

Textuality and the Power of the Egyptian Political Speech: A Comparative Study in light of Analyzing Two Speeches Presented by President Abdel Fattah El-Sisi and President Mohammad Morsi

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Abstract

Text linguistics is concerned with larger units of speech. It is not restricted to the level of the traditional sentence. It investigates how larger units are constructed by employing specific linking devices. Text itself encompasses both written materials and spoken ones such as speeches, dialogues, and sermons. Textuality is what makes a text a unified whole rather than a mere string of unrelated words and sentences. So, what distinguishes a text from non-text is texture or textuality. A text derives its texture from the fact that it functions as a unity. The textual component creates text as opposed to non-text. A text is a communicative occurrence which meets seven standards of textuality. If a text fails to conform to any of these standards, it ceases to be communicative. The standards of textuality given by De Beaugrande and Dressler (1981) and developed by Mohammed Jasim Betti (2021) in a research paper entitled "Discourse Analysis and Text Linguistics" and by Taqwa Rashid in a research paper entitled "Seven Standards of Textuality in Parents-Child Communication" have been chosen for the analysis. In this study, the researcher tries to differentiate between two Egyptian political speeches presented by President Abdel Fattah El-Sisi and President Mohammad Morsi through applying the seven standards of textuality to their translated texts. She handles these standards for showing the idea of unity within the chosen speeches or for revealing the relationship between text tie and the president's intention behind it. This paper aims to analyze a political speech for the purpose of identifying its cohesive elements as a text, showing the type of cohesion which is the most substantive contribution to texture and illustrating whether this type is effective or not.

Keywords: Text Linguistics, the Seven Standards of Textuality, President Abdel Fattah El-Sisi, President Mohammad Morsi, Political Speech

مستخلص الدراسة

الترابط النصي وقوه الخطاب السياسي المصري: دراسته تقابليه في ضوء تحليل خطابين للرئيس عبد الفتاح السيسي والرئيس محمد مرسي

يهتم علم اللغة النصي بوحدات الكلام الأكبر ولا يقتصر على مستوى الجملة التقليدية. إنه يبحث في كيفية بناء الوحدات الأكبر من خلال استخدام أجهزة ربط محددة. يشمل النص نفسه كلاً من المواد المكتوبة والمنطوقة مثل الخطب والحوارات والمواظ. فالنص هو ما يجعل المقالة تظهر وكأنها كيانه موحدًا وليس مجرد سلسلة من الكلمات والجملة غير المرتبطة. إذن، فما يميز النص عن غير النص هو النسيج أو الترابط. يستمد النص نسيجه من حقيقة أنه يعمل كوحدة، فقد يعتبر العلماء ان اي نص يعد حدث تواصل يلبى سبعة معايير مختلفة. إذا فشل النص في التوافق مع أي من هذه المعايير، فإنه يتوقف عن التواصل. فالباحثه تعتمد علي معايير الترابط السبعه الذي قدمها كلا من العالمين ديبويجراند ودريسيلر عام ١٩٨١ وقام بتطويرها كلا من محمد جاسم بيتي عام ٢٠٢١ في بحث بعنوان " التحليل النقدي للخطاب واللغويات النصيه" و تقوي راشد عام ٢٠١٩ في ورقة بحثية بعنوان "معايير التماسك النصي السبعه في حوارات التواصل بين الاب والابن . تحاول الباحثه اجراء مقارنة بين اثنين من الخطابات المصريه السياسيه التي ألقاها الرئيس عبد الفتاح السيسي والرئيس محمد مرسي وذلك بتطبيق معايير التماسك النصي السبعه علي النصوص المترجمه لتلك الخطابات. فقد تتناول هذه المعايير من اجل القاء الضوء علي فكره الترابط داخل الخطابات المختاره او من اجل اظهار الرابطة بين فكره الترابط النصي و نيه المتحذ وراء ذلك. تهدف هذه الدراسة ايضا إلى تحليل الخطاب السياسي بهدف تحديد العناصر المتماسكة في هذا الخطاب كنص، وإظهار نوع التماسك، وتوضيح ما إذا كان هذا النوع فعالاً أم لا .

