



A Critical Discourse Analysis of Self-representation in English and Arabic Presidential Back to School Speeches

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Abstract

This study is interested in the most common rhetorical, argumentation, and meaning ideological tactics utilized in the presidential back-to-school speeches in Arabic and English and aims to add something new on politicians' self-representation in critical discourse analysis. Based on Tajfel and Turner's (1979) Social Identity Theory and van Dijk's (2006, 2008) Socio-Cognitive Approach and Ideological Square, the research is eclectic in model and compares four excerpts, two from Barack Obama and two from Mohammed bin Zayed. The study seeks to get responses to three basic questions: (1) Which rhetorical, argumentative, and meaning-based techniques are most and least frequently employed in these speeches? (2) How are these strategies used in both Arabic and English contexts? (3) Why do the two presidential levels adopt different approaches? The findings confirm that actor description is the most utilized meaning strategy, while authority and presupposition dominate argumentation tactics, and metaphor and repetition are major rhetorical devices. Both leaders construct social and personal identities and

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frame themselves as responsible who determine the future of the students, on the basis of shared ideological and communication norms between cultures.

Keywords: CDA, Identity, Actor description, Ideology, In-group

تحليل نقدي لخطاب التمثيل الذاتي في خطابات العودة إلى المدارس الرئاسية باللغتين الإنجليزية

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المستخلص

تهدف الدراسة إلى تحديد الاستراتيجيات الأكثر شيوعاً للمعنى والمستويات الجدلية والبلاغية المستخدمة في خطابات العودة إلى المدارس الرئاسية الإنجليزية والعربية. يفترض أن وصف الفاعل والتوضيح والاستعارة هي الاستراتيجيات الأكثر شيوعاً للمعنى والمستويات الجدلية والبلاغية المستخدمة في خطابات العودة إلى المدارس الرئاسية الإنجليزية والعربية. تم تبني نموذج انتقائي يعتمد على النهج الاجتماعي المعرفي والمربع الأيديولوجي لفان ديك (2006، 2008) ونظرية الهوية الاجتماعية لتأجف وترنر (1979). تقتصر البيانات على (4) مقطفات رئيسية ينتميان إلى خطابات العودة إلى المدارس الإنجليزية والعربية. وقد خلص إلى أن أوباما وبن زيد يستخدمان بشكل متكرر استراتيجيات وصف الفاعل والمفردات والسلطة والافتراض والتكرار والاستعارة.

الكلمات المفتاحية: تحليل الخطاب النقدي، الهوية، وصف الفاعل، الأيديولوجيا، ضمن المجموعة

1. Introduction

According to Jorgensen and Phillips (2002), discourse analysis, or CD, is a group of interdisciplinary techniques that can be used in a number of studies to investigate a broad range of social domains. The term "critical discourse analysis" (CDA) refers to a method of CD that considers language as a social activity and is interested in the ways that language is used to represent ideologies and power structures. Because CD analysts are particularly interested in

issues of inequality, they sometimes think about the question "who benefits?" (Baker and Ellece, 2011). Nonetheless, the subsequent subsections are taken into account:

1.1 Problem of the Study

In order to identify the language representations of ideologies, earlier academics have studied self-representation in political speeches under the general heading of critical discourse analysis. The current study attempts to fill the gap in the literature regarding politicians' self-representation because there aren't many studies on the subject. However, the following questions are anticipated to be addressed by the study:

1. Which rhetorical, argumentative, and meaning-based techniques are most frequently employed in presidential back-to-school speeches in Arabic and English, respectively?
2. In what ways do presidential back-to-school speeches in Arabic and English employ rhetorical, argumentative, and meaning manipulation techniques, respectively?
3. Why do the English and Arabic Presidential levels use different strategies?

1.2 Aim of the Study

The study's objectives are to: 1-Identify the most common rhetorical, argumentative, and meaning-based tactics employed in presidential back-to-school speeches in Arabic and English.

2. Outlining the most common rhetorical, argumentative, and meaning-based techniques expected in presidential back-to-school speeches in Arabic and English.
3. Recognizing the absence of these ideological categories in Presidential Back-to-School Addresses in Arabic and English.

1.3 Hypotheses of the Study

It is hypothesized that: 1. The most common meaning, argumentation, and rhetorical tactics employed in English and Arabic Presidential Back-to-School Speeches are actor description, authority, and repetition.

2. In their political speeches, Obama and Bin Zayed both make excellent use of argumentative authority more than the argumentative illustration.

