Critical Stylistic Analysis of Sympathy of Presidential Speeches in 9/11 Incidents[1]

*Ulla Kamal Yassin, **Prof. Estabraq R.Ibrahim (PhD.)
*Misan University, College of Education, Iraq
**Al-Mustansiriyah University, College of Education, Iraq

ABSTRACT

The 9/11 terrorist attacks on the World Trade Center and the Pentagon are considered a defining moment in American history. The tragedy of that day had an enormous impact on the political landscape of the United States and has been a subject of intense scrutiny by scholars and researchers from various academic fields. One aspect of the 9/11 incident that has garnered particular interest is the way in which the US Presidents responded to the attacks. In the aftermath of the 9/11 attacks, the US Presidents delivered several speeches that expressed their sympathy, condolences, and reassurances to the American people. These speeches form the basis of this research, which seeks to analyze the critical stylistic features of presidential sympathetic speeches. The main objective of this research is to examine the rhetorical strategies employed by the US Presidents in their speeches and to identify how these strategies were used to create a sense of unity, comfort, and support among the American people during a time of crisis.

Sympathy is a crucial element in the speeches delivered by the US Presidents after the 9/11 attacks. Sympathy involves acknowledging and sharing the emotions and experiences of others, particularly in times of adversity or difficulty. In the context of presidential speeches, sympathy is expressed through language that conveys a sense of compassion, understanding, and support for the victims and their families, as well as for the nation as a whole. The US Presidents used language that reflected their personal and emotional responses to the tragedy, including expressions of grief, sorrow, and pain. They also spoke of the shared experiences of the American people, emphasizing the need for unity and solidarity in the face of a common threat. Through these expressions of sympathy, the US Presidents sought to provide comfort and reassurance to the American people, fostering a sense of togetherness and resilience in the face of tragedy**.**

INTRODUCTION

It is announced that19 terrorists from Al Qaeda seized four passenger jets in the US on September 11, 2001, early in the morning. The World Trade Center Twin buildings in New York City were struck by two planes, which led to the collapse of both buildings. Just outside of Washington, DC, the Pentagon was struck by the crash of a third aircraft. After the crew and passengers fought the terrorists on board, the fourth aircraft crashed in a rural area of Pennsylvania, avoiding a second target that was allegedly the White House. Nearly 3,000 people were killed in the attacks, and many more were affected worldwide.

George W. Bush, the president of the United States, proclaimed a "War on Terror" on September 20 and said that the fight against terrorism was now being waged globally. Terrorist attacks had occurred in the US before, but none had been of the same magnitude or importance. 9/11 changed the course of future generations. Barely a month later, on October 7, 2001, an invasion of Afghanistan was started. In order to eliminate al-Qaeda and overthrow the Taliban government that had been harboring the terrorist organization in Afghanistan, American, British, and Afghan United Front (Northern Alliance) troops were sent there.

In November 2001, the Taliban government was toppled. A new Afghan transitional administration was established after an international conference in December. The International Security Assistance group (ISAF), a multinational group under UN control, was set up to support the new government and help secure Kabul. Security in Kabul was

originally the responsibility of ISAF, and after NATO assumed control of the country in 2003, ISAF expanded its deployment to other parts of Afghanistan. Up until 2014, troops became more and more engaged in protracted combat operations against a Taliban insurgency.

Because of the wider effects of 9/11, governments and their foreign policies were dominated by the perceived danger of international terrorism. The decision to invade Iraq was taken two years after 9/11. The Bush administration alleged that Saddam Hussein, the dictator of Iraq, was working on WMD that posed a danger to international peace. Following the initial success of overthrowing Saddam, the US-led alliance assumed control of the nation's reconstruction. Since then, both of their roles and their justifications for war have fallen under intense scrutiny.

The 9/11 was a direct attack on the center of the US mainland, something that Americans had never before encountered in such close proximity. However, it also had disastrous long-term effects that were felt all over the world. 67 people from the UK were among the citizens of more than 90 nations who perished in the attacks. The 9/11 attacks immediately influenced the war in Afghanistan, the US declaration of the "War on Terror," and later the invasion of Iraq. Conflict still exists between the two nations today. As many governments, including in the UK, started to implement new anti-terror laws to counter the perceived threat from international terrorism, the effects of 9/11 were also felt closer to home. The world was transformed on that historic day, and its effects are still existed.

Statement of the problem

The terrorist attacks on September 11, 2001, commonly referred to as 9/11, were a pivotal moment in the history of the United States. In the aftermath of the attacks, the President of the United States delivered several sympathetic speeches to the American people. These speeches aimed to console the nation and provide leadership during a time of crisis. However, little research has been conducted on the critical stylistic analysis of these speeches.

This study aims to fill this gap by analyzing the presidential sympathetic speeches of 9/11 incident, using a critical stylistic approach. Specifically, the study seeks to investigate the rhetorical and linguistic strategies used by the President to convey sympathy and support to the American people, as well as explore the potential impact of these strategies on the audience's perception of the President's leadership during a time of national crisis.

Research Questions

1. What are the types of sympathy strategies used in political speeches delivered in the aftermath of the 9/11 attacks?
2. What are the ways in which political speeches can serve as a site for the negotiation of power and authority in times of crisis?
3. How political speeches uses language to construct a narrative of national unity and solidarity in the face of tragedy and crisis?

Goals:

1. To classify the types of sympathy used in presidential speeches delivered in the aftermath of the 9/11 attacks.
2. To explore how political speeches use language to construct a narrative of national unity and solidarity in the face of tragedy and crisis.
3. To identify the linguistic and Sympathetic strategies used in political speeches delivered in the aftermath of 9/11 attacks.

Hypothesis:

1.There are many types of sympathy used in presidential speeches delivered in the aftermath of the 9/11 attacks.
2. There are various strategies of political speeches use language to construct a narrative of national unity and solidarity in the face of tragedy and crisis.

3. There are a linguistic and sympathetic strategies used in political speeches delivered in the aftermath of 9/11 attack's.

Procedure

This study will employ a critical stylistic analysis framework, which is a methodological approach that focuses on the linguistic and discursive features of texts. The analysis will be guided by the following research questions:

1. What are the critical stylistic features of political sympathetic speeches following the 9/11 attacks?
2. How do the rhetorical strategies used by the US Presidents in these speeches contribute to creating a sense of unity, comfort, and support among the American people?
3. How do these speeches reflect broader cultural, political, and social trends during this period of American history?

By answering these questions, this research aims to contribute to our understanding of the role of rhetoric and language in shaping public opinion during times of crisis. It will also shed light on the ways in which presidential speeches can be used to bring a fragmented society together and create a sense of national solidarity.

Basic terms:
Critical Stylistics, Sympathetic Speeches, Critical Discourse Analysis CDA.

Previous studies:

1. "Presidential Rhetoric and the Public Agenda: Constructing National Identity after 9/11" by Janet M. Ruane and Michael B. Selmi (2004):

This study examines the role of presidential rhetoric in shaping the public agenda and constructing national identity after the September 11 attacks. The authors analyze President George W. Bush's speeches and find that he used a combination of emotional appeals, religious language, and appeals to patriotism to create a sense of national unity and define the nation's enemies as terrorists.

2. "Rhetorical Democracy: An Examination of the Presidential Response to 9/11" by Jeffrey J. Sartin (2003): This study analyzes the presidential response to the September 11 attacks, particularly the use of rhetoric to construct a sense of national identity and create a democratic response to the crisis. The author argues that President Bush's speeches advanced a narrow definition of democracy and used rhetoric to marginalize dissent and opposition to his policies in the "war on terror."

3. "Rhetorical Influence and the War on Terror: Analyzing the Presidential Discourse of George W. Bush and Barack Obama" by Sean Patrick O'Rourke (2014):

This study compares the presidential discourse of George W. Bush and Barack Obama in relation to the "war on terror." The author analyzes the rhetorical strategies used by each president to define the enemy, justify war, and construct a sense of national identity. The study finds that while there are significant differences in the rhetoric used by each president, both relied on appeals to patriotism and national security to justify their policies.

4. "The Rhetoric of Presidential Leadership: An Analysis of President Obama's Presidential Discourse on the 9/11 Anniversary" by Charles E. Morris III and Robert E. Terrill (2013):
This study examines President Obama's speeches on the anniversary of the September 11 attacks to analyze his rhetorical strategies in constructing national identity and promoting democratic values. The authors argue that Obama's speeches seek to connect the tragedy of 9/11 with broader social and political challenges facing the nation, emphasizing the importance of national unity and calling for democratic engagement from citizens.