الكلمات الافتتاحية: اللغويات النصيه، المعايير السبعه للترابط النصي، الرئيس عبدالفتاح السيسى، الرئيس محمد مرسي، الخطاب السياسي

Textuality and the Power of the Egyptian Political Speech: A Comparative Study in light of Analyzing Two Speeches Presented by President Abdel Fattah El-Sisi and President Mohammad Morsi

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1. Background of the study

1.1 Text Linguistics

Text is defined as a higher-level unit of language organization than a sentence. It is a sequence of sentences which are linked together to produce a coherent whole. Any text has a decisive role in communication since people communicate through texts rather than individual words. So, what distinguishes a text from non-text is texture. A text derives its texture from the fact that it works as a unity. "Any passage, spoken or written, of whatever length, that does form a unified whole is a text (Halliday & Hasan, 1976, p.1)." Halliday and Hasan (1985) define a text as "language that is functional." By function, they mean language that performs a specific task in a certain context, as opposed to isolated words or sentences. Consequently, every string of words that plays a role in a context can be considered a text. A text can be written or spoken, prose or verse, dialogue or monologue. It can be an entire play, poetry, book, or even just a single aphorism.

Fairclough (1995, p.6) argues that "a text is traditionally understood to be a piece of written language." He emphasizes a multifaceted approach to text analysis, adding that language in texts always functions ideationally as it adds new ideas, textually as it ties parts of the text together, and interpersonally as it constitutes social interaction between participants in discourse (Halliday, 1978). Text and Discourse are two related terms; they have sometimes been confused (El-Ghamdy, 1996, p. 19). The majority of linguists see them as related concepts. A text, according to Fairclough (1995, p. 3), is one dimension of discourse. In linguistics, discourse refers to large samples of either spoken or written languages. Text and discourse are treated as inseparable concepts (Fowler, 1981, p.80). Treating a text as discourse, he claims, transforms it from a product to a process. It is a product since it can be studied and a process of semantic choice. It becomes an interactive entity that readers and writers negotiate in this instance. Kloetzel (2013) shows the relationship between text and discourse in figure (1) which indicates that

in discourse we not only exchange information contextually by engaging ideational knowledge of how the circumstance and communication might be framed referentially, but also by pretextually regulating interpersonal connections and achieving desired communication outcomes. Figure (2) shows the two views of the text: as a product and a process.

Figure (1) the Relationship between Text and Discourse (Kloetzl, 2013, p. 4)