3. Compared to other rhetorical devices, Obama and Bin Zayed employ exaggeration less frequently in their political speeches.

2. Theoretical Background

2.1 Critical Discourse Analysis (CDA)

The study of dominance, prejudice, power, and control as they manifest in language is the focus of CDA. This method aims to critically analyze the ways in which discourse or language use conveys, signals, forms, legitimizes, and expresses many facets of social inequality (Wodak, 1995; Taylor, 2013; Mohammed, 2024). Furthermore, CDA coincides with important developments in psychology, philosophy, politics, and sociolinguistics (Van Dijk, 2008). Regarding CDA approaches, they are described as follows:

1. Wodak's Historical Discourse Approach has to do with critical theory's socio-philosophy (Wodak and Meyer, 2001). It takes into account the dialectical relationships between the interaction and its surroundings. Discourse influences social interaction, which in turn influences the situational context. This method aims to make it easier to analyze utterances that include implicit bias and reveal hidden (Stefan et al., 2000).
2. Fairclough's Dialectical-Relational Approach found that these approaches fail to consider discourse critically. According to him (2000; 2003), the CDA was created as a result of the conventional classification of linguistics and other social scientific disciplines. Fairclough's approach has a big influence on CDA research since it focuses on social life elements and how they connect to language use.
3. The Socio-Cognitive Approach of Van Dijk: CDA is a perspective that integrates a number of theories. Van Dijk (2002; 2015) makes a number of suggestions on factors relevant to the micro-level of every social group. Additionally, he (2001; 1998) emphasizes social cognition as the bridge connecting society and text.

2.2 Ideology

Social power is defined by ideology, which can be viewed as the basic building block of a group's social representation. Furthermore, according to Van Dijk, "groups have (more or less) power if they are able to (more or less) control the acts and minds of members of other groups" (Van Dijk, 2003). Van Dijk's methodology thus encompasses three realms of

analysis: discourse, cognitive, and social. Discourse analysis is based on texts and looks at them from lexical, semantic, syntactic, and rhetorical points of view.

2.3 Identity

Identity, according to Richards and Schmidt (2010), is a person's perception of themselves as distinct, independent individuals, including their self-image and self-awareness. Personal and social identities are the two fundamental categories into which Tajfel and Turner (1979) divide identity. While social identification relates to the act of defining ourselves in terms and categories that we can communicate with others, personal identity deals with philosophical questions that arise about ourselves as a result of our humanity.

3. Methodology of the Study

Four excerpts from presidential back-to-school speeches in Arabic and English have been chosen. These excerpts were selected for the eclectic model's investigation and analysis. According to Creswell (1998: 35), "it is useful when either the quantitative or qualitative approach by itself is inadequate to best understand a research problem or the strengths of both quantitative and qualitative research can provide the best understanding". Van Dijk (2002), however, proposes the following important levels:

- 1) The most straightforward method for expressing ideological "content" is the Meaning Ideological Category. The following is an explanation of the meaning devices (van Dijk, 2002):

a- Actor Description: How actors are characterized in D based on our beliefs.

It gives a detailed description of the entities (position, person, thing) of D, i.e. ideologies embed the way persons are elaborated in D, (van Dijk, 2006).

b. Disclaimer: It is used to show a good description of someone, followed by a denial using the coordinating conjunctions 'but' in the second phrase. (Van Dijk, 2006: 67).

c- Implication: Speakers may not essentially need to express what they know or think because of a variety of pragmatic (contextual) reasons (van Dijk, 2006).

d- Presupposition: Common sociocultural knowledge assumes that D senses are known, even though they are occasionally implied and not stated explicitly. Presuppositions are typically used intentionally to assume that a proposition is true before it has ever been proven to be so (Van Dijk, 2000).

2) The Argumentation Category: The following is a description of the tactics used at this category:

a. Authority: it is employed to bolster a claim by offering reliable proof to back up one's position (van Dijk, 2006).

b. Illustration: The process by which specific stories are mentioned, a thorough explanation is given, or specific claims are supported by examples, making the reasoning more believable, convincing, and memorable (van Dijk, 2006).

3. The following tactics are included in the Rhetoric Category:

a-Metaphor: When two entities are compared, the qualities of one are susceptible to the properties of the other.

b.Hyperbole is a semantic rhetorical device that enhances meaning. We might use exaggerated language when describing the alleged negative traits or actions of others (van Dijk, 2006).

c.One broad rhetorical technique that can be used to emphasize our strengths and the weaknesses of others is repetition (van Dijk, 2000).