5. "A Rhetorical Analysis of George W. Bush's 9/11 Speech" by Nick J. Sciullo and Rebecca A. Coates (2006): This study analyzes George W. Bush's address to the nation on the evening of September 11, 2001, to identify the rhetorical strategies used to construct a sense of national unity and justify the "war on terror." The authors argue that Bush used a combination of emotional appeals, references to history, and appeals to patriotism to create a sense of shared identity among Americans and define the nation's enemies as terrorists.

POLITICAL SPEECHES ABOUT THE SEPTEMBER 11TH ATTACKS

The President Gorge W. Bush:

"Good evening. Today, our fellow citizens, our way of life, our very freedom came under attack in a series of deliberate and deadly terrorist acts. The victims were in airplanes, or in their offices; secretaries, businessmen and women, military and federal workers; moms and dads, friends and neighbors. Thousands of lives were suddenly ended by evil, despicable acts of terror.

The pictures of airplanes flying into buildings, fires burning, huge structures collapsing, have filled us with disbelief, terrible sadness, and a quiet, unyielding anger. These acts of mass murder were intended to frighten our nation into chaos and retreat. But they have failed; our country is strong.

A great people has been moved to defend a great nation. Terrorist attacks can shake the foundations of our biggest buildings, but they cannot touch the foundation of America. These acts shattered steel, but they cannot dent the steel of American resolve.

America was targeted for attack because we're the brightest beacon for freedom and opportunity in the world. And no one will keep that light from shining.

Today, our nation saw evil, the very worst of human nature. And we responded with the best of America -- with the daring of our rescue workers, with the caring for strangers and neighbors who came to give blood and help in any way they could.

Immediately following the first attack, I implemented our government's emergency response plans. Our military is powerful, and it's prepared. Our emergency teams are working in New York City and Washington, D.C. to help with local rescue efforts.

Our first priority is to get help to those who have been injured, and to take every precaution to protect our citizens at home and around the world from further attacks.

The functions of our government continue without interruption. Federal agencies in Washington which had to be evacuated today are reopening for essential personnel tonight, and will be open for business tomorrow. Our financial institutions remain strong, and the American economy will be open for business, as well.

The search is underway for those who are behind these evil acts. I've directed the full resources of our intelligence and law enforcement communities to find those responsible and to bring them to justice. We will make no distinction between the terrorists who committed these acts and those who harbor them.

I appreciate so very much the members of Congress who have joined me in strongly condemning these attacks. And on behalf of the American people, I thank the many world leaders who have called to offer their condolences and assistance.

America and our friends and allies join with all those who want peace and security in the world, and we stand together to win the war against terrorism. Tonight, I ask for your prayers for all those who grieve, for the children whose worlds have been shattered, for all whose sense of safety and security has been threatened. And I pray they will be comforted by a power greater than any of us, spoken through the ages in Psalm 23: "Even though I walk through the valley of the shadow of death, I fear no evil, for You are with me."

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This is a day when all Americans from every walk of life unite in our resolve for justice and peace. America has stood down enemies before, and we will do so this time. None of us will ever forget this day. Yet, we go forward to defend freedom and all that is good and just in our world.

Thank you. Good night, and God bless America."

Kofi A. Annan

New York, 21 September (UN Headquarters) – "The terrorists who attacked the United States on 11 September aimed at one nation, but wounded an entire world. Rarely, if ever, has the world been as united as it was on that terrible day. It was a unity born of horror, of fear, of outrage, and of profound sympathy with the people of the United States. It was a unity born also of the fact that the World Trade Center was home to men and women of every faith from more than sixty nations. This was truly an attack on all humanity, and *all* humanity has a stake in defeating the forces behind it.

As the United States decides what actions it will take in defense of its citizens, and as the world comes to terms with the global implications of this calamity , the unity of 11 September will be invoked, and it will be tested. I have expressed to President Bush and Mayor Giuliani – and to New Yorkers at services in Churches, Synagogues and Mosques – the complete solidarity of the United Nations with the United States and its people in their hour of grief. In less than forty-eight hours, the Security Council and the General Assembly joined me in condemning the attacks and voted to support actions taken against those responsible and the states who aid, support, or harbor them. Of this solidarity, let no one be in doubt.

Nor should anyone question the world-wide resolve to fight this scourge for as long as is needed. Indeed, the most eloquent global answer so far to last week's attacks has been the commitment of states from every faith and region to act firmly against terrorism.

At a time like this, the world is defined not only by what it is *for*, but by what and who it is *against*. The United Nations – and the international community – must have the courage to recognize that just as there are common aims, there are common enemies. To defeat them, all nations of good will must join forces in a common effort encompassing every aspect of the open, free global system so wickedly exploited by the perpetrators of last week's atrocities.

The United Nations is uniquely positioned to advance this effort. It provides the forum necessary for building a universal coalition, and can ensure global legitimacy for the long-term response to terrorism. United Nations conventions already provide a legal framework for many of the steps that must be taken to eradicate terrorism - including the extradition and prosecution of offenders and the suppression of money laundering. These conventions must be implemented in full.

Essential to this response, however, is that it deepen and not fracture the global unity of 11 September. While the world must recognize that there are enemies common to all societies, it must equally understand that they are not – *they are never* – defined by religious or national descent. No people, no region and no religion should be condemned, assaulted or targeted because of the unspeakable acts of individuals. In Mayor Giuliani's words, "that is exactly what we are fighting here." He and President Bush have shown admirable leadership in condemning attacks on Muslims in the United States, and around the world other leaders have done the same. To do otherwise, and to allow divisions between and within societies to be exacerbated by these acts, would be to do the terrorists' work for them, and no one could wish for such an outcome.

Terrorism today threatens every society, every people, and as the world takes action against its perpetrators, we have all been reminded of the necessity of addressing the full range of conditions which permit the growth of this kind of hatred and depravity. We must confront violence, bigotry and hatred even more resolutely. The work of the United Nations must continue as we address the ills of our time -- conflict, ignorance, poverty and disease. Doing so will not end every source of hatred and every act of violence – there are those who will hate and who will kill even if every injustice is ended. But if the world can show that it will carry on, that it will persevere in creating a stronger, more

just, more benevolent and more genuine international community across all lines of religion and race, then terrorism will have failed."

Critical Discourse Analysis (CDA)

The study and analysis of written and spoken texts to identify the discursive sources of power, dominance, inequality, and bias is the focus of the area of critical discourse analysis (CDA), according to van Dijk (1998a). It looks at how these discursive sources are kept up and reproduced within certain social, political, and historical contexts. In a similar spirit, Fairclough (1993) describes CDA as discourse analysis with the objective of methodically exploring the frequently ambiguous linkages of causality and determination between (a) discursive practices, events, and texts, and (b) larger social and cultural structures, relations, and processes; to look at how these behaviors, occurrences, and texts are influenced by power relationships and struggles on an ideological level, as well as how the lack of transparency in these connections between discourse and society contributes to the maintenance of hegemony and power. (p. 135)

Simply put, CDA tries to make clear links between discourse practices, social practices, and social structures—connections that may be obscure to the layperson.

Evaluation of CDA

In the late 1970s, Critical Linguistics was developed by a group of linguists and literary theorists at the University of East Anglia (Fowler et. al., 1979; Kress & Hodge, 1979). They used Halliday's Systemic Functional Linguistics as their foundation. (SFL). To "isolate ideology in discourse" and demonstrate "how ideology and ideological processes are manifested as systems of linguistic characteristics and processes," CL practitioners like Trew (1979a, p. 155) set out to accomplish these goals. This goal was achieved by creating CL's analytical tools based on SFL (Fowler et al., 1979; Fowler, 1991).

Following Halliday, these CL practitioners see language as performing ideational, interpersonal, and textual roles all at once. According to Fairclough and Fowler (1991, p. 71), (1995b, p. 25), While the ideational function refers to the speakers' perception of the universe and its phenomena, the interpersonal function entails the insertion of the speakers' own attitudes and assessments about the relevant phenomena as well as the development of a relationship with the listeners.
The textual function is essential to these two processes. Speakers are able to create texts that listeners may understand thanks to the textual function of language. It serves as a facilitator by linking discourse to the co-text and con-text of its surroundings.