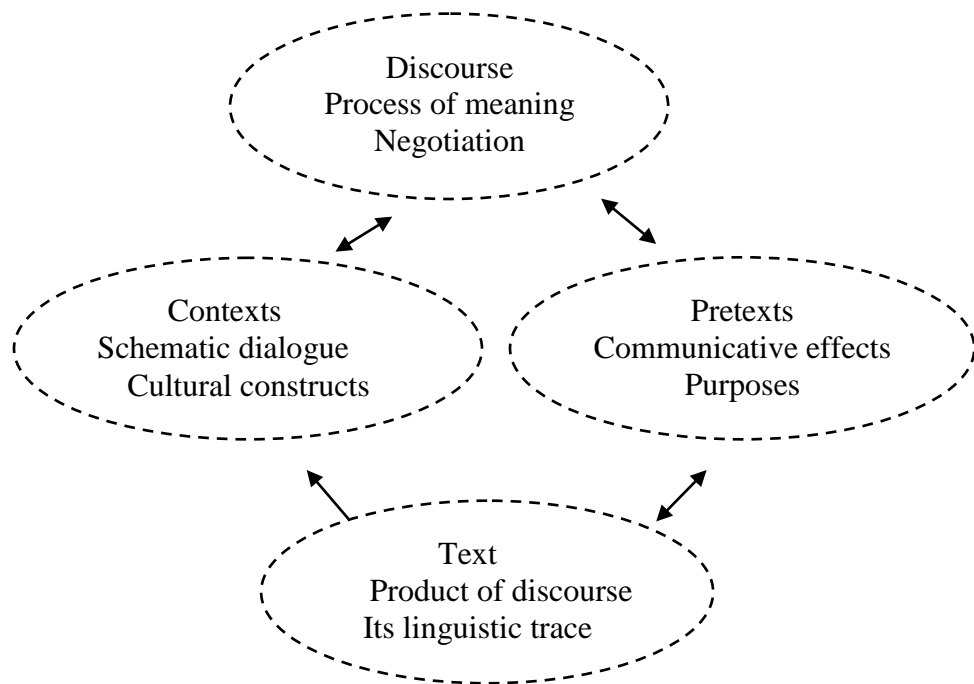
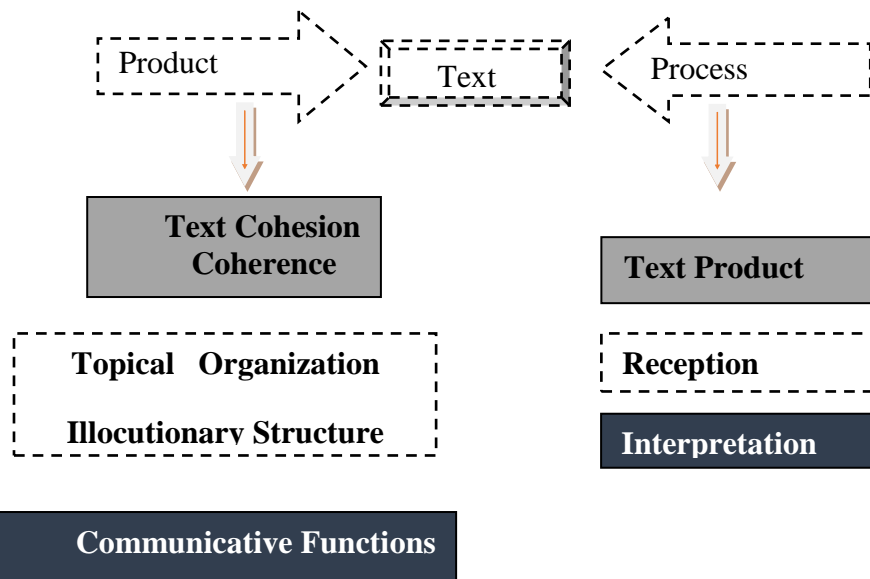


Figure (2) the Two Views of the Text (Dolnik, 1998)



Text linguistics is a branch of applied linguistics. It is concerned with the use of texts as communication systems. It is regarded as a significant contribution to linguistics or the study of the various types of texts that can be produced in a language. It is concerned with the creation and comprehension of texts. It is a communicative occurrence that satisfies seven principles of textuality (De Beaugrande & Dressler, 1981; Carstense, 1997). The seven principles/standards are cohesion, coherence, intentionality, acceptability, informativity, situationality and intertextuality. The study of cohesion necessitates a basic understanding of syntax, semantics, morphology and phonology, whereas intentionality and acceptability require a thorough understanding of pragmatics. Intentionality requires an awareness of information systems. Situationality depends on knowledge of sociolinguistics and pragmatics, while intertextuality requires experience of previous texts (literary and non-literary). Coherence is the main term for all these aspects as it deals with making sense of discourse (Carstense, 1997).

