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## **The Impact of George W. Bush's Political Discourses on the Invasion of Iraq: A Corpus-Based Rhetoric Discourse Analysis**



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**ABSTRACT:** Through political speeches, the use of language plays an important role in shaping the political goals and activities of politicians. Political speeches have gained a lot of attention in recent years as a result of media coverage, and they have sparked a lot of curiosity. Manipulative language usage allows the speaker to exert influence over others without their will, with the control focusing on the recipients' verbal contributions to the conversation and cognitive processes of reception and interpretation. The current research looked at power dynamics in President Bush's speeches, concentrating on semantic, syntactic, and pragmatic manipulation levels, as well as the impact on the receivers' mental models. In this study, the researcher used Hallidayan Systemic Functional Linguistics to take a close look at George W. Bush's political discourses on the 2003 Iraq War. To accomplish this goal, Ten G.W. Bush interviews and speeches were gathered from various sources. Using Halliday's systemic functional linguistics as the analytical framework, discursive techniques, power relations, hidden meanings beneath the vocabulary, and the structures employed in the speeches were extracted and developed on. The study concentrated on the linguistic choices made only within three functions or meanings of the Hallidayan model. As a result, passive and active voices, nominalizations and emotive language within the ideational meaning, modality within the interpersonal meaning, and thematization (or theme development) throughout textual meaning were chosen to be analyzed in President Bush's comments about the Invasion of Iraq. Following the investigation, the researcher concluded that George W. Bush had manipulated the above-mentioned language traits. He had used these language methods in his favour and against the Iraqi people and Saddam Hussein, the country's president at that time. Furthermore, language research indicated that the previous US president made every effort to convey his country's superiority and hegemony.

**KEYWORDS:** Critical discourse analysis, Discourse analysis, Ideology, Linguistic manipulation, Political speech, SFL.

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### **1. INTRODUCTION**

The decision by both the United States and the United Kingdom, and a few other allies to go to invasion of Iraq and destroy Saddam Hussein's regime is one of the most controversial decisions in recent history. Thousands of people have protested the war across Europe, claiming it illegal and against the will of the UN. Others have justified and supported the invasion, claiming that it was unavoidable and that removing Saddam Hussein from power was necessary.

The most persuasive rationale for invading Iraq was that Saddam Hussein's dictatorship possessed weapons of mass destruction (WMD), and that Iraq constituted a significant threat to the rest of the world as a result of its possession of these weapons. The question of whether Saddam Hussein's regime had WMD and, as a result, whether the invasion of Iraq was justifiable or not is still being debated. This dissertation will illustrate how a political speech is frequently used to influence, if not persuade, an audience, and how propaganda is frequently utilized. When debating the legitimacy of the Iraq war, it is fascinating to examine all of the many arguments and declarations that have been made. So, how do debaters, especially politicians, develop their claims, and what are the motivations behind various remarks and articles? This is the dissertation's place to start (Kristensson and Dalarna: 2004).

Scholars have contributed significantly to the concept of critical discourse analysis, including racial literacy (Rogers and Mosley, 2008; Case and Hemmings, 2005; Trainor, 2005), the function of speech (Biria and Mohammadi, 2012; Capone, 2010; Suleiman and O'Connell, 2008), media discourse (Lihua, 2012; Buck and Liu, 2010; Jiang, 2010), and critical thinking (Hashemi and Ghanizadeh, 2012; Cots, 2006; Rogers et al., 2005). Critical Discourse Analysis (CDA) is the field where the social factor plays an essential role in determining the individual's meanings and intentions when using a language.

Through political speeches, the use of language plays an important role in promoting the political goals and activities of political people. Political speeches have gained a lot of attention in recent years as a result of media coverage, and they have sparked a lot of curiosity. Manipulative language use allows the speaker to exert influence over others without their will, with the control focusing on the recipients' verbal contributions to the interaction and cognitive processes of comprehension and interpretation. The current study will focus on power dynamics in President Bush's speeches, concentrating on semantic, syntactic, and pragmatic manipulation

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levels, as well as the impact on the recipients' mental models. In this study, the researcher used Hallidayan Systemic Functional Linguistics to take a close look at George W. Bush's political discourses on the invasion of Iraq in 2003.

Political language has the potential to be an effective tool in accomplishing this goal. The use of political language manipulation can be used to obtain political advantage and manipulate other individuals against their will (El-Hussari, 2007; Rudyk, 2007). As a result, we cannot separate politics from language since politics is performed through language. Language and linguistic tactics are mostly used in politics to steer people's emotions and ideas in a particular direction (Victoria, 2002). As a result, politicians employ language control to manipulate people's thoughts and perceptions in ways that suit their ambitions and priorities. Such strategic objectives may have been met by employing a particular lexical preference and linguistic structure, which may or may not be visible. A closer look, on the other hand, can reveal some of the hidden intentions behind the language. As a result, it is critical to grasp how politicians utilize language and its potentials to legitimize their agendas and practices, as well as how they use language to control people's minds in order to achieve their political objectives.

Rhetoric is the art of persuasion and influence via language. Without a doubt, language is a vital aspect of politics, but it is also a sharp element that can be used to both distort and reflect facts. Rhetoric may "weave visions and imaginaries that can be applied to modify realities, and in some cases increase human well-being... but it can also rhetorically obscure facts and interpret them ideologically to support unjust power relations," according to Fairclough (2006). Rhetoric does not only refer to the use of words; Aristotle saw rhetoric as a complement to both logic and politics in terms of persuasion (Trans. W. Rhys Roberts: I: 2:1358). As a result, rhetoric refers to a persuasive method of persuasion as well as practical reasoning for achieving a goal (what to do) (Fairclough & Fairclough, 2012: 11). The second statement is that one can deduct from the rationality and main premises of the speech, as well as from modality, that Bush intended to be with the UK by invading Iraq, and that all of his statements and speeches before the war were a form of propaganda designed to persuade the public and the international community that they tried everything possible to resolve the Iraq issue peacefully, however, Saddam Hussein refused to comply.