For many CDA practitioners, the idea that language is a "social act" according to Halliday is fundamental. (Chouliaraki & Fairclough, 1999; Fairclough, 1989, 1992, 1993, 1995b, 1995a; Fowler et al., 1979; Fowler, 1991; Hodge & Kress, 1979). There are "strong and pervasive connections between linguistic structure and social structure," claim Fowler et al. (1979) citing CL and sociolinguistics. (p. 185). But unlike sociolinguistics, where "the notions of language and society are divided...Since language is a crucial component of social interaction, one is compelled to discuss "links between the two," according to CL. (Fowler et al., 1979, p. 189).

Another fundamental tenet of CDA and SFL is that speakers make decisions about vocabulary and grammar, whether or not they do so consciously. Thus, decisions are influenced by ideologies. The relationship between form and content is not random or traditional, rather shape signifies content, according to Fowler et al. (1979). (p. 188). In conclusion, language is an ideologically motivated social act.

Over time, CL and what is now more commonly known as CDA (Chouliaraki & Fairclough, 1999; van Dijk, 1998a) have been expanded upon and further refined. Concerns about past work in CL have been highlighted by recent work. One of the issues was first considering viewers' roles and how their perceptions of discourse might differ from the discourse analyst's. The second issue has prompted calls to extend the analysis's purview beyond textual considerations to include intertextual considerations.

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Both difficulties have been raised by Fairclough (1995b). He argues that the "interpretive practices of audiences" were not sufficiently addressed in the early work in CL. In other words, he asserts that CL has mostly assumed that readers understand texts similarly to analysts. Similar to this, Boyd-Barrett (1994), in response to Fowler (1991), claims that there is "a tendency towards the classic fallacy of attributing particular "readings" to readers, or media "effects," solely on the basis of textual analysis." (p. 31).

Fundamentals of CDA

This section will conclude with a summary of the CDA principles as described by CDA practitioners (Fairclough, 1995a; Kress, 1991; Hodge & Kress, 1993; Van Dijk, 1998a; Wodak, 1996):

1. Language is a social practice that represents the world.
2. The use of discourse and language as a social activity constitutes other social activities such as the exercise of power, dominance, prejudice, resistance, and so on in addition to representing and signifying other social practices.
3. Writers and readers, who always have varying degrees of choice and access to texts and tools of interpretation, engage in a dialectical connection that allows texts and social themes to take on new meanings.
4. Linguistic structures and traits are not randomly chosen. Whether the decisions are made consciously or unconsciously, they are intentional.
5. Discourse is used to create, exercise, and reproduce power relations.
6. Every speaker and writer employs particular discursive techniques that have their roots in unique interests and goals and entail inclusions and exclusions.
7. Discourse is historical in that texts take on meaning as a result of their placement in particular social, cultural, and ideological contexts as well as in time and location.
8. CDA does more than just interpret messages; it also provides explanations.

Stylistics

While the concept of "style" has historically proven elusive, the term "stylistics" is very descriptive. Most eminent linguists and literary critics, especially those who are not opposed to the rapidly increasing influence of modern linguistics on literary studies, readily accept the generally accepted definition as Turner (1975: 7) writes: "Style is that part of linguistics which focuses on variation in the most An awareness and complexity of language in literature. As a result, stylistics can be defined as the study of literary discourse from a linguistic perspective, providing a point of contact between literary criticism and linguistics. Because of this, stylistics encompasses both literary analysis and linguistics, as suggested by its morphological structure, with the "style" component linking it to the former and the "fundamentalist" component to the latter. (Widdowson, 1975).

Hendricks (1974: 4) proposes the term "stylistic linguistics" which he defines as "the study of discourse between linguistic and literary phenomena", in contrast, refusing to include the application of linguistics to literature as a subfield of applied linguistics. Whether we refer to it as "stylistics," "stylistic linguistics," or "stylistics," all of these fields function similarly and share a certain trait.

Stylistics is therefore a branch of linguistics that deals with the study of style in language, particularly how language is used to convey meaning beyond the bare bones of the words themselves. It is concerned with the linguistic and non-linguistic features of texts, including grammar, vocabulary, syntax, phonology, and discourse structure, as well as the social, cultural, and historical contexts in which these texts are produced and interpreted.

The purpose of stylistics is to act as a bridge between linguistics and literary criticism. Stylistic is therefore designed to function as both a linguist and a literary critic because stylistics is neither pure linguistics nor pure literary criticism. The style appears as a linking tool to show how the linguistic components of a text function substantially in order to form a transferable message, thus linking both the work of the linguist and that of the literary critic.

The style is often used in the analysis of literary texts, but it can also be applied to non-literary texts such as advertisements, news articles, and political speeches. The goal of stylistic analysis is to uncover stylistic choices

made by the author or speaker in order to understand how they create meaning and achieve their communicative goals. There are two ways in which stylistic analysis can be done. The first is a single work of art, which begins with a systematic examination of its linguistic structures, develops the grammar of the work, and interprets its aspects with an eye toward the work's aesthetic goal, or body of work. Compare and contrast is the second strategy.

Stylistics is a useful tool for literary analysis, because it allows readers to examine the way authors use language to create meaning and convey emotion. It is also increasingly being used in other fields, such as advertising, politics, and media studies, as a way to understand the way that language is used to manipulate and persuade audiences.

Stylistics is an important field of study that allows us to understand the way language is used to create meaning and to communicate effectively. By examining the linguistic and non-linguistic features of texts, as well as the context in which those texts are produced and interpreted, the method can help us uncover the deeper meanings and connotations of language use.

Critical stylistics

Critical stylistics is a method of literary analysis that focuses on the language and style of a text, and how it shapes the meaning and interpretation of the text. It is an interdisciplinary approach that draws on linguistics, literary theory, and critical discourse analysis.

Critical stylistics involves analyzing various elements of a text, such as word choice, syntax, metaphor, narrative structure, and point of view, to understand how they contribute to the overall meaning and interpretation of the text. It also considers the social, historical, and cultural context in which the text was produced, as well as the intended audience and the author's purpose.

One of the key concepts in critical stylistics is foregrounding, which refers to the intentional use of language to draw attention to certain aspects of a text. For example, an author may use repetition or unusual syntax to emphasize a particular idea or theme. Foregrounding can also involve the use of metaphor, irony, or other figurative language to create meaning and significance.

Another important aspect of critical stylistics is intertextuality, which refers to the ways in which a text is related to other texts, both within and outside of its genre. For example, a literary work may reference other literary works or cultural artifacts, or it may draw on broader cultural or historical contexts to create meaning and significance.

Overall, critical stylistics is a powerful tool for analyzing literary texts and understanding how language and style contribute to their meaning and interpretation. By studying the various elements of a text and their relationship to the broader social and cultural context, critical stylistics can reveal the complex ways in which literature reflects and shapes our understanding of the world around us.

Sympathy

In this Treatise on Human Nature (published in 2007), Hume defined sympathy as the social act of sharing sentiments and thoughts on the basis of a fundamental truth about human nature. Its mechanism is based on the resemblance and proximity of oneself to another. One attempts to deduce the causes of another's expressions when they are observed, and one realizes a particular fondness or passion. This will spark a memory of that enthusiasm in the individual. Everyone has a distinct memory of their own emotions and other mental states. In order to finally feel the same passion as the other person, one uses sympathy to link the perceptions of their own affections to the idea of the other person's feelings.

According to Smith's Theory of Moral Sentiments (2002), mentally placing oneself in the other's shoes to understand what it would be like to be in that circumstance, rather than inference and association, is the fundamental mechanism by which sympathy operates. Although there are some restrictions, this can lead to the matching of one's own psychological state with that of the other. For instance, if one has never had an experience similar to what the other is

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going through, it can be challenging to comprehend what it is like. Today, we may refer to this as perspective-taking or simulation.

Today, empathy is the term used to describe what Hume and Smith mean by sympathy, namely sharing or understanding what another person goes through and feels. Max Scheler is credited with developing the concept of sympathy in phenomenology to the greatest extent in his seminal work Wesen und Formen der Sympathie ("Nature and Forms of Sympathy") from 1923 (see also Krebs in this volume and Schloßberger in this volume). It is also true that most people today would equate some of the occurrences he mentions in terms of sympathy with the idea of empathy, which is consistent with his approach. However, because he rejects the fundamental tenets of the Einfühlung theories of his day, Scheler refers to feeling-after rather than empathy.

The most fundamental criticism is directed at the notion that one must "feel oneself into" another person in order to grasp their feelings and mentality. This would suggest that what has to be understood through empathy (the other's psychological experiences) is not immediately available and that the effort to do so amounts to an active conscious process. This is erroneous in Scheler's opinion. He emphasizes that a subject's corporeal representations of their feelings can be directly perceived and understood.