1.2 The power of the political speech

Political speeches are regarded as a crucial aspect of everyday life. They are crucial in the dissemination of knowledge and the shaping of the mentality of the masses in any nation (Valentini et al., 2016). The political speech is a decisive means used by politicians in order to address each other or address communities. It is concerned with transmitting a set of ideas to the target group, and this type of discourse is usually associated with the presence of certain events such as parliamentary elections or declaration of war. In other words, it is a sort of discourse that is delivered in public by officials, heads of state, and head of the government. Such speeches are given by them to clarify their viewpoints, policies, and the direction of the administration (Wilson, 2005).

Political speech is considered one of the most powerful types of discourse as it has an impact on the hearts of many people all over the world. The Egyptian political speech is famous for its strength, flexibility, and decisive impact on the hearts of all Egyptians; many Egyptians wait for it in order to learn about current events and face future calamities. Among the most famous political speeches in recent times are those presented by the Egyptian President Mohamed Morsi and the current Egyptian president Abdel Fattah El-Sisi. The two presidents exploit these speeches to draw future plans for Egypt and to send strict messages to the Egyptian people, some of which are directed to other peoples, and this type of speech is considered warning.

Any president is interested in several factors which work on the strength and success of his political speech, and among these factors are

the rigidity and flexibility of language, the rhetorical strategies, the textual cohesion and the use of text coherence factors in addition to the use of influential expressions in the language that have an impact on the hearts of peoples. Politicians use cohesive devices in particular or language in general for persuading their audience of their correct stance. Each politician tries to elucidate implicit statements in the language of politics, seeing that the political speech depends on the validity of the arguments and its relationship with the powerful and good language. Certain ideologies are conveyed through language. Words and expressions are used or omitted to affect meaning in different ways.

A political speech is not necessarily a success because of correctness or truth; rather it may be a matter of presenting valid arguments (Cited in Kulo, 2009). These valid arguments are conveyed through textuality. Language is a tool used by politicians in supporting their interests and persuading their audience of the correctness of their stance. Textuality is exploited by all politicians for serving their overall political goal. The speaker is the only person who is responsible for memorizing and delivering the speech. In order to defuse possible confrontations, political leaders are often required to address the nation and give speeches on specific problems.

2. Objectives of the Study

This research has both academic and practical interests:

(1) It demonstrates how text linguistics has progressed from this perspective to one in which text is viewed in much broader ways that go beyond a simple extension of traditional grammar to encompass the entire text. The shape of the text and its settings, i.e. how it is positioned in an interactional, communicative environment, are taken into account by text linguistics (Betti, 2021).

(2) The study presents textuality as one of the most important elements of the topic. Textuality is the foundation of the text, or at least it is the first means for speech/discourse to be called a text. It is of a semantic nature and of a formal linear nature, and the two natures combine together to work on the success of the text. Conjunction, repetition, reference, ellipsis, substitution and parallel forms have a major role in achieving textual cohesion at the surface level, which in turn is considered an initial step to achieve coherence at the level of the text world (its significance), and this is called a systematic qualitative transition. Deviating from the tools of textuality into harmony necessarily means leaving the text into its different cognitive contexts.

(3) It sheds the light on the tie between textuality and delivering messages effectively. In this study the researcher will illustrate the impact of employing the seven standards of textuality on the language of the political speech. These standards are considered one of the strategies of persuasion. The researcher, hence, reflects the interest of the Egyptian politician in using a neat language in the political discourse. The two chosen politicians in this research prove the relationship between parts of the sentence and the whole text as well as the relationship between the text and its surroundings. And then the thread surrounds the entire text internally and externally.

(4) The researcher explains the difference between text and discourse, arguing that language should be analyzed as a social practice through the lens of discourse in both speaking and writing. It shows how much attention should be given to the sentence as a self-contained unit. Text also in this study will be analyzed as a physical product of discourse and as a dynamic process of expression and interpretation.

(5) The study stresses the role of the context and intentionality as one of the main standards of textuality in getting at what is behind the political discourse.

(6) The study demonstrates how certain ideologies are reflected in both president El-Sisi and president Morsi speeches through their chosen words. These beliefs are crucial in forming young people's brains in the nation's best interests.

