use of the different degrees of Obligation gives different functions based on the situational context. The usage of high Obligation serves to express assertions when the situation requires urgent commitments such as the situations of the issue between Israel and Palestine. On contrast, the median and low Obligations are imposed when the situation of the issue is not very serious such as in the themes of Cooperation, the War in Afghanistan and Iraq.

It was found that Obama puts the high Obligation markers in the clauses directed to both Westerns and Muslims when the inclusive pronouns 'we' and 'us' are combined with the modality marker in the clauses. These patterns are used to emphasize the speaker's desire to invite the audience to cooperate with him in achieving the acts he stated. Based on SFL "the inclusive pronoun equalizes (I) and you (the audience) by upholding emotional effectiveness of sharing same objectives" (Halliday and Hassan, 2000). Furthermore, Obama frequently used the high marker 'must' with the names 'Israelis' or 'Palestinians'. The addressees here are both sides, because the president addressed both of them directly by their nationalities. Ruijuan (2010) states that " the word 'must' helps to show Barack Obama's firm determination to overcome the difficulties and call on the audience to take

strong actions to achieve their target " (p.149). Similarly Obama used the high Obligation mostly through the modal 'must' to express common assertions of the two worlds.

The aim of including both worlds to be responsible for performing the acts declared is to avoid inequality between the addresser and addressee. It sounds that the president distributes roles to his side and the other side to contribute to the issues. Hence, solidarity with the audience can be created. This supports the argument by Tran, H. P (2014) "the pattern 'we must' can be seen as the speaker's strategic way to mitigate the force of imposition on hearers" (p. 86).

Through the median Obligation, Obama expresses suggestions and recommendation more than assertions. Medina Obligation is mainly expressed by the modal of future 'will'. Besides, he used 'should' rarely to impose median degree of Obligation. This concurs with Nartey and Yankson (2014) conclusion that "should is obligatorily and putatively used in political discourse" (p: 27). By both markers Obama recommends both peoples to work for their benefit together. Moreover, he tends to avoid being too aggressive. Thus, this finding is in accordance with the findings of Nur (2014) "With median Obligation, the speaker's implication can be interpreted as a suggestion for the event to be performed rather than to give an order to the hearers" (P: 94).

The low Obligation clauses involve statements about what Obama permits to be done by two nations, but mostly by the Muslim side. Although, this value is rarely used, Obama, on the one hand, tries to encourage audience to believe in their abilities to do something by the employment of low Obligation. And on the other hand, he wants to shorten the distance between himself as a leader and people as the public although of the rare use of this type.

The limitation in the use of the low expressions in the Modulation clauses reveals that the position of the speaker is not very weak. In contrast; the evidence of the strong position of the president is the frequent use of median and high expressions rather than low, but the president decreases the degree of authority through the way of including himself and his government in the assertions.

What is significantly noted in the current study is that there are some similar modal operators used in the data to express different functions within different situations, such as operators 'will' and 'can'. 'Will' as a median marker has a triple role in the data which can be distinguished by the context of situation: 'Will' as a modal of probability functions to supply information about what will happen in future based on the speaker's prediction and promises, 'will' as a modal of inclination functions to convey the Western intentions to assist the Musilm World, and 'will' as a modal of Obligation which suggests impositions in the form of advice introduced by the speaker to both worlds. In coordination with the statement by Tran, H. P (2014) "the modal 'can' is essentially used to convey three modality meanings: permission, possibility and ability in the speeches of American and British ambassadors" (p. 105); in the current data, the modal can is used to convey only two functions of modality: It is used as a modal of low Probability and low Obligation.

To sum up, the distinction between the functions of both modal patterns 'will' and 'can' found in the data is determined by the situational context of the clauses. 'Will' and 'Can' convey the sense of Probability in the situations of the clauses that are not about commitments to be performed, instead they are about predictions and possibilities of actions. Otherwise, in the clauses which convey actions and commitments to be performed, the modals 'will' and 'can' function as Obligation operators, and 'will' as an Inclination operator was found in the clauses expressing Western intentions. In conclusion, the variety

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of modality degrees found in the data shows a variety of interpersonal meanings. This is along the lines of Halliday and Matthiessen (2014) as they explain that different scales of Modal commitment lead to different meanings.