Furthermore, we frequently unintentionally share the experiences of the other, doing so out of passive co-affection rather than via creative or other cognitive efforts to understand them.

There are several different ways intersubjective affectivity shows itself in experience, but the following fundamental kinds of sympathy should be distinguished: (1) feeling-together, (2) feeling- after, (3) feeling-with, (4) emotional contagion, and (5) feeling-one or emotional unification. (Smith: 2002).

The first version (1) involves sharing another subject's emotion by participating in it. The renowned instance Scheler(1923) brings up involves two parents grieving over a lost child. While each of them experiences pain and sadness separately, when they are all in close proximity to the child's dead body, they all sense the same level of suffering. In this instance, neither the father's awareness nor the mother's sadness is objectified. Instead, they share the same emotional experience.

(2) Feeling-after is a way of intentionally being with someone else through which one comes to comprehend their feelings without necessarily having those same feelings themselves. Without having identical affective characteristics in one's own experience to the same degree as in feeling-together, one maintains a certain emotional distance and can understand what the other is going through. Though affectively and cognitively neutral, Scheler (1923) emphasizes that understanding the other through feeling-after is not solely cognitive. The best way to describe it is as understanding-by-feeling, in which we recognize the kind of emotion the other person is experiencing without transferring or turning it into a tangible, intense emotion of our own. Today, empathy is frequently thought of as being this kind of compassion. (Smith: 2002)

(3) In contrast, one creates the same feeling in oneself when feeling-with on the premise of a previous feeling-after. With the corresponding affective traits, one can experience the other's joy in co-joy (Mitfreude) or their pain in co-suffering (Mitleid). By doing this, one not only comprehends what the other person is going through, but also empathizes with and possibly for them.

(4) Emotional contagion differs from feeling-with in that it takes over an emotion from the other person quietly and unintentionally, sometimes to the point where one feels lost in the other person's emotion. In essence, contagion forces one to make the same expressive action as the other. It can take a dyadic form, like when one feels the desire to laugh while standing next to someone who is laughing, or a more collective form, like when one enters a party and notices the upbeat energy in the room. (for a contemporary social-psychological account, see Hatfield et al. (1993).

(5) Because the ego viewpoint is lost and the subject merges with the other, feeling-one can be thought of as a severe case of contagion. Scheler (1923) provides several instances of this type of sympathy: the association of a child with a toy or figurine; the association of spiritual practitioners in some societies with their totem animal or, in older mystical traditions, with the gods; the adoption of the hypnotist's will and conscious contents while under hypnosis; the

reciprocal fusion of partners during sexual activity; the mass-dynamic phenomenon of identification with a charismatic leader and other members of the collective; or the love of a mother for her child, where the mother experiences the child's impulses and drives as if they were her own.

Speech Act (Pragmatics)

What is conveyed matters more than what is said, according to the study of pragmatics. More meaning is conveyed in the utterances that speakers make during conversation than in the words or phrases themselves. According to Yule (1996:3), "pragmatics therefore has more to do with the study of what people mean by their utterances than it does with the potential meanings of the words or phrases used in those utterances". "Speaking with clarity requires speakers to pay close attention to the context because pragmatics is closely related to the circumstance or context in which something is said". In accordance with Leech (983: 6), "pragmatics is the study of meaning as it relates to speech circumstances". In line with Leech's assertion, Yule (1996) makes the case that "pragmatics should also take into account context-related factors like who people are speaking to, when, where, and under what conditions, which will affect how and what they want to say".

Yule (1996:3) states that there are four areas which pragmatics is concerned with:

1. Pragmatics is the study of speaker meaning.
2. Pragmatics is the study of contextual meaning.
3. Pragmatics is the study of how to get more communicated than it is said.
4. Pragmatics is the study of the expression of relative distance.

By understanding that the words or phrases have deeper meaning than their literal meaning, we must be able to understand the message of the utterances in the broadest sense of the term through pragmatics. According to Richard and Schmidt (2002), "pragmatics is the study of how language is used in conversation in relation to sentences, context, and situations".

There are some elements that should be taken into account when discussing pragmatics. These elements support the very meaning of pragmatics. Implicature, Speech Acts, Presupposition, Context, Adjacency Pairs, and Deixis and Distance are the contributing elements.

Both verbal and nonverbal communication frequently involves speech act, a type of vocal communication and a subdivision of pragmatics. According to Yule (1996), speech acts are a study of how speakers and hearers use words. According to Bach (1979), a verbal action carries a message all by itself, so conversation involves both language and action. In conclusion, a speech act is an actual utterance, whereas an act is a deed.

When a person speaks, there are certain objectives that go beyond the words or phrases. According to Austin (in Tsui, 1994: 4)," speech acts are actions that relate to the function carried out by produced utterances". According to Yule (1996: 47), speech acts are actions that are carried out through words. Birner (2013) asserts "the similar notion that saying something entails doing it". In this case, individuals can take action by speaking. The speaker can communicate physical action through speech acts by using only words and phrases. The words spoken and the deeds done are equally important.

Speech Act Types

The speech acts can be classified as locutionary, illocutionary, and perlocutionary.

a. Locutionary
   "Locutionary speech acts approximately equate to saying something with a specific sense and reference, which is again roughly equivalent to meaning in the traditional sense". (Austin, 1962: 108). According to Cutting (2002: 16), "locutionary is what is said, which is consistent with this". Yule (1996) made a similar argument, stating that "locutionary deed is the act of creating meaningful utterances".

   The following sentences are an illustration of locutionary speech acts:

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1. This area is very dark.
2. The package weighs a lot

The situation is described in the last two lines. The first line discusses the lighting in the space, and the second one discusses the box's weight.

b. illocutionary:

The expressive power of an expression, such as one that promises, apologizes, or offers, performs the illocutionary act. (Yule, 1996:48). This action is also known as the act of doing something in order to communicate something. The illocutionary act, which determines the force the speakers have desired, is the degree of action in a speech act that is most important.

Illocutionary act can be the real description of interaction condition. For example:

1. It's so dark in this room.
2.The box is heavy.

According to the aforementioned examples, the first sentence indicates a request to turn on the light, and the second indicates a request to raise the box.

c. Perlocutionary:

According to Hufford and Heasley (1983:250), a perlocutionary act is when a speaker makes an utterance that has an impact on the hearer and others.

Offering someone is also a perlocutionary deed. The impact that an utterance has on another person's ideas or behaviors is referred to as a perlocutionary act. A perlocutionary act, which includes all the intended or unintended, frequently unforeseen effects that a specific utterance in a specific situation causes, is unique to the circumstances of issuance and is therefore not typically accomplished just by uttering that particular utterance.

For example:
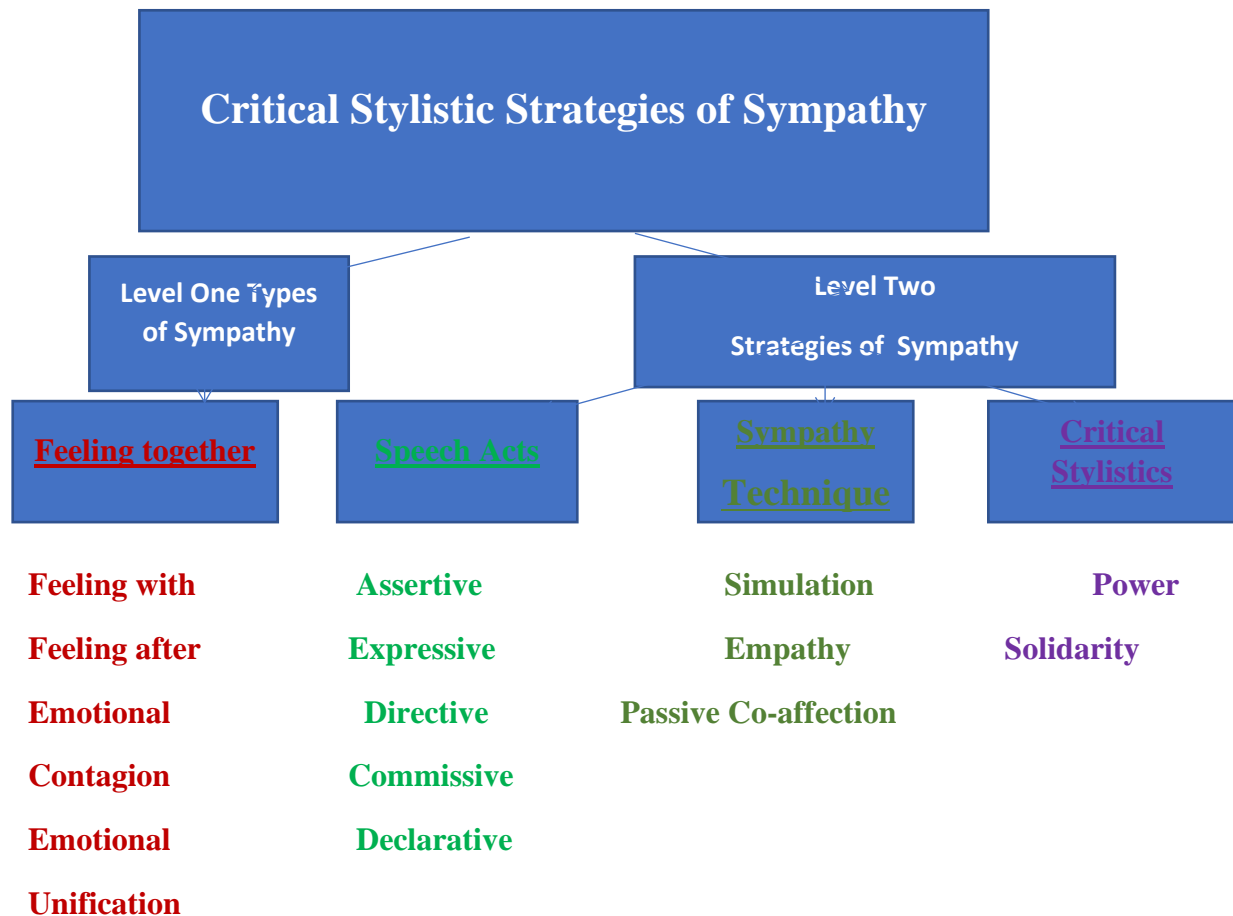1. It is so dark in this room.
2. The box is heavy.

