

**A Study of English
Verbs of Communication
in the Political and Religious Speeches**

By

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Introduction

Communication is the main core of language as language is widely defined as a means of communication. Verbs of communication can help achieving communication by their own.

The current study focuses on the verbs of communication showing its semantic features and types. It tries to find out the role of the verbs of communication in achieving communication in two linguistic discourses namely the political and the religious speeches. It also tries to find the similarities and differences between these two types of speeches in regard to the use of verbs of communication finding out whether both types of speeches use such verbs. Finally, if verbs of communication are used, the study tries to find out which types of verbs of communication are used in both political and religious speeches.

The aim of the study is to describe the verbs of communication in English as used in political and religious speeches. There by, it is possible to make a comparison between these two different discourses in regard to the use of verbs of communication and to contrast them so as to find out the syntactic and semantic differences and similarities between the two discourses.

To achieve aims of the study, the following procedures are followed:

1. Presenting a theoretical background about the notion of communication in general concentrating on the role of verbs of communication.
2. Finding out the role of verbs of communication in achieving communication and showing the syntactic and semantic features of verbs of communication in English.
3. Analyzing samples of political and religious speeches to correlate the syntactic and semantic features of verbs of communication used in these two discourses.

Section Two

Theoretical Background

2.1 The Notion of Communication

Communication refers to the transmission and reception of information (a "message") between a source and a receiver using a signaling system. In linguistic context: source and receiver are interpreted in human terms; the system involved is a language.

Crystal (1985:72) states that communication is a fundamental notion in the study of behavior, which acts as a frame of reference for linguistic studies.

Lyons (1968:33) restricted the term "communicative" to the intentional transmission of information by means of some established signaling-system. The principal signaling systems employed by human beings for the transmission of information, though not the only ones, are languages. Accordingly, the term communicative means 'meaningful for the sender'.

Regarding the receiver, Lyons (ibid) reserved the term informative saying that a signal is informative if (regardless of the intentions of the sender) it makes the receiver aware of something of which he was not previously aware.

A contrast is often made between verbal and non-verbal communication to refer to the linguistic vs. the non-linguistic features of

communication (the latter including facial expressions, gestures, etc., both in humans and animals). Thirumalai (2006:1)

2.2 Definitions of Verbs of Communication

A typical verb of communication denotes conveying or transferring a message or information to someone. Accordingly, a typical process of communication involves at least three arguments: the addresser, the addressee and the matter addressed. These verbs differ with respect to the nature of the message and the way it is communicated. (Rajendran: 2006:4).

The communication class of verbs is specified as the set of verbs that render a situation when a speaker conveys information to a recipient. Communication verbs are characterized by the entity 'information' that is expressed on the layer of surface structure as a dependent clause introduced by a subordinating conjunction or as a nominal structure. (ibid).

Verbs of communication can express various aspects of communicating: *uttering, expressing, addressing, knowing* and so on. A variety of aspects of linguistic communication can be incorporated in the meaning of a single verb such as the verb *say*, for example, the verb *say* may be construed as contrasting with at least three entirely different sets of lexical items represented by *sing, ask* and *deny*. (ibid:5)

2.3 Classifications of Verbs of Communication

Verbs of communication can be divided into subclasses according to its semantic and syntactic characters as follows: *uttering, expressing, addressing, knowing* and so on. (Thirumalai (2006:1)

The field of communication verbs is complex because it involves many subclasses which sometimes overlap; and linguists such as Blinger (1968:223) presents different classes of these verbs. A combination of the different classification found in the literature is cited below, for example, verbs of saying and verbs of speaking are combined in one class with the verbs of utterance. Verbs of requesting and ordering are combined within verbs of asking and so on. (See sections 2.3.1 to 2.3.11).