To further differentiate social groups, Tajfel and Turner (1979) propose the notion of social categorization. On the basis of social identification, it was created in part to address problems brought up by social identity theory (Lambert, 1995: 49). Two fundamental social groups are the focus:

-According to Lambert (1995: 49), an in-group is a group that you personally belong to as well as any other people who are thought to be members of that group.

-Members of the out-group are perceived as homogeneous, "all the same," and possessing more undesirable traits. This effect is described by the homogeneity bias (Linville et al., 1989).

4. Data Analysis and Findings

4.1 Analysis of Obama's Extracts/ English Presidential Back to School Speeches

A. Actor Description (Meaning)

Obama begins by describing the actor and then uses the personal pronoun "I" five times in the speech to thank the pupils. "*I know that for many of you*", "*I imagine there are some seniors out there*", "*I know that feeling*", "*I was young*", "*I lived in Indonesia for a few years*" (extract 1). The utterances contain two repetitions of the same personal pronoun. "*I've talked a lot about*", "*That's what I want to focus on today*" (extract 2). Additionally, the pronoun "we" is employed once in the utterance "*we can have the most dedicated teachers*"(extract 2). These statements demonstrate that Obama thinks independently as a responsible individual who considers others, defends and communicates his emotions, and speaks for others. He maintains his individuality by focusing on positive self-presentation. In order to maintain a social identity, he later employs the personal pronouns "we" to denote in-groupness and positive self-representation.

The phrase "your parents," which appears three times in extracts 1 and 2, serves as another way to characterize Obama. It conveys the idea that parents are important in students' lives because they can be seen as a foundation for empowering kids to assume their responsibilities in life. In order to preserve social identity, this exemplifies positive US self-representation and in-groupness. Lastly, the personal pronoun "she" is used five times in these sentences, "*she didn't have the money*", "*but she thought it was important*", "*So she decided to teach*", "*But because she had to go to work*", "*she could do it was at 4:30 in the morning*" describing how his mother contributed to his success. Obama thus emphasizes the importance of parents' personal identities by demonstrating the positive self-representation and in-groupness that are necessary for achieving social pleasure.

Obama describes the children's experiences in order to prepare their minds for their circumstances and explain why their emotions changed once they returned to school. In the utterances, he uses the word "school" four times "*today is the first day of school*", "*or starting middle or high school*", "*it's your first day in a new school*", "*all the American kids went to school*", (Extract 1) and (three times) in (extract 2) such as, "*the best schools in the world*", "*unless you show up to those schools*", "*and turning around schools that aren't working*" to show the significance of this institution. The purpose is also to maintain social

identity since Obama intends to be socially accepted and achieve social satisfaction. As a result, Obama uses this strategy (18) times.

B. Disclaimers (Meaning)

Obama employs this discursive device (9) on a number of occasions in relation to disclaimers, which are statements that indicate you are not accountable for anything. The hedges' positive and negative forms, including "I she didn't have," "just a little bit," "some of you," "you could've," "I imagine," and "I know" (extract 1), demonstrate that the kids had no idea what the future held. He simultaneously exhibits good self-representation. This shows that he has pushed pupils to create objectives, believe in themselves, and be the architects of their own destinies. He has also urged them to work hard in their studies and take charge of their education. The utterance contains another disclaimer "*but she thought it was important for me to keep up with an American education*," "*But because she had to go to work, the only time she could do it was at 4:30 in the morning*"(extract 1) to show that his mother works hard to provide him with a top-notch education since she believes that education is the only way to make people better overall. The statement "But at the end of the day, we can have the most dedicated teachers, the most supportive parents, the best schools in the world" (extract 2) indicates that parents, teachers, and the government all have a part in ensuring that pupils receive a quality education. These disclaimers represent in-groupness and positive self-representation.

C. Implication (Meaning)

Another meaning discursive device that Obama uses to describe his post-meeting presentation of himself to students is implication. He employs it four times. He suggests that a shift has occurred in the lives of the kids in the statement, "I know that for many of you, today is the first day of school" (extract 1). According to Obama, "it's your first day in a new school, so it's understandable if you're a little nervous" (extract 1), they will stop at nothing to achieve their objectives. "One of it will matter unless all of you fulfill your responsibilities, unless you show up to those schools, unless—" (extract 2) suggests that people can easily feel unimportant or think that their actions have little impact. In actuality, though, each individual is vital to making the world a better place for everybody. According

to the statement "the responsibility each of you has for your education" (extract 2), responsibility is a crucial idea that each person needs to comprehend and accept. Obama hopes to improve the lives of students by preserving his social identity and presenting a positive image of himself.