## 2. STATEMENT OF THE PROBLEM

Language is an extremely effective instrument for conveying ideas and communicating with others. The researcher uses language for a variety of purposes, but the way the researcher speaks with ourselves can be extremely powerful, and it is worth paying attention to. According to Trask (1995, p.141), humans use language to persuade people, but that is not all there is to it:

But we don't only use language to try to persuade people to do things. We also use it to persuade other people to believe us, to accept our view of the world. Sometimes this use of language is more or less honest and above-board [- - -] But, sadly, we also use language to bamboozle, mislead, deceive and intimidate.

The role of language in politics is widely acknowledged. Language is crucial in expressing political wills and coordinating political activities. Many studies have pointed out the significant correlation between language and politics in line with this underlying assumption. According to Kress (1983), "Language is where ideologies are best articulated. As a result, analyzing ideological context through the context of language is a valuable tool" (as cited in van Dijk, 1985, p. 29). To put it another way, ideologies, perceptions, and feelings are conveyed by language (written or spoken), and we may deduce the speaker's thoughts and feelings regarding a case through examining speeches.

There is widespread agreement that language is not neutral because every speaker of any language aims to achieve something (convince others of his or her perspective or deliver a speech). People frequently complain that language has harmed, insulted, or threatened them; language works with or against us (Butler, 1997: 1-2). The fundamental goal of employing argumentation is to reinforce CDA based on the notion that CDA cannot carry out normative or explanatory critique on its own. As a result, by combining CDA and argumentation theory, they will be able to do normative, practical reasoning, and evaluation. Apart from the fundamental premise of Bush's practical reasoning, his use of language features, particularly modal verbs, reveals his unwavering decision to go to war and limits out any alternative possibilities. The White House website ([www.whitehouse.org](http://www.whitehouse.org)) and The Guardian's website will use to gather the relevant data ([www.guardian.co.uk](http://www.guardian.co.uk)).

Although several studies have looked at Bush's speeches about the Invasion of Iraq in 2003, there has been no process of combining CDA with rhetoric or looking at Bush's political speeches from a CDA perspective. This study will be of interest to people engaged in CDA because it presents a novel technique for analyzing political conversation. Furthermore, argumentation will assist CDA in systematically extending these critique focuses into text analysis. It raises key questions that aid in the examination of power and dominance relationships expressed in certain corpora of texts.

A serious argument that leaves the audience thinking about something new or resolved to act; friendly delivery that stirs the emotions while appealing to reason; and a feeling of the occasion are three crucial characteristics for a competent politician who delivers a significant speech. Why Bush's? One might wonder why Bush was chosen, and why Iraq War 2003 in particular. This is mainly because of two reasons:

1. The Iraq War of 2003 was a major turning point in the Middle East, Europe and the United States, and Iraq continues to face numerous challenges as a result of this invasion.

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2. Bush was a popular figure known for his persuasion skills before the war, but he lost his credibility after the invasion of Iraq.

### **3. LITERATURE REVIEW**

While this study will focus on Bush's remarks regarding the Iraq war, it seems that readers should be familiar with the historical context of the conflict as well as the international context in which the US president made his remarks. For this reason, the researcher will include a detailed article on the Iraq war written by Copson (2003):

After the September 11, 2001, terrorist attacks, the Bush Administration's fears over Iraq's possible weapons of mass destruction programs became ever stronger. Vice President Cheney accused Iraqi dictator Saddam Hussein of seeking weapons of mass destruction in order to occupy the Middle East and jeopardize US oil supply in two August 2002 speeches. These speeches increased rumors that the US will take unilateral action against Iraq prematurely. In a speech to the United Nations General Assembly on September 12, 2002,

Bush vowed to collaborate with the UN Security Council to address the "common threat" faced by Iraq signed into law on October 16 (P.L. 107-243), approved the use of force against Iraq and supported the President's efforts to secure timely Security Council action to ensure Iraqi compliance with UN resolutions.

#### **3.1. Discourse Analysis**

Discourse Analysis appears to be relevant to the project's goals, as it is used in a variety of areas and for a variety of purposes. Discourse observers are interested in looking at vocabulary at a higher level, which is a general characteristic across disciplines: 'Discourse study has investigated structure interpretation to the next step, looking at actual stretches of linked text or transcript and describing the structure of chapters, stories, and conversations.' (Gjesdahl, 2008, p.4; Johnstone, 2002, p.5).

Discourse focuses on the human connections expressed through spoken and written channels, gestures, signs, pictures, films, or music. According to Brown and Yule (1983), every speech fragment includes a topic or theme, which unifies the dynamic process of speech. In other terms, discourse is stated as "language in use" that fulfills "human affairs." Other discourse experts, such as Van Leeuwen (2008), define discourse as a "decontextualized social activity" controlled by certain social conventions. As a result, speech fragments in distinct channels with specific functions create a maze for discourse analysts to examine the numerous features of conversation. Among discourse analysts, this broad approach of discourse analysis has come to be known as mainstream discourse analysis. Another intriguing branch of discourse analysis is critical discourse analysis, which will be discussed more in the next paragraph.

#### **3.2. Critical Discourse Analysis (CDA)**

The term Critical Linguistics appeared alongside the popularity of critical theory and was later developed to be primarily based on Halliday's systemic – functional linguistics, which extended the limits of formal descriptions of a piece of language through its context or the situation it is being used in society. After this word has been widely elaborated in theory and practice, a new term "critical discourse analysis" is employed in which the social experience might indicate a fight for social power, inequality, superiority, and hegemony. According to Wodak and Meyer, CDA is "fundamentally concerned with studying opaque as well as explicit hierarchical connections of domination, discrimination, authority, and influence as reflected in language."