The verbs classified under the type verbs of communication denote transfer of idea, emotion, feeling etc. from a human source to another. Taking into consideration the syntactic and semantic features, the verbs denoting communication can be classified according to their senses into the following domains: verbs of utterance, verbs of explaining, verbs of declaring, verbs of summoning, verbs of praising, verbs of reproving, verbs of discussing and verbs of assertion.

2.3.1 Verbs of Utterance

Utterance verbs characteristically take human subjects and their objects produce an instance of a word or a sound. Example of verbs listed within this type are: *speak, talk, converse, say, utter, tell, state*, etc. (see sentences (1) to (7) below). The same verbs listed under utterance verbs are listed under verbs of speaking and verbs of saying by Thirumalai (2006:1). they denote 'articulating words so as to express ones thoughts'.

(1) *He uttered shibboleth*

or else refer to what was uttered

(2) *He uttered the password.*

(3) *He is not able to speak above a whisper.*

(4) *I shall speak to him about it.*

(5) *Let him speak for the organization.*

(6) *He left the room because he did not care to talk*

(7) *In the press convergence the president can converse with the public rather than preach to it.*

All utterance verbs are capable of taking three arguments: the addresser, the addressee and the matter addressed. The addresser is realized as a noun phrase, which functions as the subject of the verb; the addresser is realized as a prepositional phrase (to + noun phrase) which functions as the indirect object of the verb; the matter addressed as a prepositional phrase (about + a noun phrase).

(3.104) a. *I told John something about that.*

b. *I said something about that to John.*

2.3.2 Verbs of Explaining and expression

Verbs of this group, like verbs of utterance, take a human subject. Examples of verbs of this type are *explain, show, expound, explicate, elucidate, interpret, construe, account, justify, and rationalize*.

Explain, expound, explicate, elucidate, interpret, construe are comparable as they denote making oneself or another understand the meaning of something. As in examples (8) to (13) below:

(8) *The teacher explained the meanings of the new words in the poem.*

(9) *The clergyman is expounding the biblical text.*

(10) *How can we best explicate "King Lear" and understand it?*

(11) *Elucidate an obscure passage in the text.*

(12) *It is a sophistry to interpret experience in terms of illusion.*

(13) *Construe ten times the Virgil.*

Account, justify and *rationalize* are comparable when they mean to give or tell the cause, reason, nature or significance of something obscure or questionable, as in examples (14) to (16) below:

(14) *We fail, we are told, to account for the world.*

(15) *So far is he from feeling the pangs of conscience that he constantly justifies his act.*

(16) *Rationalize the Genesis story of creation.*

Miller and Johnson-Laird, (1976:6240) state that if someone expresses his thoughts, beliefs for suspicious to an audience, he does something that makes it possible for the audience not merely to perceive them but to know them as well. Therefore, verbs of expression involve knowledge. *Express* means communicates one's thought or feelings through words, gestures, etc., such as *explain, show, state, etc.*

A typical verb of explaining is capable of taking three arguments, the addresser, the addressee and the matter which is explained. The addresser is realized as a noun phrase, which functions as the subject of the verb; the addressee is realized as a noun phrase or as a prepositional phrase (to + a noun phrase); the matter which is addressed is realized as a noun phrase.

2.3.3 Verbs of Declaring

Under verbs of declaring, verbs like *declare, announce, publish, advertise, proclaim, promulgate* and *broadcast* are grouped together as they denote making something known openly or publicly.

A typical verb of declaring is capable of taking two arguments: the addresser and the matter which is addressed. The addresser is realized as a noun phrase, which functions as the subject of the verb. In most of the situations the addresser is not realized explicitly, but can be interpreted as public. The matter which is addressed is realized as a noun phrase, as a prepositional phrase or that-clause. The verb, *announce* is capable of taking three arguments: the addresser, the addressee and the matter addressed. (Thirumalai (2006:5). Sentences (17) to (23) are examples of verbs of declaring given above:

(17) *Here the progress of knowledge is declared*

(18) *At last, she announced herself to him as his mother.*

(19) *There were no newspapers to publish every mystery.*

(20) *The company advertised a new model of automobile.*

(21) *A lie is as much a lie, when it is whispered, as when it is proclaimed.*

(22) *The doctrine of the Immaculate conception was promulgated in December 1854.*

(23) *He has written the book to broadcast this conviction.*

2.3.4 Verbs of Assertion

This type of verbs involves "a situation which includes a speaker with certain beliefs and intentions, and some people with their own beliefs and intentions to whom the assertion is addressed," (Jackendoff, 1972: 225).