D. Presupposition (Meaning)

Presupposition is another tactic that Obama uses thirteen times. The following statements attest to this: Obama assumes that the first day of school is crucial for pupils to live with their peers when he says, "I know that for many of you, today is the first day of school" (extract 1). The statement "it's your first day in a new school, so it's understandable if you're a little nervous" (extract 1) has another presumption. Obama assumes that because there are a lot of students and a difference between yesterday and today, the kids are a little anxious on the first day of school. The utterance contains another presumption "*I imagine there are some seniors out there who are feeling pretty good right now -- (applause) -- with just one more year to go*" (extract 1) wherein Obama assumes that a large number of healthy seniors have made a deliberate effort to lead healthy lives. The statement in excerpt 1 that "some of you are probably wishing it were still summer and you could've stayed in bed just a little bit longer this morning" assumes that the children's lives have already become less comfortable. The statement "And my mother, she didn't have the money to send me where all the American kids went to school" (extract 1) represents another presupposition, which is that Obama's family does not make enough money.

Regarding extract 2, there are two utterances that express the presuppositions. "I've talked a lot about your government's responsibility for setting high standards" is the first one, and it assumes that Obama and his colleagues try to implement particular procedures in an effort to improve educational institutions and research the needs of students. The second statement, "That's what I want to focus on today...." assumes that students' accountability for their education is an essential component of their quest for both academic achievement and personal development. Since practically all of the presuppositions are about Obama and his students, the presupposition device suggests that Obama maintains both his personal and social identities.

E. Authority (Argumentation)

Obama employs authority device by presenting himself and his students as well as by voicing his own thoughts, emotions, and plans. He uses it ten times. In essence, Obama uses the personal pronoun I to convey his own thoughts like "*I know that for many of you*", "*I imagine there are some seniors out there*", "*I know that feeling*", "*I was young*", "*I lived in Indonesia for a few years*" (extract 1).; The same personal pronoun is repeated twice in the utterances "*I've talked a lot about*", "*That's what I want to focus on today*" (extract 2). He maintains his individuality. Obama obviously doesn't hesitate to share his opinions with the students. He wants to demonstrate that he is capable of making decisions regarding the various matters pertaining to students' lives and that he has his own plans. Obama consistently emphasizes the importance of kids' character, as in "*where students aren't getting the opportunities that they deserve*" (Extract 1), "*And for those of you in kindergarten, or starting middle or high school*", "*And no matter what grade you're in*" (Extract 2). Since he maintains his sense of self by expressing how he feels in the present compared to the past, these statements stand for positive self-representation. When Obama speaks in the name of students, he also represents authority by using the pronoun "we," as in "*we can have the most dedicated teachers*" (extract 2). Obama is an example of positive self-representation that uses social identity to achieve social satisfaction.

F. Illustration (Argumentation)

The use of illustrations to support claims about the children's past and to have them ready to pay for the change that will occur is another argumentation device. Obama used the illustration technique three times. It is displayed in "*When I was young, my family lived overseas.*" (extract 1), "*I lived in Indonesia for a few years. And my mother, she didn't have the money to send me where all the American kids went to school, but she thought it was important for me to keep up with an American education.*" (extract 1), "*So she decided to teach me extra lessons herself, Monday through Friday*" (extract 1), "*But because she had to go to work, the only time she could do it was at 4:30 in the morning* ". It is evident from these statements that Obama emphasizes good self-representation by doing his best to include specifics about his biography. Obama explains that he implements numerous policies to enhance students' lives and meet their needs to the fullest extent possible in the statements

"I've talked a lot about your government's responsibility for setting high standards, and supporting teachers....", "But at the end of the day,...", and "That's what I want to focus on today: the ". Obama is inhabiting the social identity since he wants to convince people of his past in order to feel socially satisfied.

G. Metaphor (Rhetoric)

Regarding the rhetorical devices, Obama uses metaphor three times in the two extracts, relating the future of students to "high standards," "the most dedicated teachers," "the most supportive parents," and "the best schools" (Extract 1), as well as "so it's understandable," "pretty good right," and "a little nervous" (Extract 1). Obama undoubtedly employs these various metaphorical terms to portray the US in a positive light and preserve a social identity that would allow him to be accepted and content with society.