(7) The study uncovers and investigates implicit claims in political discourse, identifying examples of linguistic methods that impose moral and ethical norms on people.

(8) Finally, the researcher tries to prove whether there is a difference between analyzing the source text (the two speeches) and the target text (the two translated texts) with regard to the standards of textuality.

3. Limitations of the study

This study is restricted to applying the seven standards of textuality within the field of text linguistics to two speeches given by Egyptian presidents. The notion of textuality theory is one of the most well-known theories devoted to describing the general qualities of the text. Textuality refers to a set of traits that are inherent in the text. Text linguistics is the branch of linguistics which deals with the text as a communication system; however, any text or discourse can be analyzed in light of theories of critical discourse analysis such as those of Fairclough, Van Dijk, and Dell Hymes. "Theories of discourse analysis give the analysts a broad view on the possible methodological approaches they are liable to

use (El-Zaghal, 2021, P. 32)." Also, the two chosen speeches can be analyzed with regard to the rhetorical devices used in the two speeches for illustrating the difference between their languages. In the analysis, the researcher can combine three theoretical and analytical viewpoints, including Wodak et al.'s (2009) techniques, argumentation schemes, and classic rhetorical devices. Moreover, theories of communication such as that of Roman Jakobson within the field of semiotics can be employed effectively. For the analytical part, two speeches given by Egyptian presidents are chosen since it concerns addressing community members, hearing their opinions and demands in addition to finding ways and means that contribute to providing them with assistance.

4. Literature Review

This research is not the first which tackles text linguistics and the analysis of the political discourse. For example, in Giuliana Garzone (2000) research entitled "Textual analysis and Interpreting Research" she explains textuality theory and applies the seven standards of textuality to a set of texts. Aleksander Szwedek in his conference paper entitled "Text Linguistics Versus Cognitive Linguistics" handles language as a tool and presents it within the cognitive context. He argues that the seven standards of textuality are not sufficient, adding three other standards: efficiency, appropriateness, and effectiveness (Szwedek, 2003, p.87). In Helda Niska (2004) research entitled "Text Linguistic Models for the Study of Simultaneous Interpreting" she presents the two models of cohesion as one of the standards of textuality: one of Halliday and Hassan and the other of De Beaugrande and Dressler to the interpretation of texts. Likewise, in Nelly Tincheva (2015) research entitled "Text versus Discourse" she presents the basic characteristics of the text, looking at the text as a product and a process.

In the international conference of New Perspectives in Science Education presented by Taizia et al. a paper entitled "Text Linguistics" has been presented for discussing the development of text linguistics theories, clarifying that text linguistics formation and development has piqued the interest of researchers working on human communication and speech. Betti (2021) in a research paper entitled "Discourse Analysis and Text Linguistics" discusses the difference between discourse analysis and text linguistics, explaining that discourse analysis works on revealing socio-psychological characteristics of the person unlike text linguistics which is concerned with text structure (Igaab, 2010, p. 5). He presents text types and the seven standards of textuality, applying them to language learning.

Also, many other theories outside the field of text linguistics have been applied to political speeches. For example, in Inas Hussein Hassan (2016) research entitled "Critical Discourse Analysis of the Political Speech of the Egyptian President, Abdel Fattah El-Sisi, at the New Suez Canal Inauguration Ceremony" she explores certain ideologies and reveals the critical linguistic aspects in the political speech delivered by the Egyptian President, Abdel Fattah El-Sisi, at the New Suez Canal inauguration ceremony on 6th August, 2015. In 2016 Dalia Ibrahim in a research entitled "Ideology and Political Discourse: A Critical Discourse Analysis of Morsi's NAM 2012 Political Speech" indicates that ideology is realized through the use of language in political debate. In her study Fairclough's tripartite framework is used as a method of analysis to expose the political speech's ideology.