Before the Second World War, some of the tenets of CDA may be found in the Frankfurt School's critical theory (Agger 1992b & Rasmussen 1996 as cited in Van Dijk, 2001). Its new emphasis on language and debate was sparked by the "essential linguistics" movement that began at the end of the 1970s (mostly in the United Kingdom and Australia) (Fowler et al. 1979; see also Mey 1985). CDA has parallels in "critical" advances in sociolinguistics, psychology, and the social sciences, some of which can be traced back to the early 1970s (Birnbaum 1971; Calhoun 1995; Fay 1987; Fox and Prilleltensky 1997; Hymes 1972; Ibanez and Iniguez 1997; Singh 1996; Thomas 1993; Turkel 1996; Wodak 1996). As is the case in these related fields, Fairclough and Wodak (1997) summarize the main tenets of CDA as follows:

1. CDA addresses social problems
2. Power relations are discursive
3. Discourse constitutes society and culture
4. Discourse does ideological work
5. Discourse is historical
6. The link between text and society is mediated
7. Discourse analysis is interpretative and explanatory
8. Discourse is a form of social action. (As cited in Van Dijk 2001, p.353)

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## 3.3. Rhetoric

For centuries, there was a curse over the term „rhetoric“ as it is associated with empty talk, deception, elusive speech or a knack that serves merely a competitive quest for persuasive success (Herrick, 2008: 2). In the popular understanding, „rhetoric“ gives the meaning of the manipulative way of using language into persuading people of something that they would not believe based on evidence alone (Crosswhite, 2013: 16).

The word „Rhetoric“ derives from the Greek “*rhètotikè*”, which means „the art of speaking“, and it overlaps in modern English with „oratory“ (Connor, 1996: 62), a word of Latin origin that denotes the meaning of skills in public speaking. Its classical origins help to define it as an „art of using language to persuade or influence“ others. Aristotle maintains that rhetoric is a skill to influence the reader's“ or audience's“ opinions (Goodnow, 2011).

Rhetoric“ is the art of persuasion; it is the art by which one attempts to influence others with words. It is an art with a goal, a means to an end. One cannot be a rhetorician and convince others with his/her speech unless he/she has something in the first place like knowledge, attitudes, values and other concepts. Therefore, rhetoric is the art and the body of rules to persuasive speech and writing (Richards, 2008: 156).

Rhetorical deliberation is an indispensable part of political discourse; CDA is insufficient if it does not address the deliberation element in political discourse. Moreover, the rhetorical analysis should be an essential part of CDA analysis since political discourse relies heavily on rhetorical deliberation. Sauer was one of the linguists who tried to bring rhetoric to the study of political discourses. He discussed the development of rhetorical analyses of political addresses from classical antiquity to modern political communication, but the rhetoric was accused of being untruthful because it was regarded as an aesthetic norm relating to style (Sauer, 1997:33). Both rhetoric and CDA are interested in language in use; CDA seeks to reveal the inequality of power through language and rhetoric (argumentation) wants to reveal how pieces of text and talk function to persuade readers and audience.

## 3.4. Language and Politics

Language is crucial in expressing national wills and coordinating political activities. "The fundamental aspect of politics is, very clearly, speaking," writes Hall (1972). (p. 51, as cited in Gelabert, 2004). Language and politics are inextricably linked. Language, whether spoken or written, is required for political action, dominance and opposition, power inequality and empowerment are all maintained by words (Giddens 1984).

“Political discourse linguistics has always been interested in the linguistic mechanisms used to bring politically important signals out to the addressees to serve a particular function,” writes Schaffner (1996). However, a narrow linguistic study of political debate must take into account the wider social and political context in which it is embedded” (p. 201). When it comes to most concepts of popular debate studies of politics, according to Chilton (2004), there are two main strands:

On the one side, politics is seen as a political battle between those seeking to assert and retain power and those seeking to oppose it... Politics, on the other hand, is described as a partnership or the practices and structures that a society has in place for addressing conflicts of interest over wealth, liberty, and power. (Chilton 2004, p.3 as cited in Mora, Diaz & Benito 2009) Van Dijk (1993) claims that influential groups have exclusive access to dialogue at all times. In reality, the authority of and access to dialogue may be used to assess a group's power and supremacy. When the minds of the dominated may be manipulated in such a way that they embrace it and behave in the interests of the dominant out of their own free will, this is the most potent means of domination. As can be seen from all of the above, language and politics are inextricably linked. Culture, on the other hand, is communicated by words in our culture. As a result, language plays a crucial role in the study of world affairs.

## 3.5. Language and Ideology

Language is an effective instrument for manipulating people. “There are several different ways to articulate the same thing, and ideological variations will lead to differences in language. Linguists look at how words can reveal hidden agendas. Political speeches can be read in a variety of ways. The reader or listener is confronted with a transformation of the initial account of the incident in question in such a way that it can have an effect on his or her worldview” (Nordlund, 2003, p.8). Van Dijk says this about ideologies:

Ideologies are fundamental constructs of social thought expressed by members of social groups, made up of relevant collections of sociocultural beliefs and arranged by an ideological schema that reflects a group's self-definition. Apart from serving the social purpose of preserving group values, ideologies often serve the cognitive function of organizing the group's social representations (attitudes, knowledge), and thereby implicitly monitoring group-related social practices, including members' text and chat. (p. 248, 1995).

Ideology is pervasively prevalent in language, according to Fairclough (1989), and language seems to have assumed the dominant means of social influence and authority in western society. Ideologies, according to Fairclough (ibid.), are inextricably bound to authority because they serve to legitimize current social structures and power imbalances.

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## 3.6. Hallidayan Models of Language

M.A.K Halliday established the Systemic-Functional theory of grammar in the late 1970s, and this approach to grammar research is significant because it methodically bridges the gap between social and linguistic structure (as cited in Yoon Ah Choi, 2006). He argues that the essential premise of Halliday's structural theory is that the structure and purpose of grammar play a key part in discourse development, and that there are a range of linguistic possibilities accessible to fulfill diverse social demands. Michael Halliday invented the term "systemic functional grammar" to define a way of grammatical description. A social semiotic approach to language is systemic functional linguistics. In these two phrases, systemic refers to the concept of language as "a network of structures, or interconnected collections of possibilities for producing meaning" (Halliday, 1978, p. 4). The term "functional" relates to Halliday's notion that language is what it is due to the functions that it has evolved to perform.