Verbs of assertion are not used to inform the listener of something he does not know but to remind him of something that he already knew or to state the premises of certain conclusions. (ibid).

Anderson (1971:147) argues that the verbs *state*, and *assert* denote that the speaker is sure that the activity described by the sentence will actually occur. Sometimes, *state* and *assert* contrast, e.g.,

(24) *John stated Kepler's first law.*

Versus

(25) *John asserted Kepler's first law.*

Stating may merely involve saying what the law is, but *asserting* involves a commitment to it.

Anderson (ibid) lists other verbs of assertion such as *announce*, *declare*, *proclaim*, *maintain*, etc.

Verbs of assertion, according to Givón (ibid) can take *if*-clauses as their sentential complements, with those *if*-clauses semantically resembling yes/no questions.

2.3.5 Verbs of Summoning

Under this heading the verbs such as *summon*, *call*, *cite*, *convoke*, *convene* and *muster* are grouped together as they mean to demand the presence of person or by extension, things.

A typical verb of summoning is capable of receiving three arguments: the addresser, the addressee and the matter which is addressed. The addresser is realized as a noun phrase which functions as the subject of the verb and the addressee is realized as a noun phrase which functions as the object of the verb and the matter which is addressed is realized as *to* + a verb.

(26) *He was summonsed to appear in court.*

(27) *The president called congress together for an extra session*

(28) *Andrew was cited to appear and testify.*

(29) *The Italian government convoked great congress of physicists and engineer.*

(30) *Convene the students in the school auditorium.*

(31) *At length you have mustered heart to visit the old place.*

2.3.6 Verbs of Praising

Under this heading, verbs such as *praise*, *laud*, *acclaim*, *extol* and *eulogize* are grouped together as they mean to express approbation or esteem.

All these verbs are capable of taking two arguments: the speaker (expresser), and the object of approbation or esteem. Some of them are also capable of taking a third argument denoting 'the matter of approbation or esteem' which is realized as a prepositional phrase (*for* + a noun phrase):

(32) *Praise a pupil for his diligence.*

(33) *History written by the conqueror lauded to the skies, the victories of its sublime troops.*

(34) *He was acclaimed not only in his own country but throughout the civilized world.*

(35) *An age must always decry itself and extol its forbears.*

(36) *He eulogized constitutional government as immeasurably superior to despotism.*

2.3.7 Verbs of Reproving

Under this heading, verbs such as *reprove*, *rebuke*, *reprimand*, *admonish*, *reproach* and *chide* are grouped together as they all mean 'to criticize adversely, especially in order to warn of or to correct a fault'.

A typical verb of reproving is capable of taking two arguments: the speaker (expresser), and the object of blame or censure. Some of them are also capable of taking a third argument

denoting 'the matter of blame or censure' which is realized as a prepositional phrase (for + a noun phrase).

(37) *His voice sounded so bright and cheerful ... that she could not find it in her heart to reprove him.*

(38) *He could not evade the persistent conviction that she was the Church speaking, rebuking him.*

(39) *The officers were severely reprimanded for their unprofessional behaviour.*

(40) *Count him not as an enemy, but admonish him as a brother.*

2.3.8 Verbs of Discussing

Under this heading verbs such as *discuss, argue, debate, dispute* and *agitate* are grouped together as they mean to discourse about something in order to arrive at the truth or to convince others.