H. Hyperbole (Rhetoric)

The phrase. (Extract 1), "extra lessons herself" (extract 1), "setting high standards," (extract 2) is hyperbolic Obama utilizes hyperbole to exaggerate details about his background, which reflects how he preserves his individuality. Using this tool, he presents a favorable image of himself and emphasizes the value of social acceptance. Therefore, the total number of times this approach has been used is two.

I. Repetition (Rhetoric)

Another crucial rhetorical device is repetition, which is employed sixteen times in the utterances, such as five times when the personal pronoun "I" is used. "I know that for many of you", "I imagine there are some seniors out there", "I know that feeling", "I was young", "I lived in Indonesia for a few years" (extract 1). The phrases "I've talked a lot about" and "That's what I want to focus on today" (extract 2) both use the same personal pronoun twice. Furthermore, the phrase "we can have the most dedicated teachers" (extract 2) uses the pronoun "we" once. This tactic is also linked to the utterances' five instances of the personal pronoun "she" *she didn't have the money* ", " *but she thought it was important* ", " *So she decided to teach* ", " *But because she had to go to work* ", " *she could do it was at 4:30 in the morning* " to emphasize the role mothers play in helping students fulfill their future goals.

Last but not least, he uses the word "school" four times in the sentences "today is the first day of school," "or starting middle or high school," "it's your first day in a new school," and "all the American kids went to school" (Extract 1) and three times in (Extract 2), including "the best schools in the world," "unless you show up to those schools," and "and turning around schools that aren't working." This suggests that Obama seeks social fulfillment and in-groupness, opening up a wide range of potential outcomes.

4.2 Analysis of Bin Zayed's Extracts/ Arabic Presidential Back to School Speeches

Extract (3)

السلام عليكم .. عالي .. أول شيء أبارك لكم العودة إلى مدارسكم .. وأبارك لجميع المدرسين والعاملين في قطاع التعليم .. وإن شاء الله تكون بداية موفقة وناجحة في عام دراسي جديد. عالي .. بداية الحياة أحلام .. تكير معنا .. ويكبر طموحنا بتحقيقها .. ومدارسكم تصفل هذه الأحلام والمهارات ويرسم فيها المستقبل .. فأوصيكم ببذل الجهد والمثابرة .. فمسيرة العلم والمعرفة مسيرة متواصلة لا تتوقف..

Translation

Peace be upon you .. my children .. First of all, I congratulate you on returning to your schools.. and I congratulate all the schools and those working in the education sector .. God willing, it will be a successful and fruitful start to a new academic year. My children .. The beginning of life is dreams .. They grow with us .. and our ambitions grow with them .. and your schools refine these dreams and skills and shape the future .. I advise you to make an effort and persevere.. because the journey of knowledge and learning is continuous and never stops ..

Extract (4)

عليكم يا عالي .. بالتميز والإبداع والعزيمة .. حددوا أهدافكم .. ولا تتوقفوا عن المحاولة .. استثمروا أوقاتكم بأشياء تنفعكم وتنفع أهاليك ومجتمعكم. وأقول لإخواني المعلمين وأخواتي المعلمات إن جهودكم مقدرة .. ورسالتكم عظيمة .. ومسؤوليتكم كبيرة في التربية والتعليم .. والله يحفظكم ويعينكم على أداء هذه الرسالة.. وعندما نتحدث عن التعليم .. ليس معناه المدرسة والمعلم والطالب فقط .. لكن التعليم منظومة متكاملة .. ولا يمكن أن تتحقق أهدافها من دون أن يقوم الأباء والأمهات والأسرة .. بدورهم ومتابعة عيالهم وتهيئة البيئة المناسبة لهم .. وكذلك يقوم المجتمع بدوره بمختلف جهاته ومؤسساته .. بمساعدة منظومة التعليم ومعاونتها حتى تتحقق أهدافها الكاملة .. الله يوفقكم ويحفظكم

Translation

My children, you must excel, be creative and determined. Set your goals and never stop trying. Invest your time in things that benefit you, your families and your community. I say to my brothers and sisters, the teachers, that your efforts are appreciated, your message is great and your responsibility in education and teaching is huge. May God protect you and help you carry out this message. When we talk about education, it does not mean just the school, the teacher and the student, but rather education is an integrated system. It cannot achieve its goals without the father, mother and family playing their role and following up on their children and providing a suitable environment for them. Likewise, society plays its role with its various agencies and institutions by helping and assisting the education system until it achieves its full goals. May God grant you success and protect you.