Ideational, behavioral, and textual elements are the three essential components that make up the sense of expression. The ideational aspect is concerned with outside events and interactions. People will construe truth by configuring their impressions into clauses using the ideational feature. The ideational aspect of Halliday's grammar theory investigates the variety of linguistic options open to an individual while describing his or her perceptions or the world's outer realities. The interpersonal component, which is the second component, is concerned with the interaction that develops between people who are involved in a specific discursive environment. Finally, the thematic structure is observed in the textual portion, suggesting a message's central point to define the clause's subject. This page explains these metafunctions in detail.

## 3.7. Metafunctions of Hallidayan model

### 3.7.1. Interpersonal meaning

The interpersonal sense of language is related with how social identities and relationships between different social topics and classes are formed, as well as how views, beliefs, and judgments about the issue are expressed, and how the positions that different groups play in the issue are distinguished and credited (Lu Xiaofei, 2001). Halliday (1978, p. 112) defines interpersonal sense as follows:

As an attacker, the speaker's sense capacity is represented by the interpersonal aspect. It's language's doing something feature.

The interpersonal role, according to Matthiessen and Halliday (1997), provides for the presentation of not just attitudes and assessments, but also of a connection between the text-producer and text-consumer. The interpersonal metafunction is concerned with the tone and interaction of a letter. Tenor is made up of three sections, similar to field: the speaker/writer character, social distance, and relative social standing. While there has been an argument made that these two considerations should also extend to written texts, social distance and perceived social standing are only applicable to spoken texts. The speaker/writer persona refers to the speaker's or writer's posture, personalization, and place. This entails determining whether the writer or speaker has a neutral viewpoint, as shown by the use of constructive or negative words. The term "social distance" refers to how near the speakers are, such as how the use of nicknames reveals how close they are. Relative social standing examines whether they are on an equal footing in terms of authority and expertise.

### 3.7.2. Textual meaning

The textual metafunction is concerned with mode, or a text's internal organization and communicative existence. Textual interactivity, spontaneity, and communicative isolation are all part of this. Disfluencies such as hesitations, delays, and repetitions are used to analyze textual interactivity. The use of nominal groups, lexical density, grammatical sophistication, synchronization (how clauses are joined together), and the use of nominal groups are all used to assess spontaneity. The analysis of communicative distance entails examining a text's continuity, or how well it fits together, as well as any abstract vocabulary it employs. The clause's textual sense, or its meaning as a message, is grammatically realized by the 'thematic structure' (Halliday, 1994). The clause is structured as a message in English by giving one aspect of it a special status: the 'plot,' of which the clause is concerned, is the feature that serves as the message's point of departure; it is considered to be the main details of the whole statement. It is easy to see because it is in the first place of the sentence. The remainder of the message that establishes the 'theme' is known as the 'rheme' (ibid.). The rheme refers to the second section of a clause, where the theme is formed. What the speaker means regarding the theme is the rheme. Discourse aims to do this.

Halliday defines the textual metafunction (1978, pp 112,113) as follows:

The textual component represents the speaker's text-forming potential; it is that which makes language relevant. This is the component, which provides the texture; that which makes the difference between languages that is suspended in value and language that is operational in a context of situation. It expresses the relation of the language to its environment, including both the verbal environment – what has been said or written before – and the non-verbal, situational environment. Hence, the textual component has an enabling function with respect to the other two; it is only in combination with textual meanings that ideational and interpersonal meanings are actualized.

Within the grammatical structure, systemic functional grammar addresses both of these fields of context fairly. This study will focus on linguistic choices made within the three roles or elements of the Hallidayan language model. As a result, the following

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linguistic choices in President Bush's remarks about the Iraq war should be examined: Voices that are passive and active - Nominalization - Modality - Thematization (Thematic structure) - Lexical choices.

### 3.7.3. Ideational Meaning

Language as representation, as a reflection of human experience, is the ideational metafunction. As mentioned by Halliday (1978, p. 21):

Language must interpret the entirety of our experience, distilling the infinitely varied phenomena of the world around us, as well as the processes of our own consciousness, into a manageable number of classes of phenomena: types of processes, events and actions, classes of objects, people and institutions, and so on.

The ideational metafunction is responsible for the construction of human experience. It's how we make sense of "reality." Ideational metafunctions are classified as logical or experiential by Halliday. The logical metafunction refers to the grammatical resources for integrating grammatical units to form complexes, such as integrating multiple or more clauses to make a clause complex. The experiential function refers to the grammatical resources that are employed to build the flow of experience through the clause's unit. According to Halliday (1985), the ideational component is tied to external experiences and occurrences.

The ideational function enables humans to form reality by categorizing their experiences into clauses. The ideational component of Halliday's grammar theory analyzes the range of language alternatives accessible to a person when portraying his experiences or the outer realities of the world. The ideational metafunction reveals the contextual value of "field," that is, the nature of the social process in which the language is involved.

## 4. SIGNIFICANCE OF THE STUDY

Politicians use language as a powerful tool to serve as a model for their objectives. According to Fowler (1979), our words are never neutral; they can represent the wishes of those who speak or write them. As a result, analyzing political speeches will extremely important, and politicians can use their speeches on internal and international issues to drive communities toward war or peace. Once fact and meaning have been established, Teittinen (2000) claims that the winner is the group whose vocabulary, sentences, phrases, and symbolic expressions are dominant" (p.1). Moreover, this is where careful listening and reading are needed more than ever before to understand what the truth is and how it is twisted by the deft and skillful use of words.

The main purpose of this study is on rhetorical continuity and changes in the use of the American war rhetoric genre. This study examined the political context in which George W. Bush created and delivered his messages in 2002, drawing on Lloyd Bitzer's knowledge of the rhetorical environment. The consequences of adherence to and deviations from the genre's standards for presidential war discourse are discussed after the rhetorical elements have been established.

The researcher looked at Bush's political speeches as a former US president, too. On Thursday, March 20, 2003, he stated that the United States would invade Iraq. It aims to demonstrate two key points: the first is that analyzing political discourse (in this example, Bush's speech) is better done by combining CDA with Argumentation since political language is rhetorical and argumentative in form. This Paper was also intended to help English language learners, as accurate discourses are extremely difficult for them to completely comprehend. This will be usually attributed to their inability to interpret the author's implicit perceptions (or to be more exact, the ideology that drives the discourses). The ability to comprehend authentic discourses, especially political discourses, would be enhanced to some degree if one were aware of the ideological meanings of the discourse.