In Yousreya Alhamshary (2019) research entitled "A Discursive Analysis of Persuasive Metaphors in President Abd El-Fattah El-Sisi's Speech in the Ceremony of Woman Appreciation" she employs certain figurative devices for the analysis of one of El-Sisi speeches. To gain a better understanding of the political aim of presidential speeches, the paper uses Charteris-Black's persuasion theory as a framework for the study. The theory provides a framework for categorizing speech acts in order to show the linguistic and political underpinnings that President Abd El-Fattah El-Sisi represents during pivotal moments in Egyptian society, particularly those involving women.

In Wissam Ibrahim (2020) research entitled "A rhetorical and Linguistic Analysis of Mohamed Morsi's Final Speech" she employs certain rhetorical devices in the analysis of her chosen sample. In her research, in a desperate attempt to improve the effectiveness, intensity, and focus of President Morsi's address, rhetorical methods and reasoning schemes have been used. In 2020 OA Jamjoum analyzes two speeches were presented by President Abdel Fattah El-Sisi, using theories of critical discourse analysis. In this study the researcher hopes to present something new; she will employ textuality theory in the analysis of the two translated texts of the chosen speeches in order to show the tie between employing language effectively and the power of the political discourse.

المقطع 1.01 5. Research Methodology

De Beaugrande and Dressler (1981) have made valuable contributions to both textual approach and translation. For them, any text will not be communicative in case of the absence of one of the standards of textuality. Non-communicative texts are treated as non texts. These standards are the guiding principles that define the text's communicative

goal. They show us how events are linked to one another: syntactic relationships on the surface of the text, conceptual relationships within it; author and reader attitudes toward the text (intentionality and acceptability); information transfer (informativity); setting (situationality), and the reciprocal relationship of separate texts (intertextuality) (Mikhchi, 2011, p. 49).

5.1 Cohesion

De Beaugrande and Dressler (1981) define cohesion (p.40) as “sticking together.” Cohesion contributes to the text's stability by ensuring that events are repeated. Hence, the concept of continuity is regarded as a set of relationships. The concept of "continuity" is predicated on the assumption that the numerous occurrences in the text and their context of use are related to one another or that each occurrence is necessary for accessing at least one other occurrence. The language system of syntax, which imposes organizing patterns on the surface text, is the most obvious example (the presented configuration of words). The most likely linguistic criterion of textuality is cohesion; it is a feature of the text's linguistic surface. Texture is a phrase that refers to cohesive ties at the level of connected discourse formed by linguistic features that occur in sequences of sentences (as opposed to cohesive ties within individual sentences). Cohesion makes linguistic coherence obvious. As a result, the final product of translation is a cohesive text (Neubert & Shreve 1992, pp. 102-103). De Beaugrande and Dressler discuss the following devices of cohesion: repetition, junction, omission, tense and aspect.

5.1.1 Repetition

Lexical repetition of the same words or expressions is employed for emphasis. It is a type of cohesive device in the cohesion system of Systemic Functional Linguistics. The relationship between a repetition item and its antecedent is not structural, but textual. The usage of lexical repetition varies depending on the writer's skill to write the topic he is writing about, and the cultural background. The balance of old and new information is marked by lexical recurrence which provides insight into how texts are constructed (Reynolds, 2002). Lexical repetition is the most direct type of repetition which means using a word that has already been used, either exactly the same or with minor changes. However, repetition in text can be achieved in a variety of ways as in repeating a structure while adding new features or filling it with new elements. This is known as 'parallelism.' Furthermore, content can be repeated, but not form or structure as in 'paraphrase.' Other language constructs for repeating

content or structure include 'pro-forms' and 'ellipsis' (De Beaugrande and Dressler, 1981, p. 49).