A. Actor Description (Meaning)

Within this meaning device, Bin Zayed expresses his self-representation through saying “وأقول لإخواني المعلمين وأخواتي المعلمات” (Extract 3), “... فأوصيكم .. مبارك لكم العودة إلى مدارسكم” (Extract 4). This statement notes that Bin Zayed thinks conceptually on his own as a responsible individual who considers others, communicates with the students, and expresses his feelings. Additionally, he maintains his individuality by emphasizing positive self-representation. Then, in order to retain a social identity, he said “... وعندما تتحدث عن التعليم .. ليس .. معناه المدرسة والمعلم والطالب فقط .. لكن التعليم منظومة متكاملة” (Extract 4) to reflect in-groupness and positive self-representation.

Furthermore, Bin Zayed refers to the students as in “يا عيالى” in both extracts. By talking about the students and utilizing in-groupness, Bin Zayed also maintains his individuality. By stressing positive US self-representation, he maintains his personal identity. Another way to characterize Bin Zayed's speech is the sixteen instances in which he refers to students using “.... استثمروا أوقاتكم .. ، عليكم يا عيالى .. بالتميز والإبداع والعزيمة .. ، .. فأوصيكم ببذل الجهد والمثابرة” “... ومجتمعكم بأشياء تنفعكم وتنفع أهاليك ..”. He emphasizes the part that students play in shaping the future of their nation by using these pronouns. As president, his personality maintains the positive self-representation and in-groupness that are necessary to attain social satisfaction.

These depictions reveal Bin Zayed's conception of space and time. He thus employs this tactic eight-times.

B. Disclaimers (Meaning)

This discursive device is used (only once) by Bin Zayed in the following utterance: .” .“
”وَعِنْدَمَا نَتَحَدَّثُ عَنِ التَّعْلِيمِ .. لَيْسَ مَعْنَاهُ الْمَدْرَسَةُ وَالْمَعْلُومُ وَالْطَّالِبُ قَطْ .. لَكِنَّ التَّعْلِيمَ مَنْظُومَةٌ مُتَكَامِلَةٌ This is an example of the positive forms found in the hedges (extract 4). The statements "When we talk about education, it does not mean just the school, the teacher, and the student, but rather education is an integrated system," "It cannot achieve its goals without the father, mother," and "It does not mean just the school" contain further disclaimers. Since the students believe they are accepted by society, these disclaimers demonstrate US positive self-representation and in-groupness. Since Bin Zayed discusses his aims, the aforementioned disclaimers also represent his social identity.

C. Implication (Meaning)

Another discursive meaning device is implication which is used to refer to how Bin Zayed present himself and the students. This discursive device is employed (6) times. In the utterances ”دِرَاسِيُّ جَدِيدٌ .. وَإِنْ شَاءَ اللَّهُ تَكُونُ بِدَايَةً مُوْفَّقَةً وَنَاجِحةً فِي عَامٍ” implying a pivotal moment for students, educators, and institutions, encapsulates the profound significance of dreams in shaping our aspirations, creativity, and understanding of life itself., ”وَمَدَارِسَكُمْ تَصْلُّ هَذِهِ الْأَحَدَامُ .. وَالْمَهَارَاتُ” proving that education is a potent instrument that influences not just people's thoughts but also the course of societies. Schools are essential for honing aspirations and abilities and preparing kids for a world that is complicated and changing quickly. The statement ”فَسِيرَةُ الْعِلْمِ وَالْمَعْرِفَةِ مِسِيرَةٌ مُتَوَاصِلَةٌ لَا تَتَوَقَّفُ ..” (extract 3) indicates that acquiring information is an essential part of being human. It embodies the spirit of curiosity and the drive for understanding, spanning borders, cultures, and generations. The maxim "knowledge is power" is applicable in all situations and highlights the value of lifelong learning.