The objectives of such a study are twofold: first, to gain a better understanding of political discourse, with George W. Bush's discourse serving as an example from an argumentative standpoint; second, to demonstrate, as held by the modality of his speech, that he intends to persuade American society, the UN, and all those opposed to invading Iraq.

The current study attempted to explore and discover the interrelationship between discourse structures and ideology structures of George W. Bush's acceptance speech in the United States on the invasion of Iraq (2003) using Michael Halliday's (1970) CDA model and Michael Halliday's (1970) model. The researcher was looking at the experiential, relational, and expressive qualities of words and phrases in his lectures. This study also attempted to investigate the use of power and hidden strategies through the use of language. As a result, the current investigation will seek to address the following questions:

## 5. RESEARCH QUESTIONS

The present study aims at investigating the following questions:

**RQ.1.** How was the ideology represented in George W. Bush speeches?

**RQ.2.** How was the Iraqi regime depicted in George W. Bush speeches?

**RQ.3.** How were power ties illustrated In George W. Bush's discourses and remarks on invading Iraq?

**RQ.5.** What kind of linguistic strategies does George W. Bush use in his political speeches on invading of Iraq?

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## 6. METHODS

The current study was separating into two types: the first is a reconstruction of the argument in relation to the current speech's modality. To put it another way, the study aims to demonstrate how a practical argument may enhance a political speech analysis. The second goal was showing how speeches like those that the one used for this study may be linked to practical argumentation analysis. Its goal was to demonstrate how argument analysis and assessment may boost CDA's capabilities. There is broad agreement that language is not neutral since every speaker of any language; wishes to achieve a goal (convince others of his or her point of view or deliver a speech). People frequently allege that language has hurt, insulted, or intimidated them; language may operate in our favor or against us (Butler, 1997: 1-2). Argumentation is used to defend CDA on the basis that CDA cannot carry out normative or explanatory critique on its own. As a result of combining CDA and argumentation theory in the analysis, normative, practical reasoning, and assessment will be accomplished.

Most researches, according to Wodak (2007), applies to Hallidayan linguistics, meaning that a detailed understanding of CDA necessitates a thorough understanding of structural-functional grammar. The simultaneous functions theory of grammar proposed by Halliday in 1985 is based on the premise that language is dominated by simultaneous functions. Ideational, interpersonal, and textual elements are the three essential components that makeup language sense.

According to Jan Blommaert, Michael Halliday's systemic-functional and social-semiotic linguistics were the subject of Kress and Hodge (1979) and Fowler, Hodge, Kress, and Trew (1979), all influential in the field of CDA (2005). He goes on to say that, Halliday's linguistic approach is still lauded as crucial to CDA practices, especially by Fairclough, because it offers clear and precise linguistic categories for studying the relationships between language and social context.

### 6.1. Data Collection

This study was gathering 10 transcripts of George W. Bush's political speeches and press reports regarding the Iraq war. Many of the transcripts were accessed using two websites. The White House website ([www.whitehouse.org](http://www.whitehouse.org)) and The Guardian's website were used to gather the relevant data ([www.guardian.co.uk](http://www.guardian.co.uk)). During the years 2002 and 2003, President George W. Bush delivered these remarks. Plenty of the speeches took place in the United States, at locations such as the US Naval Academy, the US Congress, the White House, the National Archives Museum, and the US Department of State. For the study to be practicable, the researcher will be using a sample of speeches. Therefore, he will focus on 20 randomly selected Bush's official statements and media interviews from 2002 to 2003 about the Iraq invasion.

### 6.2. Procedure

This study was investigating and examined the Impact of a corpus-based critical discourse analysis of power as conveyed in political discourses by George W. Bush U.S. president on Iraqi occupation and Its impacts on ELT. The researcher was using the Hallidayan model (SFL) as the paradigm of study after selecting relevant speeches and interviews by President George W. Bush. The discursive techniques, power relations, and implicit concepts that lie within the lexicon and constructs used in the speeches were then extracted and clarified.

Linguistic features such as passivization, which was enabled the researcher to conceal someone, was identifying the researcher or tricking the reader into thinking someone else is responsible by hiding the actual agent (who must be defeated). Arms of mass murder are a danger that cannot be avoided. According to Nordlund (2003), modal auxiliary verbs (ought to, should, could, will, would), disjuncts (adverbs expressing attitude (e.g. obviously, probably, unfortunately), and modal adjectives are the most common ways to express modality (e.g. unlikely).

"What goes first creates the perspective from which all else in the clause or statement is interpreted," according to James Paul Gee (1999, p.150). (People from all around the world, the international organizations) Finally, lexical preference, in which vocabulary is crucial in describing the realities of events and phenomena in dialogue. Intentions and behaviours are said to be expressed more distinctly by the vocabulary in a piece of discourse than syntactic elements. Terrorism and regime are two words that come to mind when thinking about violence. The method of replacing a verb with a simple noun or phrase noun is known as nominalization. It is used to exclude material from a sentence. (For example, threat, link, deceit, etc.)

### 6.3. Method of Data Analysis

It is critical to choose a method for an analysis that can be replicated. A study of a political speech must follow a specific framework to see how phrases and words are utilized and to determine the speech's goal. However, it can be tempting to interpret the speech, as you like, without taking into account the fact that the analysis must be accurate. Someone else should be able to arrive at the same conclusion. When studying a text, though, it is nearly difficult to resist interpretation.

For those research questions mentioned, as the paradigm for this study, the researcher was selecting the Hallidayan model (Systemic functional linguistics). From a context standpoint, Systemic Functional Linguistics (SFL) examined the lexico-grammar of texts. Language and interpretation are closely connected in SFL, and the lexico-grammar is identified as a tool for meaning construction. The syntax of a text influences how one makes sense of it. SFL is a theoretical framework for examining the lexico-

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grammatical tools used in various literary genres. The emphasis of the investigation is on the linguistic choices made within the Hallidayan model's three metafunctions or interpretations.