All these verbs (except *agitate*) are capable of taking three arguments: the discussor, the accompanier and the 'matter' which is discussed. The discussor is realized as a noun phrase which functions as the subject of the verb; the accompanier is realized as a noun phrase or a prepositional phrase (*with* + a noun phrase) the 'matter', which is discussed is realized as a noun phrase or a prepositional phrase (*for* + a noun phrase).

(41) *Hobart couldn't discuss. He could talk; he could assert ... but He couldn't meet or answer arguments.*

(42) *Agrippa advised a republican restoration and Maecenas argued for a principate.*

(43) *They had gathered a wise council to them of every realm, that did debate this business.*

(44) *[Paul] speak boldly for the space of three months, disputing and persuading the things concerning the kingdom of god.*

(45) *If you really expect success, agitate, agitate, agitate.*

2.3.9 Verbs of Asking and Answering

The semantic class of verbs of asking and answering (also called questioning and responding) involves a stipulation that the listener's task is to reply with information. While verbs of answering involves a response to what the speaker stimulated at on the listener's side. Answering verbs, e.g., *answer* and *reply*, presume a particular kind of relation between the question asked and what the respondent says.

Verbs of asking (also called verbs of requesting and questioning) are used in the sense of addressing a person in an attempt to elicit information. Under this heading verbs such as *ask, question, interrogate, query, inquire, catechize, quiz, examine answer, reply and respond*, are grouped, for example:

(46) *Ask and you will find.*

(47) *Socrates preferred questioning his disciples to lecturing them.*

(48) *He was interrogated by the police for over 12 hours.*

(49) *I am not in a position to query their decision.*

(50) *Inquire when the public library would be open.*

(51) *It was their policy to catechize every candidate for a doctor's degree at the beginning of his advanced studies.*

(52) *Four men are being quizzed by the police about the murder.*

(53) *The students in this course are examined at the end of the year.*

Anderson (ibid:7) lists the verb *ask* under the verbs of requesting and ordering because it can be used to make an indirect report of a question.

It follows that the verbs of requesting and ordering can be used to make an indirect report of a question, e.g.,

(54) *He asked me her name.*

Can be expressed as:

(55) *He told\ asked \command\ordered\ requested\ invited\ begged\, implored me to tell him her name.*

Miller and Johnson-Laird (1976: 653) conclude that a question is a request to provide an answer. Answering, however, involves "compiling a program for finding the necessary information, executing it, and telling the answer to the questioner".

A typical verb of asking is capable of taking three arguments: the addresser, the addressee and the matter which is addressed. The addresser is realized as a noun phrase, which functions as the subject of the verb; the addressee is realized as a noun phrase or prepositional phrase (of + a noun phrase); the matter which is addressed is realized as a noun phrase or as a prepositional phrase (for + a noun phrase, to + a noun phrase, about + a noun phrase, in + a noun phrase or if+ a compliment). Some of them take only the first two arguments.

2.3.10 Verbs of Reading

These verbs "encode essentially the notion *bring forth*, with various, rather sever, presuppositions about the nature of the object", e.g., *cite, preach, quote, read, write*, etc., (Green, 1974:88). In the case of *tell, cite, preach quote* and *read*, the intended meaning of *bring forth* is offer or adduce, whereas in the case of *write*, the intended meaning of *bring forth* is create. These two meanings appear to differ primarily in the assumptions about what is involved in bringing forth the particular direct object; that is, whether the direct object exists prior to the described activity, or not. Generally speaking, the objects of these verbs are typically nouns or noun phrases:

(56) *It's a fact cited in an official document.*

(57) *The Dictator preached war as a means of making the country great.*

(58) *He is quoted as having said that there will be an election this autumn.*

(59) *She was reading a story to the children.*

(60) *The girl has written down all her needs for her parents.*

2.3.11 Verbs of Teaching

They are a small group of communication verbs which are often confused with verbs of reading. Their meanings, however, vary subtly depending on whether the indirect object is expressed by a prepositional phrase or not (Green, 1974:43). Examples are:

(61) a. *I taught them to respect their peers.*

b. *I taught them that they should respect their peers.*

Verbs of teaching include *show, demonstrate, present, prove*, etc. *Teach* differs from *explain* in that it implies that the person who is being taught does in fact learn, i.e., does in fact obtain knowledge. Grubber (1976:127) states that "*to explain* may or may not mean that the person explained is actually understood". Thus, there is no contradiction in sentence (62):

(62) *John explained to Bill how to solve it again and again, but Bill never understood,*

Whereas it is never logically sound to say:

(63) * *John taught Bill how to solve it again and again, but Bill never understood.*

Note that *teach someone something* and *teach something to someone* are not synonymous, e.g.,

(64) a. *Mary taught John linguistics.*

b. *Mary taught linguistics to John.*

Sentence (64a) entails that John learned linguistics, while (64b) merely states that he was a student of linguistics, and is neutral as to whether his teacher, *Mary*, had any success in her efforts. Similar facts obtain for *show*, e.g.,

(65) a. *John showed Fido a bone.*

b. *John showed a bone to Fido.*

The first sentence implies that *Fido perceived the bone*, while the second leaves this point open.

Section Three: Discussion

3.1 Introduction and model of Analysis

In the previous section, verbs of communication have been discussed semantically and syntactically. It is noted that the same verbs used in different sentences expressing different types of communication.

In this section the verbs of communication found in the political and religious speeches are analyzed. Here verbs of communication are described according to their semantic and syntactic features. Semantic features refer to features like questioning, explaining, requesting, praising, etc. and also features of the related nouns, i.e. subject and object. Incorporating the semantic features: human, nonhuman and inanimate into the features of verbs of communication means reducing the overlap among classes. While syntactic features refer simply to transitivity of verb.

3.2 The Model of Analysis

The notion of distinctive features is adopted in the current analysis. The Prague school grammarian Roman Jakobson invented the distinctive features theory and employed it for analyzing the phonological features of lexical items. This notion have been developed by the transformational grammarians for analyzing the grammatical and semantic features of nouns. Thus, the meaning of a word is seen as a number of distinct elements or components of meaning, this is what is called componential analysis. Componential analysis is defined as "a method of linguistic analysis which shows how words are made up of component features. (Hartmann and Stork, 1976:44).

Breaking down related items into their ultimate semantic components, means classifying verbs by using the system of distinctive features, i.e. putting lexical items which have similar semantic features in one category or class and those which have different semantic features on separated categories or classes.

In the analysis applied in the present study (expressed in tables (1) and (2) below) the semantic and syntactic features are included with an additional column for the verbs' senses. This column enables us to predict the semantic features of each verb and these semantic features determine their syntactic scope.

3.3 An Analysis of the Verbs of Communication in Religious Speeches

In the present section, communicative verbs will be analyzed as they appear in the chosen religious speeches. The verbs of communication found in three religious speeches are analyzed. The religious speeches which are analyzed are the following:

- 1- Pope Benedict's Speech to Representatives of other Religions on 17th of September 2010,
- 2- Pope Benedict XVI's speech at the White House on 23th of June 2009 and
- 3- Pope XII speech to the assembled students who are being trained for the priesthood in the Eternal City on 24th, of June 2000.

A total number of 32 verbs of communication were found in the three political speeches. Some of these verbs are used more than once, when counted, total times of the appearance of verbs of communication is 67 times.