5.1.2 Ellipsis (Omission)

Ellipsis is referred to as substitution by zero. "Ellipsis is the omission of elements normally required by the grammar which the speaker/writer assumes are obvious from the context and therefore need not be raised (McCarthy, 1996)." It concerns written utterances and spoken language. Quirk (2000, p.884) outlines many standards that must be met when using ellipsis. The main criterion is that the elliptical words can be exactly recovered. This means that in a situation where there is no ambiguity of reference, there is no mistake as to what words are to be provided. De Beaugrande and Dressler (1981, p.67) refer to ellipsis as the next cohesiveness mechanism. Ellipsis is present only when text processing entails an apparent discontinuity of the surface text. Ellipsis works through the sharing of structural components among sentences of the surface text. It serves as an example of the "trade-off between compactness and clarity."

A writing that does not employ ellipsis is overly repetitious. That is to say, ellipsis is pivotal for avoiding redundancy. However, the text which is full of ellipsis becomes meaningless, making the reader exert a great effort through research for understanding it. As a result, text users must consider the appropriateness of ellipsis in the context to determine how much it will help rather than hinder efficiency. This weighing procedure is a common distinction between an abstract syntax system and a procedural syntax model in combination with other textuality elements. Quirk (2000, p.883) points to the other types of omission that can be identified in the English language. One of the most noticeable is aphaeresis which is a sort of phonological loss of a syllable in a word. It refers to "the omission of the initial sound of a word when it is pronounced." This also concerns word formation as in clipping. Clipping can be seen in words like fridge and flu, where refrigerator and influenza are their original versions (Varhanka, 2007.p.9).

5.1.3 Junction

De Beaugrande and Dressler (1981) classify junction into four types as it is obvious in table (1)

Table (1) Types of Junction

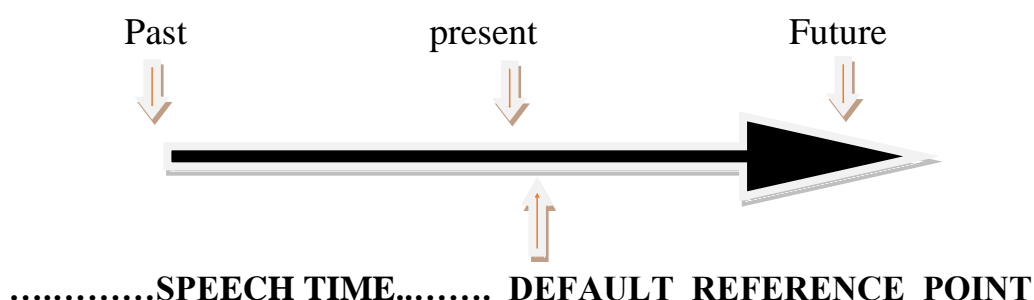
The type of the junction	Definition	Examples
Conjunction	Links things which have the same status, e.g. both true in the textual world.	and moreover also in addition
Disjunction	Links things which have alternative status, e.g. two things of which only one can be true in the textual world.	or
Contrajunction	Links things having the same status but appearing incongruous or incompatible in the textual world, e.g. a cause and an unanticipated effect.	but however yet nevertheless
Subordination	Links things when the status of one depends on that of the other, e.g. things true under certain conditions or for certain motives (precondition/event, cause/ effect, etc.). Subordinative devices have the following types: A: cause B: reason C: proximity D: time	because since as thus while therefore

5.1.4 Tense and Aspect

They signal relationships among events or situations in the textual world. Consistency between tenses results in cohesion. Tense and aspect categories are frequently arranged in different languages. There are ways