Three distinct perspectives on how language constructs meaning are provided by the three metafunctions that define the role of language. Depending on the scope of the metafunction, each of the three metafunctions employs a separate method of examining grammar. In a clause, the experiential or ideational metafunction is associated with different processes and participants.

The linguistic choices that will be evaluated in President Bush's speech on the Iraq war include passive and active voices, nominalization and emotional language in the ideational sense, modality in the interpersonal meaning, and thematization in the written text. The relational metafunction will provide the lexicogrammar of clauses from the perspective of SFPCA (subject, finite, predicator, complement, and adjunct).

### 7. FINDINGS AND DISCUSSION

#### 7.1. Critical Analysis of Active and Passive Voices

The use of active and passive phrases reveals Bush's ideology and goals. The active or passive voice is crucial in determining the participant's role in the action. A participant's role might be emphasized, reduced, or completely eliminated" (Nordlund, 2003:9). When the writer mainly depends on the agency, he or she uses the active voice. The agent is less apparent in the passive voice, and the person or object impacted by the action becomes the focal point. The researcher is interested in learning more about how and why active and passive voices are employed.

##### 7.1.1. Active Voice to show Negative and Perilous Actions of Saddam Hussein

Active sentences outnumber passive sentences. The speaker will interact with the audience while avoiding ambiguity and misunderstanding by using active sentences with obviously responsible agents that allow the meaning of the speech to quickly enter the listener's consciousness. George W. Bush intends to emphasize the bad role of the Iraqi dictatorship and Saddam Hussein by utilizing active voice in this section. Because the position of Iraq and Saddam as agents of bad and risky deeds is exposed and topicalized in the sentences by employing active voice, the audience of his speech will be tricked into believing that Saddam is a dictator, a violator, a tyranny, Check out the following examples:

*Saddam Hussein has placed Iraqi troops and equipment in civilian areas, attempting to use innocent men, women and children as shields for his military - a final atrocity against his people. (March 19, 2003)*

*The Iraqi regime has violated all of those obligations. It possesses and produces chemical and biological weapons. (September 7, 2003)*

*Iraq continues to commit extremely grave violations of human rights, and the regime's repression is all-pervasive. (September 12, 2002)*

##### 7.1.2. Active Voice to Indicate Positive and Peaceful Actions of U.S. and Its Allies

President Bush uses a series of active voice sentences to prepare the ground for employing passive voice with implicit agents before using passive voice. Throughout the debate, he emphasizes that America is assisting the Iraqi people. Making use of active voice George W. Bush aims to emphasize the beneficial influence of America and its friends in this section. By doing so, the American president attempts to persuade the public that the US and its allies support peace, security, and freedom. As a result, such language manipulation will sway listeners' opinions in favor of the US and its allies, and as I previously stated, Bush's use of active voice prepares the way for implicit actors to use passive voice. Such examples are as follows:

*This country is determined to disarm Iraq, and thereby bring peace to the world. (October 1, 2002)*

*We will work closely with our coalition to deny terrorists and their state sponsors the materials, technology, and expertise to make and deliver weapons of mass destruction. (January 29, 2002)*

*Across the world, we are hunting down the killers one by one. We are winning. And we're showing them the definition of American justice. (February 26, 2003)*

*We will deconstruct the terror infrastructure and assist you in constructing a prosperous and liberated Iraq. (17 March 2003)*

##### 7.1.3. Critical Analysis of Passive Voice

Although passive voice is only used in a few lines, passive sentences with their values tell a lot about the speaker's beliefs and consequences. The responsible actors, i.e., the action takers, are implied in the following passages, and the action is what matters. The agents of the verbs gathered, wish away, defeated, and allow are veiled in these lines, indicating that the agent is not only the United States but that it may have worldwide backing. The concealing agency serves ideological purposes by assisting in the mitigation of the real agent's culpability and, as a result, demonstrating favorable in-group representation.

*The fatal mix of illegal governments, terror networks, and mass-murder weaponry is a danger that must be avoided.*

*All words, all protestations, will be too late if such a danger is allowed to completely manifest. (23 September 2003)*

*Mass murderers must be resisted, and weapons of mass devastation must never be obtained or used by them. (11 December 2002)*

*The Iraqi Government continues to stockpile and conceal some of the most destructive weapons ever conceived, according to intelligence obtained by this and other nations. (17 March 2003)*



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## 7.2. Critical Analysis of Nominalizations

The researcher concentrates on the process of nominalization in this section, which Fairclough views to be ideologically driven. A nominalization is a procedure that transforms a verb into a noun. It has been diminished in the sense that some meaning has been removed (Fairclough, 1989:124). Nominalization, according to Fowler, allows for "hidden tendencies, notably in the domains of power relations and writer attitudes" (Fowler, 1991:80).

Nominalizations, according to Chafe (1982; 1985), Halliday (1985), and Halliday and Martin (1993), are used to expose concepts and integrate information into fewer words. They tend to co-occur with passive constructions and prepositions, according to Biber (1986), who sees their purpose as providing extremely abstract information. Susinskiene 2010.p144 cites this source.)

The nominalization of Saddam Hussein in the following passages emphasizes his prominence as a major person, in this instance as the main antagonist. In a possessive sense, he's also connected to. When Saddam isn't mentioned, impersonal and abstract characters like "tyranny," "threat," and "regime" are suggested. By erasing any personal feature, this gives them a more intimidating and far-reaching appearance. The abstraction adds an element of the unknown, heightening their sensation of danger.