A conclusion can be drawn from the example that the first phrase was spoken while the light was turned on, and the second sentence was said while the box was being lifted. According to Searle in Levinson (1983: 240), speech actions can be divided into five categories: representatives, directives, commissives, expressive, and declarations, as it can be viewed in (3.1).

METHODOLOGY

The Eclectic Model of Analysis

As revealed in the outline to the present research, the model of analysis is grounded on negotiating notions and thoughts from what has been conversed in section two and this will lead this work to the adopted eclectic model from (Smith: 2002), (Searle: 2005) and (Van Dijk: 1996). as shown in the following figure;

Figure (1) the eclectic model of critical stylistic strategies of sympathy in presidential speeches in 9 / 11 Sep. incident.

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Critical Stylistic Strategies of Sympathy

Level One Types of Sympathy

Level Two Strategies of Sympathy

Feeling together	Speech Acts	Sympathy Technique	Critical Stylistics
Feeling with	Assertive	Simulation	Power
Feeling after	Expressive	Empathy	Solidarity
Emotional	Directive	Passive Co-affection	
Contagion	Commissive		
Emotional	Declarative		
Unification			

Strategies of speech acts

Assertive:

Assertive speech acts are statements that convey information or express a belief or opinion. They are a type of speech act that assert something to be true or false. An assertive speech act can be a statement of fact, a conclusion based on evidence, an expression of confidence or certainty, or an opinion or belief. The purpose of an assertive speech act is to convey information or to assert something to be true or false in a confident and direct manner. Assertive speech acts are important in communication because they help to convey information clearly and effectively while also expressing the speaker's confidence in their statements.

Assertive speech acts usually refer to verbs or states that express belief, assertion, or judgment. For example, some common verbs and states that are used in assertive speech acts include:

- Believe: "I believe that climate change is a serious problem that needs to be addressed."
- Think: "I think that we should invest more in renewable energy sources."
- Know: "I know that the statistics show a clear trend towards renewable energy."
- Affirm: "I affirm that we need to take action to reduce our carbon footprint."
- State: "I state that the evidence supports the need for immediate action."
- Declare: "I declare that we will do everything in our power to address this issue."
- Conclude: "I conclude that we need to make significant changes to our energy policies."

By using these verbs and states, speakers assert their beliefs, opinions, and judgments as true and valid, emphasizing the importance of their message and attempting to persuade their audience to accept their viewpoint.

Directive:

Directive speech acts are those speech acts that are intended to get the listener to do something. They are a way of influencing the behavior of others, and they can take many different forms, ranging from polite requests to forceful commands. Directive speech acts can also be phrased as questions, suggestions, or advice, and the intention is always to get the listener to take a certain course of action.

For example, here are some examples of directive speech acts:

- "Please pass the salt."
- "Could you please hand me that book?"
- "I need you to finish this report by tomorrow."
- "Don't forget to take out the trash before you leave."
- "I suggest we take a break and come back to this problem later."
- "You should really consider going to the doctor for that cough."
- "Why don't we try a different approach to this project?"
- "I command you to leave this room immediately!"
- "Go ahead and start the meeting without me."

Expressive:

Expressive speech acts are those speech acts that convey the speaker's emotions, attitudes, feelings, or opinions about a particular situation, event, or object. Unlike directive speech acts, expressive speech acts do not typically aim to change the listener's behavior or actions, but rather to communicate the speaker's own thoughts and emotions.

Examples of expressive speech acts include:

- "I'm so happy to see you!"
- "I'm really sad that you're leaving."
- "I'm sorry for what I said earlier."
- "Congratulations on your new job!"
- "I am so proud of you."
- "I can't believe how beautiful this sunset is."
- "I don't really like spicy food."
- "I'm excited to try this new restaurant."
- "I'm frustrated that we can't seem to solve this problem."
- "That's a really interesting perspective."

Commissive:

Commissive speech acts are those speech acts that commit the speaker to a future action or obligation. In other words, the speaker is promising to perform a specific action or to take on a specific responsibility in the future.

Examples of commissive speech acts include:

- "I promise I will come to your party next week."
- "I'll make sure to finish the report by tomorrow."
- "I swear I'll never lie to you again."
- "I pledge to donate a portion of my earnings to charity."
- "I'll meet you at the restaurant at 7 pm sharp."

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- "I'm committed to supporting you through this difficult time."
- "I vow to love and cherish you for the rest of my life."
- "I'll take care of the kids while you're out of town."
- "I'm going to make sure we win this game no matter what."
- "I guarantee you'll be satisfied with our service."

Declarative:

Declarative speech acts are those speech acts that aim to convey a particular state of affairs or belief. In other words, the speaker makes a statement that is intended to be taken as true or false.

Examples of declarative speech acts include:

- "The sun is shining today."
- "I believe that everyone should have access to education."
- "The cat is on the mat."
- "I think that chocolate ice cream is the best flavor."
- "The meeting is scheduled for tomorrow at 3 pm."
- "It is a fact that the earth revolves around the sun."
- "I am certain that we will win the game today."
- "The sky is blue."
- "I know that I left my keys on the kitchen counter."
- "The restaurant is closed on Sundays."

Declarative speech acts are different from other types of speech acts, such as commissive speech acts or directive speech acts, which aim to commit the speaker to a future action or to influence the listener to do something.

Sympathy techniques:

Simulation:

Simulation in sympathy refers to the process by which we imagine ourselves in another person's situation and try to experience their emotions, thoughts, and feelings. This is often referred to as empathy or empathic concern.

When we simulate the experiences of others, we use our own mental processes to imagine what it might be like to be in their situation. We may try to imagine how we would feel if we were in their shoes, and use that understanding to guide our responses to them.

Simulation in sympathy is often considered to be a fundamental aspect of human social cognition and is essential for building and maintaining social connections. It allows us to understand the experiences of others, respond appropriately to their needs, and build relationships based on mutual understanding and trust.

Empathy:

Empathy is the ability to put oneself in someone else's shoes and understand their feelings from their perspective. Empathy is a deeper and more meaningful connection because it involves truly relating to someone else's experience.

Using empathy as a strategy of sympathy would involve actively trying to understand the other person's perspective and feelings in order to offer support and comfort. This could include listening attentively, asking questions to better understand their experience, and validating their feelings. By using empathy in this way, we can provide more meaningful and effective support to those around us.

Passive co-affection:

According to the philosopher Max Scheler (1923), passive co-affection refers to the way in which we can feel emotions or experience sensations that are not directly caused by our own actions or experiences, but are instead influenced by the emotions or experiences of others. It is the capacity for being affected by the emotions or sensations of others, without actively choosing to feel those emotions or sensations.