4.5 CHAPTER SUMMARY

This chapter reports on the findings and interpretation of the data analyzed within the present study. First the analysis of the speeches highlights the themes Obama repeated across his speeches. Following that is the analysis of transitivity and modality. Through the analysis of transitivity process and participants as a system of the experiential meaning, it provides an understanding of the main topics Obama is concerned with, and the analysis of modality which is a system of the interpersonal meaning has revealed Obama's opinion and certainty and his relation with the audience. In the next chapter, the conclusion of the total findings will be put forth.

CHAPTER FIVE

CONCLUSION

5.0 INTRODUCTION

The present study explores the experiential and interpersonal meanings of SFL through the transitivity and modality systems in terms of the main issues Obama conveyed in six speeches about the Muslim world. The analysis of the data is limited to revealing the process and participant roles as parts of Transitivity, and the Modality types. It attempts to understand the construction and representation of the Muslim World issues in the six speeches. This study is based on the work of Halliday; the pioneer of SFL and Matthessein (2014), and the works of followers Eggins, Thompson, and Fontain.

5.1 Summary of Findings of Research Question 1- *What are the recurring themes found in the six speeches of Obama on the Islamic world issues?'*

The study contributed to detect the most frequent issues of Muslim countries Obama talked about in the six speeches selected. Thus, the analysis of Transitivity and Modality was applied on the discourses of these issues. These issues are: (a) Cooperation between the Western world and Muslims, (b) War in Afghanistan, (c) War in Iraq and (d) Israel- Palestine conflict.

The issue of cooperation between the Western world and Muslims has been addressed in the speeches made in Turkey, Jakarta, Cairo and Middle East. The issue of War in Afghanistan has been found in the speeches made in Turkey, Cairo, Jakarta and Afghanisatn while the issue of War on Iraq has been mentioned in the speeches of: Turkey, Cairo, Jakarta and Middle East. Finally, the issue of Israel- Palestine Conflict was found in the speeches of: Cairo, Jakarta, Middle East and Ramallah.

5.2 Summary of Findings of Research Question 2 – *How is experiential meaning expressed through the process types and participants roles within the discourse of the recurring themes in the six speech?*

Based on the experiential meaning of the data concerning the speeches of Obama on Muslim World issues, the overwhelming majority of clauses in each of the themes falls into the Material process type of transitivity.

Most of the Material processes in the four themes reflect the physical accomplishments taken by the West to change the course in the fields of economic, education, science and technology in some Islamic regions, the actions performed by the West to end the wars and violence, and the terrorist acts in the Muslim countries. Therefore, Obama reflects actions rather than events or happenings since the contexts of the issues are about two main points: actions needed for collaboration that is made by people. And crimes and violence caused by inanimate participants, such as terrorism, wars and conflict which requires physical solutions performed by the animate participants.

Heavy descriptions of different items related to the issues account for the Relational process type which is employed through the attributive process. The Attributes process gives positive and negative images about the current situation of instability and what will happen if the collaboration between both worlds is achieved or failed. Obama is more concerned with descriptions rather than identification to make people more open to his thoughts about the issues.

The Mental process is applied to explain the intellectual sides of people of both sides. In most discourses it reflects their awareness of the issues, and the emotion of the president towards Muslim victims. This is a sign of a participation of feelings. Meanwhile the Verbal process reflects his declarations to inform people about what the West has done

to deal with the issues in order to create trust and emphasizes his role in solving the issues. The behavioral process is not found in the data. And the use of Existential process and participants is very limited and used to represent the presence of the issues since the issues discussed are already in existence.

5.3 Summary of findings of research question 3 - *How is interpersonal meaning expressed through the modality choices within the discourse of the recurring themes in the six speeches ?*

As for Modality, the analysis contributes to understand the judgments and ideas regarding the issues with a reflection of the president's social relations with the audience. The analysis shows what issues are very serious and require attention and what are not through the investigation of Modality degrees. The Modulation type of Modality is dominant in the data through which Obama locates his government as incliner and inspirer of the audience to go with him through the issues.