Concerning (extract 4), the utterance ”حَذِّرُوا أُهْدِافَكُمْ .. وَلَا تَتَوَقَّفُوا عَنِ الْمَحاوِلَةِ ..” implies that Setting goals is a basic idea that acts as a road map to help people reach their objectives. It is the process of deciding what you want to do and setting quantifiable goals and deadlines to carry them out. Because it fosters motivation, focus, and tenacity, goal-setting is essential in

all spheres of life—personal, academic, and professional. The maxim "never stop trying" is crucial in the face of obstacles and setbacks that may occur while pursuing these objectives. The statement "*your message is great and your responsibility in education and teaching is huge*" implies that education is often considered the cornerstone of society, laying the foundation for personal and collective growth. Within this framework, the role of communication—especially the content and manner of messages conveyed during the educational process—is paramount. It plays a fundamental role in shaping students' knowledge, attitudes, and values.. Another utterance .. ليس معناه المدرسة .. وعندما نتحدث عن التعليم .. " .. المعلم والطالب فقط .. لكن التعليم منظومة متكاملة .. وكذلك يقوم المجتمع بدوره بمختلف جهاته ومؤسساته .. بمساعدة منظومة التعليم .. " .. وتعاونتها حتى تتحقق أهدافها الكاملة .. الله يوفقكم ويرحمكم" demonstrating that education is essential to growth on both a personal and societal level. By maintaining their individuality and displaying contentment with the fewest possessions they own, Bin Zayed exemplifies positive self-representation. Additionally, Bin Ziad hopes to improve students' lives by preserving the social identity and presenting a favorable image of herself.

D. Presupposition (Meaning)

Presupposition is considered another tactic that Bin Zayed uses five times. The following statements attest to this: The statements

” .. فمسيرة العلم والمعرفة ”، ”بداية الحياة أحلام .. تكبر معنا“ extract 3) The beginning of life is dreams and the journey of knowledge and learning is continuous and never stops, assume that the pursuit of knowledge is a fundamental aspect of human existence and that dreams have a profound impact on our aspirations, creativity, and understanding of life itself. It transcends boundaries, cultures, and generations to embody the spirit of curiosity and the desire for understanding. Regarding (Extract 4), the statement.. ”رسالتكم عظيمة.. ومسؤوليتكم كبيرة في التربية“ و”التعليم“ Your message is great and your responsibility in education and teaching is huge assumes that teachers have a major influence on the information, attitudes, and values of their students.

.. وعندما نتحدث عن التعليم .. ليس معناه المدرسة والمعلم والطلاب فقط .. لكن " التعليم منظومة متكاملة When we talk about education, it does not mean just the school, the

teacher, and the student, but rather education is an integrated system, this assumes that by considering education as an interconnected system, one can recognize the numerous components that go into learning and the dissemination of knowledge. The statement .. وكذلك .. يقوم society plays its role with its various agencies and institutions..... implies that the full potential of an educational system can only be achieved through the combined efforts of different societal agencies and institutions. Since practically all of the presuppositions are about Bin Zayed and the students, the presupposition device shows that he maintains both his personal and societal identities.

E. Authority (Argumentation)

In addition to his presentation, Bin Zayed expresses his own thoughts, emotions, and plans, utilizing the authority technique. He uses it 7 times. In the following أبارك لكم العودة إلى " Extract 3) .. فاوصيكم بين الجهد والمثابرة" مدارسكم حذدوا .. ، " عليكم يا عيالي .. بالتميز والإبداع والعزيمة. (Extract 4) .. أهدافكم .. ولا تترفعوا عن المحاولة إن جهودكم مقدرة .. " ستثمروا أوقاتكم بأشياء تنفعكم وتنفع أهالكم ومجتمعكم. و " ومسؤوليتكم كبيرة في التربية والتعليم (Extract 4) He keeps his personal identity. It's clear that Bin Zayed bases his opinions on his limited experiences. Additionally, his mindset inspires the pupils since he understands their thoughts and actions. Therefore, Bin Zayed always emphasizes on pupil using direct address as " عيالي " my children, these statements constitute good self-representation and help him to keep his identity.

F. Illustration (Argumentation)

The use of illustrations is accomplished by providing specifics about what will transpire in their future. Bin Zayed uses the illustration technique five times. As evidenced by the statement " أول شيء أبارك لكم العودة إلى مدارسكم .. وأبارك لجميع المدرسين والعاملين في قطاع التعليم .. و .. " Bin Zayed congratulates students on returning to their schools. This illustrate continues to be a time to celebrate the spirit of learning and the crucial role that education plays in forming people and societies as students and educators return to their schools. Returning to school signifies more than just going back to classes; it also means rekindling one's enthusiasm for

بداية الحياة أحالم .. تكبر معنا .. ويكبر طموحنا بتحقيقها .. ومدارسكم " تصقل هذه الأحلام والمهارات ويرسم فيها المستقبل " The life is dreams .. They grow with us and schools refine these dreams and shape the future (extract 3) explains that Dreams are the basis upon which people construct their futures; they are the seeds of desire. They serve as our compass, assisting us in overcoming obstacles and grasping opportunities. From a young age, our dreams develop with us, shaped by our upbringing, experiences, and education. Schools are essential in honing these aspirations and abilities, influencing not only people's futures but also the course of society at large.