For example, if you are in a room with someone who is very anxious, you may start to feel anxious yourself, even if there is no direct threat to your own safety or well-being. This is because you are passively co-affected by the other person's anxiety. Scheler(1923) believed that passive co-affection is an important aspect of empathy and social bonding, as it allows us to share in the experiences of others and feel a sense of connection with them.

Critical stylistics:

Power: Power in presidential speeches can be defined as the ability of a president to influence and persuade their audience through their words and tone. Presidential speeches are an important tool for communicating with the public, and they are often used to address important issues, rally support for a particular cause or policy, and promote national unity or progress.

A powerful presidential speech will often have several key components. Firstly, it will have a clear and concise message that is easy to understand and relate to. Secondly, it will be delivered with passion and conviction, which will help to inspire and motivate the audience. Finally, it will be supported by strong and persuasive arguments, which will help to make the case for the president's position.

Some famous examples of powerful presidential speeches include John F. Kennedy's inaugural address, in which he famously said, "Ask not what your country can do for you, ask what you can do for your country," and Franklin D. Roosevelt's "Day of Infamy" speech, in which he declared war on Japan after the attack on Pearl Harbor. These speeches have continued to inspire and motivate people long after they were originally delivered, demonstrating the lasting power of effective presidential rhetoric.

Solidarity: Solidarity is a term used in presidential speeches to describe a sense of unity and community among people. It refers to the idea that we are all in this together, and that we need to work together to overcome the challenges we face. Solidarity is often used in the context of crises or emergencies, such as natural disasters, pandemics, or economic downturns, to emphasize the importance of coming together to support one another. In presidential speeches, solidarity is often invoked as a call to action, encouraging citizens to work together to solve problems and build a brighter future for all.

Here are some examples of how "solidarity" has been used in presidential speeches:
- "We must stand in solidarity with the victims of natural disasters, and work together to provide aid and support to those in need."
- "In times of crisis, it is more important than ever that we come together in solidarity to face the challenges ahead."
- "Solidarity means recognizing that we all have a role to play in creating a fairer, more just society for everyone."
- "We are strongest when we act in solidarity with one another, putting aside our differences to work towards a common goal."
- "As a nation, we must stand in solidarity with those who are marginalized or oppressed, and work to create a more inclusive society for all people."

DISCOURSE ANALYSIS RESULTS

GORGE W BUSH:

Strategies of speech acts

1. Assertive: Here are some sentences that contain assertive speech acts:

- "Today, our fellow citizens, our way of life, our very freedom came under attack in a series of deliberate and

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deadly terrorist acts."

- "Thousands of lives were suddenly ended by evil, despicable acts of terror."

- "But they have failed; our country is strong."

- "These acts shattered steel, but they cannot dent the steel of American resolve."

- "America was targeted for attack because we're the brightest beacon for freedom and opportunity in the world. And no one will keep that light from shining."

- "Our first priority is to get help to those who have been injured, and to take every precaution to protect our citizens at home and around the world from further attacks."

- "The functions of our government continue without interruption."

- "The search is underway for those who are behind these evil acts."

- "We will make no distinction between the terrorists who committed these acts and those who harbor them."

- "America and our friends and allies join with all those who want peace and security in the world, and we stand together to win the war against terrorism."

- "This is a day when all Americans from every walk of life unite in our resolve for justice and peace."

- "America has stood down enemies before, and we will do so this time."

2. **Directive:**

- "Immediately following the first attack, I implemented our government's emergency response plans."

- "Our first priority is to get help to those who have been injured, and to take every precaution to protect our citizens at home and around the world from further attacks."

- "The search is underway for those who are behind these evil acts."

- "I've directed the full resources of our intelligence and law enforcement communities to find those responsible and to bring them to justice."

- "Tonight, I ask for your prayers for all those who grieve, for the children whose worlds have been shattered, for all whose sense of safety and security has been threatened."

- "Yet, we go forward to defend freedom and all that is good and just in our world."

These sentences contain instructions or requests for action, indicating that the speaker wants the audience to do something or take a particular course of action.

3. Expressive:

- "Today, our fellow citizens, our way of life, our very freedom came under attack in a series of deliberate and deadly terrorist acts."

- "Thousands of lives were suddenly ended by evil, despicable acts of terror."

- "The pictures of airplanes flying into buildings, fires burning, huge structures collapsing, have filled us with disbelief, terrible sadness, and a quiet, unyielding anger."

- "These acts of mass murder were intended to frighten our nation into chaos and retreat. But they have failed; our country is strong."

- "A great people has been moved to defend a great nation."

- "Today, our nation saw evil, the very worst of human nature. And we responded with the best of America."

- "Our first priority is to get help to those who have been injured, and to take every precaution to protect our citizens at home and around the world from further attacks."

- "The search is underway for those who are behind these evil acts."

- "I've directed the full resources of our intelligence and law enforcement communities to find those responsible and to bring them to justice."

- "And on behalf of the American people, I thank the many world leaders who have called to offer their condolences and assistance."

- "Tonight, I ask for your prayers for all those who grieve, for the children whose worlds have been shattered, for all whose sense of safety and security has been threatened."

- "This is a day when all Americans from every walk of life unite in our resolve for justice and peace."

- "Yet, we go forward to defend freedom and all that is good and just in our world."

4. Commissive:

- "I have directed the full resources of our intelligence and law enforcement communities to find those responsible and bring them to justice."
- "We will make no distinction between the terrorists who committed these acts and those who harbor them."
- "We will not tire, we will not falter, and we will not fail."

-"We will do whatever it takes to ensure that justice is done."

Implicit meaning refers to commissive behind these sentences:

- "Make no mistake: The United States will hunt down and punish those responsible for these cowardly acts."
-"Our military is powerful, and it's prepared."
-"The search is underway for those who are behind these evil acts."

All of these sentences demonstrate a commitment to taking action and fulfilling a promise to bring the perpetrators of the attacks to justice.

5. Declarative:

- "Today, our fellow citizens, our way of life, our very freedom came under attack in a series of deliberate and deadly terrorist acts."
- "Thousands of lives were suddenly ended by evil, despicable acts of terror."
- "These acts of mass murder were intended to frighten our nation into chaos and retreat."
- "But they have failed; our country is strong."
- "A great people has been moved to defend a great nation."
- "Terrorist attacks can shake the foundations of our biggest buildings, but they cannot touch the foundation of America."
- "These acts shattered steel, but they cannot dent the steel of American resolve."
- "America was targeted for attack because we're the brightest beacon for freedom and opportunity in the world."
- "And no one will keep that light from shining."
- "Today, our nation saw evil, the very worst of human nature."
- "Our military is powerful, and it's prepared."
- "Our emergency teams are working in New York City and Washington, D.C. to help with local rescue efforts."
- "Our first priority is to get help to those who have been injured, and to take every precaution to protect our citizens at home and around the world from further attacks."
- "The functions of our government continue without interruption."
- "Our financial institutions remain strong, and the American economy will be open for business, as well."
- "The search is underway for those who are behind these evil acts."
- "I've directed the full resources of our intelligence and law enforcement communities to find those responsible and to bring them to justice."
- "We will make no distinction between the terrorists who committed these acts and those who harbor them."
- "America and our friends and allies join with all those who want peace and security in the world, and we stand together to win the war against terrorism."
- "This is a day when all Americans from every walk of life unite in our resolve for justice and peace."
- "Yet, we go forward to defend freedom and all that is good and just in our world."

Sympathy techniques:

1. Simulation:

- "Terrorist attacks can shake the foundations of our biggest buildings, but they cannot touch the foundation of America. These acts shatter steel, but they cannot dent the steel of American resolve."
- "These acts of mass murder were intended to frighten our nation into chaos and retreat. But they have failed; our country is strong."

- "The search is underway for those who are behind these evil acts. I've directed the full resources of our intelligence and law enforcement communities to find those responsible and to bring them to justice. We will make no distinction between the terrorists who committed these acts and those who harbor them."

Implicit meaning refers to simulation behind these sentences:

- "America and our friends and allies join with all those who want peace and security in the world, and we stand together to win the war against terrorism."
- "This is a day when all Americans from every walk of life unite in our resolve for justice and peace. America has stood down enemies before, and we will do so this time."

These sentences refer to the idea of creating a sense of normality and strength in the face of chaos and destruction.