The high Probability shows the assurance of Obama in telling the fact about the issues to people. The median Probability was to insert expectations and predictions and the low Probability was to sign future positive and negative actions. The Usuality pattern does not contribute to find out frequencies of actions or events, instead it shows negations of some propositions uttered. It does not only function to tell how much the president knows about the subject matter; it is also a way Obama used for the purpose of assuring people by emphatically denying some things that people are doubtful about.

The use of Inclination presents Western desire and willingness to support the Muslim countries and provide them positive services and developments. This makes people anticipate what is coming in the future. The use of future form to express inclination gives

inference that the Western side desires to assist the Muslim countries to develop. Thus, inclination modality gives hope and looks toward the future. It also gives Obama credibility as the supporter who is worried about the other's future and works to repair what is damaged.

It can be found that the meaning evoked in the use of Obligation is put in the form of assertions, advice and permission. High obligation dominates the modality employed, and the use of inclusive pronoun 'We' with the high markers reduces the assertion of Obama. Although the use of high Obligation in the data represents the higher status of Obama as a leader and the people as public domain, the median Obligation is frequently used to give recommendations, and low obligations to give permission, both function to decrease authority. Thus, solidarity and friendship between Obama's government and audience of Muslims are created with high Obligations, the use of median Obligation as recommendations gives a positive image about Obama as the wise man who can guide the public and the low obligation reduces the assertions.

5.4 IMPLICATION OF STUDY

The study has resulted in some beneficial findings. The research questions have been answered. The data can be a good sample for the representation of the issues of the Muslim world in the discourse of Obama since the discourses selected cover the most common topics Obama addressed in the six speeches. Drawing on the framework of Hallidays' Systemic Functional Grammar as the theoretical framework for this study, has been suitable in providing the conception for analysis that has met the research objectives. Transitivity analysis gives a positive image about the personality and intentions of Obama because his concern is mainly standing by the Muslim world, and sharing respect and

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sympathy to Muslims. His presentation of information and truths regarding the issues through the various types of processes makes people listen to him and accept his views.

The Modality choices and degrees revealed the interaction between the American president and his audience, and his opinions on the topics discussed, therefore; the interpersonal meaning is realized. In other words, the relationship between the president and audience was positively built; as confidence is created through Probability and Usuality, credibility of the speaker is created through the use of Inclination, and solidarity between both Muslims and the Western government is established through Obligation.

5.5 DIRECTIONS FOR FUTURE STUDIES

The current study has rendered an investigation on the construction of the issues of Muslim world in Obama's speeches. It has been achieved through the analysis of Transitivity processes and participants roles to realize experiential and interpersonal meanings. Therefore; this study can open a window for further studies. A research can be conducted on other discourses of Obama on the same issues to find whether the study gives similar or different outcomes. An examination into the Interpersonal metafunction through the analysis of mood can be a complement for the current study to explore what role the president selects in the speech situations and what roles he gives to the addressee. The current data can also be employed to analyze the Textual meaning which may depict another value of meaning that is how the messages of speeches organized can be uncovered.

5.6 CHAPTER SUMMARY

This chapter has represented a summary of the findings for the research questions:

1. What are the recurring themes found in the six speeches of Obama on the Islamic world issues?

2. How is experiential meaning expressed through the process types and participants roles within the discourse of the recurring themes in the six speech?

3. How is interpersonal meaning expressed through the modality choices within the discourse of the recurring themes in the six speeches?

Through the present study, it was found how that experiential meaning contributes to show how President Obama expresses his views on the issues of Muslim World in a number of speeches. The representation of Obama's views could be realized through the different Process Types and Participant roles. The current study has also attempted to understand the interpersonal meaning in the discourse of Obama on the issues of Muslim World. The interpersonal meaning has been depicted through the Modality types found in the data. Modality analysis was essential to show how the relations between the president as a speaker and audience as listeners are established. The present study is an attempt to show the function of Transitivity processes and participants, and Modality types to convey experiential and interpersonal meanings respectively.

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