*Saddam Hussein sought WMDs, supported terrorism, repressed his people, and resisted UN requests for 12 years. (On the 18th of October, 2003)*

*The present Iraqi administration has demonstrated the ability of despotism to sow division and violence across the Middle East. 26th of February, 2003*

*The United States, as well as our close friends and partners in Iraq, are under attack. (The 4th of November in the year 2002)*

These nominalizations: cruelties, deceptions, connections, threats, concealment, and violating vows have been used to erase information regarding Saddam's real criminal conduct in the following remarks. There is no discussion of which country has been treated unfairly or how Iraq poses a threat. There is no discussion of what commitments Iraq has broken, what types of terrorist links Iraq has, or who Saddam has been nasty to. If Iraq's bad activities were clearly and precisely stated, the American and allied peoples could not be duped or mislead, and they would not back him in the fight against Saddam Hussein.

*But the findings already make clear that Saddam Hussein actively deceived the international community, that Saddam Hussein was in clear violation of United Nations Security Council Resolution 1441, and that Saddam Hussein was a danger to the world. (October 3, 2003)*

*By breaking every pledge -- by his deceptions, and by his cruelties -- Saddam Hussein has made the case against himself. (September 12, 2002)*

*It is very clear that there are connections between Saddam Hussein and terrorist networks. (February 10, 2003)*

*Saddam Hussein is a threat to peace and must disarm. (October 7, 2002)*

## 7.3. Critical Analysis of Modality Elements

On the basis of Hallidayian systemic functional grammar, the researcher is going in this subsection to have a type of exact look over modality in G.W. Bush's political speeches. When it comes to subject position, modality is one of the most common ways for a speaker to express power and authority through language. Modality, according to Fairclough (2001), is the expression of authority through the use of modal auxiliaries, modal adverbs, or tenses. Because of its modality, this case is very interesting:

*I hope this will not require military action, but it may. And military conflict could be difficult. An Iraqi regime faced with its own demise may attempt cruel and desperate measures. If Saddam Hussein orders such measures, his generals would be well advised to refuse those orders. If they do not refuse, they must understand that all war criminals will be pursued and punished. If we have to act, we will take every precaution that is possible. We will plan carefully; we will act with the full power of the United States military; we will act with allies at our side, and we will prevail. (Bush, 2002)*

### 7.3.1. Non-modalized Statements against Iraq

The speaker's assessment of the probability, usuality, obligation, or inclination of what he is stating is known as a modality. It 'represents the speaker's perspective, either on the validity of the assumption or the rights and wrongs of the proposal' (Halliday, 1994, p. 362), but politicians infrequently use modal verbs such as could, would, might, and others, which reduce the validity and certainty of one's statements and provide the opportunity of those statements. President Bush has also profited from this language process to strengthen the credibility of his anti-Iraqi government ideas and accusations. Bush tries to manipulate public perception with his speeches. When speaking on these topics, he rarely employs words like "possibility" and "likelihood." He wants people to believe in the authenticity of the charges made and to back Bush and his friends in Iraq. We can see in the excerpts below that George W. Bush accuses Iraq's regime of being terrorists and manufacturing WMD without offering any credible evidence. To bolster the credibility of his arguments, he uses nonmodalized phrases such. As we can see, he speaks in such a way that the audience believes Bush is certain about the dangers in Iraq.

*We know that the regime has produced thousands of tons of chemical agents, including mustard gas, Sarin nerve gas.*

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(November 16, 2002)

*The Iraqi regime is a threat to any American and a threats to those who are friends of America. (January 3, 2003)*

*The Iraqi regime has violated all of those obligations. It possesses and produces chemical and biological weapons.*

(October 7, 2002)

## 7.3.2. Analysis of 'must' and 'should' as the modality elements of obligation and authority

Bush occasionally used modal components to demonstrate the US and its allies' power. In President Bush's address, *must* is the most commonly employed high-value finite modal operator. As previously stated, it is linked to the maximum degree of duty and inclination in the speaker's speech. In reality, since it imparts authority and has more to do with personal judgment, it must impose a strong imposition on the listener.

Saddam Hussein and his sons *must* leave Iraq within 48 hours. (March 17, 2003)

Knowing these realities, America *must* not ignore the threat gathering against us. (October 7, 2002)

The speaker's frequent use of the word 'must' suggests that he is authoritative towards his addressees, even if he tried to moderate it by using the pronoun "we" inclusively (rather than "you") to include himself in acts.

By doing so, he assimilates himself into the general population, putting everyone in the same boat.

*We must* also never forget the most vivid events of recent history. (October 7, 2002)

## 7.4. Critical analysis of Thematization

### 7.4.1. Thematization in the United States and its Allies' Advantage.

The theme structures of Bush's introductory sentences are the subject of this section's research. We can see from the excerpts below that Bush is attempting to force his viewpoint about Saddam's dangers on the audience through the process of thematization. He uses the expressions Many nations, the worldwide community, People everywhere, the world's free nations, wonderful people, and as the first phrases to establish in the public consciousness that whatever assertions appear in the rhymes are made by all countries.

*The world* has tried no-fly zones to keep Saddam from terrorizing his own people. (October7, 2002)

*A great people* have been moved to defend a great nation. (September 11, 2001)

*Many nations* are joining us and insisting that Saddam Hussein's regime be held accountable. (October7, 2002)

*People everywhere* prefer freedom to slavery, prosperity to squalor, self-government to the rule of terror and torture. (October7, 2002)

By emphasizing phrases like *We work and sacrifice for peace, For the sake of peace, As Americans, we want peace*, and others in the three excerpts below, President Bush is attempting to portray himself and his allies as pro-peace on the one hand, while exaggerating the threat posed by Iraq's regime on the other.

As Americans, *we want peace. We work and sacrifice for peace.* But there can be no peace if our security depends on the will and whims of a ruthless and aggressive dictator. (October7, 2002)

But if the U.N. won't act, and if Saddam Hussein won't disarm, *for the sake of peace*, for the sake of a free future for our children, we will lead a coalition of nations and disarm Saddam Hussein. (October 31, 2002)

### 7.4.2. Thematization against Iraq

Now, the researcher will take a critical look at some themes in Bush's comments and speeches that appear to be against Iraq's regime and in favor of the United States. George W. Bush has used topics like: The regime has a history of impulsive aggression, Iraq's weapons of mass destruction, the regime's ongoing defiance, the threat comes from Iraq, and so on as the themes of his remarks, and this topicalization helps the listeners to see the issue from a different perspective.