1.   **Empathy**:
     - "I want to reassure the American people that the full resources of the federal government are working to assist local authorities to save lives and to help the victims of these attacks." (This sentence shows empathy for the victims and their families.)
     - "Today, our nation saw evil, the very worst of human nature, and we responded with the best of America." (This sentence shows empathy for the victims and the bravery of the responders.)
     - "These acts of mass murder were intended to frighten our nation into chaos and retreat, but they have failed. Our country is strong." (This sentence shows empathy for the fear that many Americans may have felt after the attacks.)
     - "The search is underway for those who are behind these evil acts. I've directed the full resources of our intelligence and law enforcement communities to find those responsible and bring them to justice." (This sentence shows empathy for the need to hold the perpetrators accountable.)
     - "We will make no distinction between the terrorists who committed these acts and those who harbor them." (This sentence shows empathy for the victims and a strong stance against terrorism.)

3. **Passive co-affection:**

Passive co-affection refers to the idea of people feeling a shared sense of emotion or experience even if they are not directly affected by an event. In this text, the sentences that could refer to passive co-affection are:

- "The victims were in airplanes, or in their offices; secretaries, businessmen and women, military and federal workers; moms and dads, friends and neighbors. Thousands of lives were suddenly ended by evil, despicable acts of terror."
- "The pictures of airplanes flying into buildings, fires burning, huge structures collapsing, have filled us with disbelief, terrible sadness, and a quiet, unyielding anger."
- "Today, our nation saw evil, the very worst of human nature. And we responded with the best of America -- with the daring of our rescue workers, with the caring for strangers and neighbors who came to give blood and help in any way they could."

Implicit meaning refers to passive co-affection behind these sentences:

- "Tonight, I ask for your prayers for all those who grieve, for the children whose worlds have been shattered, for all whose sense of safety and security has been threatened."
- "This is a day when all Americans from every walk of life unite in our resolve for justice and peace. America has stood down enemies before, and we will do so this time. None of us will ever forget this day. Yet, we go forward to defend freedom and all that is good and just in our world."

Critical Stylistics:

1. Power:

- "We will make no distinction between the terrorists who committed these acts and those who harbor them."

- "These acts shattered steel, but they cannot dent the steel of American resolve."
- "Terrorist attacks can shake the foundations of our biggest buildings, but they cannot touch the foundation of America."
- "Freedom itself was attacked this morning by a faceless coward."
- "We are a nation of diverse backgrounds, but we are all Americans and tonight, the American people stand united."
- "Make no mistake: The United States will hunt down and punish those responsible for these cowardly acts."
- "We will not tire, we will not falter, and we will not fail."
- "Our military is powerful, and it's prepared."

There is an implicit meaning refers to power behind these sentences:
- "The search is underway for those who are behind these evil acts."
- "The United States will not be intimidated by terrorists, but will instead pursue them relentlessly."

2. Solidarity:

- "This is a day when all Americans from every walk of life unite in our resolve for justice and peace. America has stood down enemies before, and we will do so this time...Our unity is a steadfast testimony to the enduring strength of our free society."
- "Terrorist attacks can shake the foundations of our biggest buildings, but they cannot touch the foundation of America. These acts shatter steel, but they cannot dent the steel of American resolve."
- "We will not tire, we will not falter, and we will not fail...Our country is strong...a great people has been moved to defend a great nation. Terrorist attacks can shake the foundations of our biggest buildings, but they cannot touch the foundation of America. These acts shatter steel, but they cannot dent the steel of American resolve."
- "I ask for your prayers for all those who grieve, for the children whose worlds have been shattered, for all whose sense of safety and security has been threatened. And I pray they will be comforted by a power greater than any of us spoken through the ages in Psalm 23: 'Even though I walk through the valley of the shadow of death, I fear no evil, for You are with me.'"
- "The search is underway for those who are behind these evil acts. I have directed the full resources for our intelligence and law enforcement communities to find those responsible and bring them to justice. We will make no distinction between the terrorists who committed these acts and those who harbor them."
- "Tonight, I ask for your prayers for all those who grieve, for the children whose worlds have been shattered, for all whose sense of safety and security has been threatened. And I pray they will be comforted by a power greater than any of us, spoken through the ages in Psalm 23: 'Even though I walk through the valley of the shadow of death, I fear no evil, for You are with me.'

- "America and our friends and allies join with all those who want peace and security in the world, and we stand together to win the war against terrorism."

Kofi A. Annan

Strategies of speech acts

1. Assertive:
- "The terrorists who attacked the United States on 11 September aimed at one nation, but wounded an entire world."
- "This was truly an attack on all humanity, and all humanity has a stake in defeating the forces behind it."
- "In less than forty-eight hours, the Security Council and the General Assembly joined me in condemning the

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attacks and voted to support actions taken against those responsible and the states who aid, support, or harbor them."
- "Nor should anyone question the world-wide resolve to fight this scourge for as long as is needed."
- "The United Nations – and the international community – must have the courage to recognize that just as there are common aims, there are common enemies."
- "These conventions must be implemented in full."
- "While the world must recognize that there are enemies common to all societies, it must equally understand that they are not – they are never – defined by religious or national descent."
- "To do otherwise, and to allow divisions between and within societies to be exacerbated by these acts, would be to do the terrorists' work for them, and no one could wish for such an outcome."

These sentences convey a sense of determination, conviction, and confidence in the ideas being presented, which are characteristics of assertive speech acts.

2. Directive:

- "Of this solidarity, let no one be in doubt".
- "These conventions must be implemented in full".
- "While the world must recognize that there are enemies common to all societies, it must equally understand that they are not – they are never – defined by religious or national descent".
- "To do otherwise, and to allow divisions between and within societies to be exacerbated by these acts, would be to do the terrorists' work for them, and no one could wish for such an outcome".
- "We must confront violence, bigotry and hatred even more resolutely".

3. Expressive:

- "Rarely, if ever, has the world been as united as it was on that terrible day."
- "It was a unity born of horror, of fear, of outrage, and of profound sympathy with the people of the United States."
- "Of this solidarity, let no one be in doubt."
- "At a time like this, the world is defined not only by what it is for, but by what and who it is against."
- "No people, no region and no religion should be condemned, assaulted or targeted because of the unspeakable acts of individuals."
- "He and President Bush have shown admirable leadership in condemning attacks on Muslims in the United States, and around the world other leaders have done the same."

4. Commissive:

- "Of this solidarity, let no one be in doubt."
This sentence is a commissive speech act as it represents an undertaking by the speaker to ensure that others do not doubt the solidarity expressed towards the United States.

- "United Nations conventions already provide a legal framework for many of the steps that must be taken to eradicate terrorism - including the extradition and prosecution of offenders and the suppression of money laundering. These conventions must be implemented in full."
This statement is a commissive as it implies a commitment to take action to ensure that the UN conventions are fully implemented in order to eradicate terrorism.

Implicit meaning refers to passive co-affection behind these sentences:

- "We must confront violence, bigotry and hatred even more resolutely."
This sentence contains an implicit commissive speech act as it is a statement of a commitment to confront violence, bigotry, and hatred more resolutely.

5. Declarative:

- "The terrorists who attacked the United States on 11 September aimed at one nation, but wounded an entire world."
- "Rarely, if ever, has the world been as united as it was on that terrible day."
- "It was a unity born of horror, of fear, of outrage, and of profound sympathy with the people of the United States."
- "This was truly an attack on all humanity, and all humanity has a stake in defeating the forces behind it."
- "In less than forty-eight hours, the Security Council and the General Assembly joined me in condemning the attacks and voted to support actions taken against those responsible and the states who aid, support, or harbor them."
- "Nor should anyone question the world-wide resolve to fight this scourge for as long as is needed."
- "The United Nations – and the international community – must have the courage to recognize that just as there are common aims, there are common enemies."
- "To defeat them, all nations of good will must join forces in a common effort encompassing every aspect of the open, free global system so wickedly exploited by the perpetrators of last week's atrocities."
- "The United Nations is uniquely positioned to advance this effort."
- "United Nations conventions already provide a legal framework for many of the steps that must be taken to eradicate terrorism."
- "Essential to this response, however, is that it deepen and not fracture the global unity of 11 September."
- "While the world must recognize that there are enemies common to all societies, it must equally understand that they are not – they are never – defined by religious or national descent."
- "No people, no region and no religion should be condemned, assaulted or targeted because of the unspeakable acts of individuals."
- "Terrorism today threatens every society, every people, and as the world takes action against its perpetrators, we have all been reminded of the necessity of addressing the full range of conditions which permit the growth of this kind of hatred and depravity."
- "We must confront violence, bigotry and hatred even more resolutely."
- "The work of the United Nations must continue as we address the ills of our time -- conflict, ignorance, poverty and disease."