Table (1) below presents a summary of how verbs of communication are used in the religious speeches. The table consists of four main columns: the first column is for the communicative verbs, in this column the numbers of the speech, i.e. 1,2 or 3; and the number of the lines in which the verbs appear are written. In the second column, the senses of each verb is mentioned. The senses given in this column are taken from *Oxford Advanced Learners Dictionary of Current English*. The third column is for the semantic features, this column is further divided into three other columns showing the semantic features of the verb of communication itself, another for the semantic features of the subject and the last is devoted for the semantic features of the object. The last column is for the syntactic features which is further divided into transitive and intransitive verb.

Table (1) The Verbs of communication found in the religious speeches

The verb	Its senses	The semantic features			The syntactic features
		Of the verb	Of the subject	Of the object	
Express 1-5	Make known, show by words, looks, actions, etc.	Explaining	Human	Nonhuman	transitive
Speak 1- 11	Make use of language in an ordinary, not singing voice	Utterance	Human	-	Intransitive
Answer 1-19	Say, write, do something in return to a question	Discussing	inanimate	Inanimate	Transitive
Describe 1-22	Say what somebody or something is like; give a picture of in words	Expressing	Human	Inanimate	Transitive
Explain 1- 35	Make clear or plain; show the meaning of	Explaining	Inanimate	Inanimate	Transitive
Read 1-40	Look at an understand; interpret mentally	Reading	Human	Inanimate	Transitive
Inspire 1- 52	Put uplifting thoughts, feelings or aims into	Telling	Inanimate	Inanimate	Transitive
Ensure 1-73	Guarantee, make sure;	Explaining	Human	Inanimate	transitive
Note 1-78	Notice, pay attention to	Explaining	Human	Inanimate	Transitive
Reiterate 88	Say again and again repeatedly	Utterance	Human	Inanimate	Transitive
Appreciate 2- 2	Judge rightly the value of; understand and enjoy.	Praising	Human	Inanimate	Transitive
Proclaim 2-16	Make known publically or officially	Declaring	Human	Inanimate	Transitive
Demand 2-20	Ask for something as if ordering	Asking and answering	Human	Inanimate	Transitive

Echo 2-47	Be sent back as an echo; repeat the words, etc. of another.	Utterance	Human	Inanimate	Transitive
Represent 2-49	Explain, make clear; declare to be	Explaining	Inanimate	Inanimate	Transitive
Reveal 2-52	Make know; allow or cause to be seen	Explaining	Human	Inanimate	Transitive
Encourage 2-61	Give hope, courage or confidence to	Praising	Human	Inanimate	Transitive
Instruct 3-42	Give order or direction to	Asking ordering	Human	Human	Transitive
Hear 3-53	Perceive sound, etc. with the ears; be told or informed	Utterance	Human	Inanimate	Transitive
Promulgate 3-53	Make public, announce officially	Declaring	Human	Inanimate	Transitive
Approve 3-56	Confirm, agree to	Discussing	Human	Inanimate	Transitive
Recommend 3-56	Say that one thinks something is good	Discussing	Human	Inanimate	Transitive
Argue 3-58	Express disagreement,	Discussing	Human	Inanimate	Transitive
Exhort 3-70	Advice earnestly	Discuss	Human	Human	Transitive
Say 3-76	Utter, use one's voice to produce (words, sentence)	Utterance	Human	Inanimate	Transitive
Refute 3-81	Prove to be wrong or mistaken	Discussing	Human	Inanimate	
Proclaim 3-96	Make known publicly or officially	Declaring	Human	Inanimate	Transitive
State 3-141	Express in words especially carefully, fully and clearly	Explaining	Human	Inanimate	Transitive

Declare 3-158	Make known clearly or formally, announce	Declaring	The Lord	Inanimate	transitive
Show 3-161	Allow to be seen, give evidence or proof or being	Explaining and expressing	Human	inanimate	Transitive
Communicate 3-184	Pass on information, feelings, motion, etc.	Explaining	Human	-	Intransitive
Exclaim 3-194	Cry out suddenly and loudly from pain, anger, surprise, etc.	Explaining and expressing	Human	-	Intransitive

As shown in table (1) above, the type of verbs of communication most frequently used is of the type of expressing and explaining (also called verbs of speaking, telling, saying) which is used 13 times.