” .. وأقول لإخواني المعلمين وأخواتي المعلمات إن جهودكم مقدرة .“

Teachers' efforts are appreciated. This highlights how it shapes people and influences their futures. Teachers' unrelenting passion and commitment are the driving force behind every successful person " وكذلك يقوم المجتمع بدوره بمختلف جهاته ومؤسساته .. بمساعدة منظومة التعليم ومعاونتها .. " Society plays its role with its institutions to assisting the education system until it achieves its full goals indicates that A key component of human growth, education has a crucial role in determining how people and society develop in the future. It makes it possible for people to learn, grow, and develop the values that are necessary for both individual and collective development. However, the education system needs the cooperation and support of numerous societal organizations and agencies in order to succeed. In other words, Bin Ziad emphasizes positive self-representation and negative depiction of others by doing everything in their power to convey facts about their own future. He is occupying the social identity as a result.

G. Metaphor (Rhetoric)

Metaphor is used by Bin Zayed (8) times in the two extract as in associating the treatment of children as " يرسم فيها " ، تصقل هذه الأحلام والمهارات " ، " تكبر معنا " ، " بداية الحياة أحالم " رسالتكم عظيمة " ، " التعليم منظومة متكاملة " ، " تهيئة البيئة المناسبة " (Extract 3) " مسيرة العلم والمعرفة " ، " المستقبل " (Extract 4) " لهم " .

H. Hyperbole (Rhetoric)

Bin Zayed used this device (two times). The phrases "بداية الحياة أحالم " (

Life begins with dreams overstates the centrality of dreams as the foundation of life. This utterances in Extract 3 "مسيرة العلم والمعرفة مسيرة متواصلة لا تتوقف" an intentional exaggeration used to emphasize the endless nature of learning. Since Bin Zayed uses hyperbole to dramatize aspects of the pupils' future, these statements demonstrate how he preserves his individuality. Additionally, he exhibits a positive self-image and highlights the significance of social acceptance. Therefore, the total number of times this category is used is five.

I. Repetition (Rhetoric)

Another crucial rhetorical device is repetition, which is employed 24 times in the use of In this extract, repetition is employed as a persuasive rhetorical strategy to reinforce core messages and emphasize collective identity, encouragement, and shared responsibility. The repeated use of the address term "يا عيالي" (O my children) serves both an emotional and unifying function, framing the speaker as a caring parental figure and creating a strong bond with the students.

Additionally, phrases such as "جهودكم مقدرة.. رسالتكم عظيمة.. مسؤوليتكم كبيرة" exhibit tripling, a form of repetition that enhances rhythm and emphasis, particularly in praising teachers. The term "منظومة" (system) is also repeated to stress the interconnected nature of education, involving students, teachers, families, and society.

This repetition not only aids in memory retention but also fosters a sense of motivation, duty, and collective purpose among all educational stakeholders.

These elements are meant to suggest that Bin Zayed seeks social fulfillment and in-groupness, opening up a wide range of potential outcomes. He maintains his individuality by being a positive version of himself.

4.3 Findings

Compared to other procedures of the discourse ideological categories, Obama and Bin Zayed employ actor description and presupposition techniques more frequently. The devices they use to emphasize self-representation in their chosen extracts are the use of the personal pronouns "we" and "I," by Obama as well as the frequent use of specific address expressions in Arabic by Bin Zayed such as "عيالي" to adopt their own identities. They usually employ authority categories more than illustration augmentative category. Obama and Bin Zayed

focus on the rhetorical devices of repetition, which is primarily employed to symbolize social and personal identities.

5. Conclusions

Obama and Mohammed bin Zayed employ actor description more than other meaning categories. As a result, the first theory is confirmed. The second hypothesis is also validated because Obama and Bin Zayed both frequently employ authority and presupposition more than other categories. Given how much Obama and Bin Zayed rely on metaphor and repetition, the third hypothesis is also supported. They also take on the two identities—the societal identity and the individual identity. They consider it their duty to oversee the future of the students.

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