Sympathy techniques:

1. Simulation:

"The terrorists who attacked the United States on 11 September aimed at one nation, but wounded an entire world." This sentence alludes to the fact that the September 11 attacks, while primarily targeting the United States, had global repercussions and impacted people all over the world.

"It was a unity born of horror, of fear, of outrage, and of profound sympathy with the people of the United States." This sentence alludes to the sense of shared emotions that arose in the aftermath of the September 11 attacks, with people around the world feeling similar emotions of horror, fear, outrage, and sympathy with those affected by the attacks.

"As the United States decides what actions it will take in defense of its citizens, and as the world comes to terms with the global implications of this calamity, the unity of 11 September will be invoked, and it will be tested." This sentence alludes to the idea that the unity that emerged after the September 11 attacks will be tested as various nations and groups determine their responses to the attacks and confront the global implications of the event.

Implicit meaning refers to simulation behind these sentences:

"Indeed, the most eloquent global answer so far to last week's attacks has been the commitment of states from every faith and region to act firmly against terrorism."

This sentence alludes to the idea that the response to the September 11 attacks represented a unified global effort to combat terrorism, with nations from around the world coming together in solidarity against this common threat.

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"At a time like this, the world is defined not only by what it is for, but by what and who it is against." This sentence alludes to the idea that the global response to the September 11 attacks was defined by a sense of opposition to a common enemy, with people and nations coming together against the threat of terrorism.

"He and President Bush have shown admirable leadership in condemning attacks on Muslims in the United States, and around the world other leaders have done the same."

This sentence alludes to the idea that leaders should take a strong stance against attacks on specific groups, such as Muslims, in order to promote a sense of unity and prevent the terrorists from sowing division between different communities.

2. Empathy:
- "Rarely, if ever, has the world been as united as it was on that terrible day. It was a unity born of horror, of fear, of outrage, and of profound sympathy with the people of the United States."
- "This was truly an attack on all humanity, and all humanity has a stake in defeating the forces behind it."
- "I have expressed to President Bush and Mayor Giuliani – and to New Yorkers at services in Churches, Synagogues and Mosques – the complete solidarity of the United Nations with the United States and its people in their hour of grief."
- "Nor should anyone question the world-wide resolve to fight this scourge for as long as is needed."
- "The United Nations – and the international community – must have the courage to recognize that just as there are common aims, there are common enemies."
- "No people, no region and no religion should be condemned, assaulted or targeted because of the unspeakable acts of individuals."
- "He and President Bush have shown admirable leadership in condemning attacks on Muslims in the United States, and around the world other leaders have done the same."

3. Passive co-affection:

- "The terrorists who attacked the United States on 11 September aimed at one nation, but wounded an entire world."
- "It was a unity born of horror, of fear, of outrage, and of profound sympathy with the people of the United States."
- "This was truly an attack on all humanity, and all humanity has a stake in defeating the forces behind it."
- "As the United States decides what actions it will take in defense of its citizens, and as the world comes to terms with the global implications of this calamity, the unity of 11 September will be invoked, and it will be tested."
- "Of this solidarity, let no one be in doubt."
- "Nor should anyone question the world-wide resolve to fight this scourge for as long as is needed."
- "Indeed, the most eloquent global answer so far to last week's attacks has been the commitment of states from every faith and region to act firmly against terrorism."
- "To defeat them, all nations of good will must join forces in a common effort encompassing every aspect of the open, free global system so wickedly exploited by the perpetrators of last week's atrocities."

Implicit meaning refers to passive co-affection behind these sentences:

- "The United Nations is uniquely positioned to advance this effort."
- "United Nations conventions already provide a legal framework for many of the steps that must be taken to eradicate terrorism - including the extradition and prosecution of offenders and the suppression of money laundering."
- "Essential to this response, however, is that it deepen and not fracture the global unity of 11 September."
- "No people, no region and no religion should be condemned, assaulted or targeted because of the unspeakable acts of individuals."
- "Doing so will not end every source of hatred and every act of violence – there are those who will hate and who will kill even if every injustice is ended."

Critical Stylistics:

1. Power:
- "The United Nations – and the international community – must have the courage to recognize that just as there are common aims, there are common enemies."
- "Essential to this response, however, is that it deepen and not fracture the global unity of 11 September."
- "No people, no region and no religion should be condemned, assaulted or targeted because of the unspeakable acts of individuals."
- "Terrorism today threatens every society, every people, and as the world takes action against its perpetrators, we have all been reminded of the necessity of addressing the full range of conditions which permit the growth of this kind of hatred and depravity."

There is an implicit meaning refers to power behind these sentences:

- "Rarely, if ever, has the world been as united as it was on that terrible day."
- "This was truly an attack on all humanity, and all humanity has a stake in defeating the forces behind it."
- "Of this solidarity, let no one be in doubt."
- "Nor should anyone question the world-wide resolve to fight this scourge for as long as is needed."
- "At a time like this, the world is defined not only by what it is for, but by what and who it is against."

2. Solidarity:

- "Rarely, if ever, has the world been as united as it was on that terrible day. It was a unity born of horror, of fear, of outrage, and of profound sympathy with the people of the United States."
- "This was truly an attack on all humanity, and all humanity has a stake in defeating the forces behind it."
- "I have expressed to President Bush and Mayor Giuliani – and to New Yorkers at services in Churches, Synagogues and Mosques – the complete solidarity of the United Nations with the United States and its people in their hour of grief."
- "In less than forty-eight hours, the Security Council and the General Assembly joined me in condemning the attacks and voted to support actions taken against those responsible and the states who aid, support, or harbor them. Of this solidarity, let no one be in doubt."
- "Indeed, the most eloquent global answer so far to last week's attacks has been the commitment of states from every faith and region to act firmly against terrorism."
- "The United Nations – and the international community – must have the courage to recognize that just as there are common aims, there are common enemies. To defeat them, all nations of good will must join forces in a common effort encompassing every aspect of the open, free global system so wickedly exploited by the perpetrators of last week's atrocities."
All of these sentences express solidarity with the United States and recognition of the need for global unity in the face of terrorism.

Table 1: GORGE W BUSH \Strategies of speech acts

Assertive	12
Directive	6
Expressive	13
Commissive	Explicitly:4 **Total: 7** Implicitly: 3
Declarative	21

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Table 2: Sympathy techniques:

Simulation	Explicitly: 3 Total: 5 Implicitly: 2
Empathy	5
Passive co-affection	Explicitly: 3 Total: 5 Implicitly: 2

Table 3: Critical Stylistics

Power	Explicitly: 8 Total: 10 Implicitly: 2
Solidarity	7

Table 4: Kofi Annan\ Strategies of speech acts

Assertive	8
Directive	5
Expressive	6
Commissive	Explicitly: 2 Total: 3 Implicitly: 1
Declarative	16

Table 5: Sympathy techniques

Simulation	Explicitly: 3 Total: 6 Implicitly: 3
Empathy	7
Passive co-affection	Explicitly: 8 Total: 13 Implicitly: 5

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Table 6: Critical Stylistics

Power	Explicitly: 4 Total: 9 Implicitly: 5
Solidarity	6

Table 7: Discourse analysis results between George W Bush and Kofi Annan:

Strategies of speech acts	George W Bush	Kofi Annan
Assertive	12	8
Directive	6	5
Expressive	13	6
Commissive	7	3
Declarative	21	16
Sympathy techniques		
Simulation	5	6
Empathy	5	7
Passive co-affection	5	13
Critical Stylistics		
Power	10	9
Solidarity	7	6

CONCLUSION

The way in which U.S. President George W. Bush and UN President Kofi Annan responded to the September 11 attacks was analyzed on the basis of an analysis of the critical stylistic features of friendly presidential speeches. The rhetorical strategies used by presidents in their speeches were studied and how these strategies were used to create a sense of unity and support among the American people during the crisis.

Bosses used language that reflected their personal and emotional responses to the tragedy, including expressions of sadness, grief, and pain. This study used a critical stylistic analysis framework, a systematic approach that focuses on the linguistic and rhetorical features of texts.

There is little research on the critical stylistic analysis of these speeches. The goal of this study was achieved and this gap was bridged by analyzing sympathetic presidential speeches of the September 11 incident, and the results showed that the speech of the President of the United Nations, Kofi Annan, showed more sympathy for the incident than the President of the United States at the time, George W. Bush, while George W. Bush showed the strength of the United States and America's ability to respond to attacks and retaliate against the perpetrators. These finding reassure the acceptance of the three hypothesis of the study.

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