*Terror cells and outlaw regimes building weapons of mass destruction* are different faces of the same evil.

(October 24, 2002)

*The regime has a history of reckless aggression* in the Middle East. (March17, 2003)

*The threat comes from Iraq.* It arises directly from the Iraqi regime's own actions, its history of aggression and its drive toward an arsenal of terror. (October7, 2002)

*Iraq's weapons of mass destruction* are controlled by a murderous tyrant who has already used chemical weapons to kill thousands of people. (October7, 2002)

## 7.5. Critical Analysis of Emotive Language

According to Fairclough (2001), vocabulary selection is crucial because it is a two-way phenomenon: the choice of word is influenced by the social relationships between discourse participants, and once produced, it aids in the production and moderating of that interaction. The term selected can reveal a lot about the participants' attitudes and ideologies, especially the speaker's. "When the author of a work wants the listeners to believe a notion, he utilizes language that appeals to their emotions," Thomas (1999) explains. Emotive language might appear convincing, but the listener must determine whether the writer/speaker is using it to control their response by twisting meaning" (p.14).

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As a result, a close examination of Bush's emotional phrases in his remarks about Saddam's perils can be instructive and enlightening. As a result, Bush's passionate language towards Saddam will be the emphasis of this section's examination.

The use of emotive terms such as "weapons of mass destruction," "ballistic missiles," "international terrorism," "chemical and biological weapons," "weapons of fear," and the like repeatedly in his remarks about Saddam is intended to persuade the public that Iraq is unquestionably looking for weapons of mass destruction.

Saddam *possesses ballistic missiles* with a likely range of hundreds of miles. (October 7, 2002)

The triumph of democracy and tolerance in Iraq, in Afghanistan and beyond would be a grave setback *for international terrorism*. (September 7, 2003)

Saddam Hussein has longstanding and ongoing ties *to international terrorists*. (October 2, 2002)

We know that Saddam Hussein pursued *weapons of mass murder* even when inspectors were in his country. (September 12, 2002)

George W. Bush has used derogatory terms such "harboring terrorists and terror instruments," "nuclear weapon," "enriching uranium for a bomb," "developing weapons of mass destruction," "a mushroom cloud," and so on. These verbs are heavy and expressive enough to elicit strong sentiments of fear, horror, and hatred for Iraq. Audiences appear to be emotionally misled to the point that they are unable to think properly and make decisions concerning Iraq. The American president has exaggerated Iraq's heinous crimes in order to instill unfavorable views in the minds of the public.

### 7.6. Summary of Findings

#### 7.6.1. Quantitative data pertaining to Linguistic features

**Table 7.1. Employment of Manipulative language by G.W. Bush per 800 Words against Iraq**

Linguistic feature	Frequency
Active sentences	3.5
Passive voice	2.20
Nominalizations	1.9
Thematizations	2.53
Non-modalized statements	4.41
Modality element of 'must'	0.59
Emotive words	19.61

**Table 7.2. Employment of Manipulative language by G.W. Bush per 1000 Words in favor of U.S. and Allies**

Linguistic feature	Frequency
Active sentences	2.55
Passive voice	1.59
Nominalizations	2.33
Thematizations	2.41
Modality element of 'must'	0.45

## 8. CONCLUSION

According to G.W. Bush, Saddam Hussein's possession of WMD poses the same threat as the acquisition of WMD by extremist terrorist organizations. Bush made both theoretical and practical arguments in his address. Theoretical logic suggested allowing Saddam to possess such weapons will result in disaster. Saddam Hussein is described by Bush as a dictator and a cruel ruler, with a

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ruthless and totalitarian government. That is to say, a genuine threat will exist, and anybody may be a target for such a dictator. On the other hand, practical thinking about what should be done in such a crisis is bright with the belief that disarming Iraq and removing Saddam is the only and best option presented to the UN and the world community.

Discourses provide agents with reasons for action, and CDA can only give an appropriate understanding of the links between discourse structures by interpreting representations as premises in arguments for action. Political discourse is essentially argumentative in nature, and it consists mostly of practical reasoning for or against certain routes of action in response to political issues. Argumentation, rhetoric, and practical reasoning are not only skills. They give cognitive processes as well as a manner of reasoning and debating that may identify, explain, criticize, and open the way for altering the terms of discourses in relation to real-world exchanges.

CDA contributes to deliberation in the Aristotelian sequence, but choice and action are not part of CDA; they are part of political action. It is necessary to seek greater thought on the similarities and distinctions between analytical (critical explanatory) issues and political ones. The goal of the study was to see how the study of action contributes to the study of representation. Bush's discourse has an ideological goal of justifying, legitimizing, and persuading the international community that Iraq is a serious threat and that removing Saddam Hussein by force is the proper solution.

The study looked at what makes a politician persuasive by looking at G.W. Bush's linguistic choices and rhetorical devices. In many respects, Bush is seeking acceptability rather than overwhelming support for his actions. Here comes the function of discourse assessment, and as a result, Bush eventually reached a stage where he was wondering about his choice to go to war in Iraq in 2003.

### 9. SUGGESTIONS FOR FURTHER RESEARCH

This study focused on 10 speeches, and the results are far from comprehensive representations of G.W. Bush's political ideology or administration. As a result, it should not be applied to all of G.W. Bush's political statements. On the other hand, it is hoped that this would serve as a fundamental framework for a beginning look into the political life of the United States' power holders on the one hand, and CDA analysis on the other.

More research in light of CDA should be conducted to extend any or all of these features, in order to obtain more comprehensive conclusions. Further study might focus on extending the time limit and data (all speeches and/or over a longer period of time) or expanding the scope of data to include all of the president's political discourses. In addition, studies on the link between power and ideology as it is portrayed to various audiences might be expanded. The research can also focus on one part of discourse at a time (for example, vocabulary, voice, modals, etc.) to provide a thorough, in-depth examination of word usage by some people.

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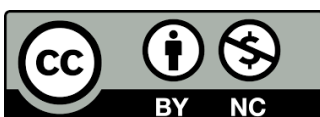
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