After it comes the discussing which is used 6 times, then the utterance and the declaring verbs, each is used four times. Asking and answering verbs used twice. Finally the reading verbs is used only once. The other types like summoning, assertion and reproving were not found at all.

Talking about the types of subject, the animate type of subject is found 27 times. Regarding the object the animate appears only twice while the inanimate appears 28 times.

3.4 An Analysis of the Verbs of Communication in Political Speeches

In the present section, communicative verbs will be analyzed as they appear in religious speeches. The verbs of communication found in three religious speeches are analyzed. The political speeches are:

- 1- David Cameron's speech as a leader of the party on May 2012.
- 2- Obama's speech addressing his followers on 20th of January 2009
- 3- George W. Bush's address to a joint session of Congress on 20th of September 2001.

A total number of 11 verbs of communication were found in the three political speeches. Some of these verbs are used more than once, when counted, total times of the appearance of verbs of communication reaches 41 times.

Table (2) below presents a summary of how verbs of communication are used in the political speeches. The table consists of four main columns: the first column is for the communicative verbs, in this column the numbers of the speech, i.e. 1,2 or 3. and the number of the lines in which the verbs appear are written. In the second column, the senses of each verb is mentioned. The senses given in this column are taken from *Oxford Advanced Learners Dictionary of Current English*. The third column is for the semantic features, this column is further divided into three other columns showing the semantic features of each verb of communication, another for the semantic features of the subject and the last is devoted for the semantic features of the object. The last column is for the syntactic features which is further divided into transitive and intransitive verb:

Table (2) The Verbs of Communication Found in the Political Speeches

The verb	Its senses	The semantic features			The syntactic features
		Of the verb	Of the subject	Of the object	
Tell 1-9	Make known in spoken or written words, give information concerning or a description of	Utterance	Human	Human	Transitive
Say 1-11	Utter, use one's voice to produce (words, sentence)	Utterance	Human	-	Intransitive
Show 1-18	Allow to be seen, give evidence or proof or being	Explaining	Human	Inanimate	Transitive
Call 1-50	Say something in a loud voice, cry, speak or shout to attract attention; Summon, wake, send a message to;	Utterance	Human	Human	Transitive
Explain 1-60	Make clear or plain; show the meaning of	Explaining	Human	Inanimate	Transitive

Ask 1-78	Call for an answer, request information	Utterance	Human	Human	Transitive
Proclaim 2-27	Make known publicly or officially	Declaring	Human	Inanimate	Transitive
Question 2-67	Ask, express or feel doubt of	Discussing	Human	Inanimate	Transitive
Read 2-167	Look at an understand; interpret mentally	Reading	Human	Inanimate	Transitive
Speak 3-84	Make use of language in an ordinary not singing voice	Utterance	Human	-	intransitive

As shown in Table (2) above, the type of verbs of communication most frequently used is of the type of utterance (also called verbs of speaking, telling, saying) which is used 5 times. After it comes the explaining verbs which is used twice, then discussing, reading and declaring verbs, each is used only once. The other types like summoning, assertion, praising and reproving were not used at all.

Talking about the types of subject, the animate type of subject is found 10 times. Regarding the object, the animate appears four times and the inanimate appears six times.

Section Four: Conclusion

At the end of the study, the following conclusions are reached at:

A contrastive study of English verbs of communication reveals that in spite of the differences between the two selected discourses (the political and the religious speeches) there are considerable similarities between them in regard to the use of the verbs of communication. In both types of speeches the type of the communicative verbs most frequently used is the expressing and explaining verbs; this type appears 13 time in the religious speeches

The differences between the two discourses is represented by the fact that the number of the appearance of verbs of communication in the religious speeches is 32 times, while in the political speeches they appears only 10 times.

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