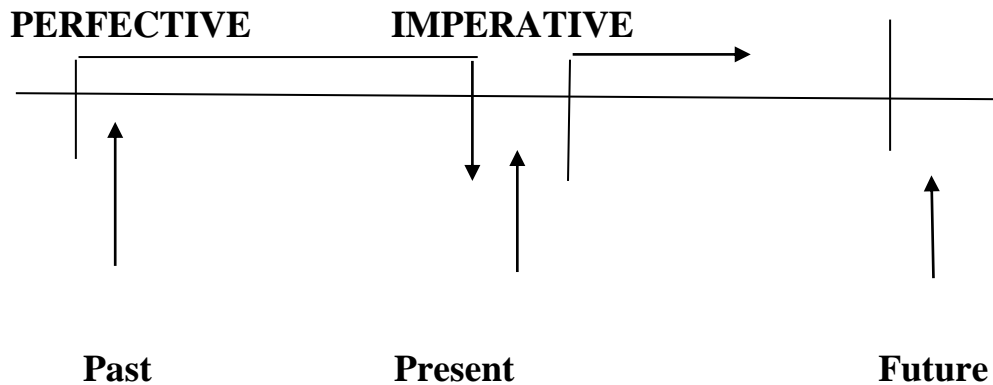
to discern between the past, present, and future(1), as well as (b) continuity vs. single points, (c) antecedent vs. following, and (d) completed vs. incomplete. Comrie (1976, pp1-2) defines tense as relating to “the time of the situation referred to some other time, usually to the moment of speaking” and aspect as “different ways of viewing the internal temporal constituency of a situation.” Temporal relationships are obvious in figure (3). Some structuralists have identified distinctions between absolute and relative tenses. The absolute tenses are determined by the moment of speech or deictic centre, but the relative tenses are determined by specific reference points. According to Comrie (1976), there are two types of relative tenses: one that is prior to the relevant reference point and one that is not. The absolute relative tenses, on the other hand, are defined as integrating the absolute time position of a reference point with the relative time location of a scenario, according to Comrie (1985).

Figure (3) Temporal relationships (Ranamane, 2007, p.50)



Grammatical, lexical, and phasal aspects are the three kinds introduced by Kortmann (1991). The attachment of multiple morphemes to verbs is one way of expressing grammatical aspect which is separated into perfective and imperfective aspects. The representation of the relationship between tense and aspect on the time-line is clear in figure (4). The use of an auxiliary or the addition of a suffix to a verb is a language-specific issue. Perfective aspect refers to "a complete situation, including its beginning and end," while imperfective aspect refers to "the internal structure of a situation with no beginning or end (Comrie 1976: 3)." Lexical aspect is the division of predicates in terms of semantic features. It consists of accomplishments, achievement, states, and activities. The phrasal aspect of a verb denotes a verb whose meaning explains the temporal perspective of a circumstance. It could relate to the start or end of a situation, for example, start or end (Kortmann, 1991, p. 13).

Figure (4) The representation of the relationship between tense and aspect on the time-line (Ranamane, 2007,p .61)



TIME OF SPEECH

5.2 Coherence

Coherence, as de Beaugrande and Dressler (1981) argue, is the second standard of textuality. Coherence refers to the ways in which the surface text's underlying concepts and relationships are linked, relevant, and utilized to produce efficient communication. A "senseless" text is one in which the receivers are unable to discern any sense of continuity. The significance within the configurations creates this impression of continuity. People offer as many relations as are required to make sense of any given text because surface texts may not always represent them openly. Causality, enablement, reason, purpose, and time are all examples of relationships. "Causality" refers to the presence of two events; one event creates the necessary conditions for the other. "Enablement" means that an action creates the necessary conditions but not the sufficient ones for the other. "Reason" terms actions that occur as a rational response to a prior action. "Purpose" refers to events that become possible through another previous event (Betti, 2021, p. 3). "Cause," "enablement," and "reason" have a forward directionality, with the first occurrence causing, enabling or providing reason for the second. "Purpose," on the other hand, has a reverse directionality as the later occurrence serves as the reason for the earlier event. Coherence generally is the result of cognitive processes among text readers, not just a feature of texts.

The proximity of events in a text will cause operations to recover or construct coherence relationships. There must be interaction between one's accumulated knowledge and the text-presented knowledge for a text to make sense. As a result, text science is probabilistic rather than

deterministic, meaning that users' interpretations will be similar most of the time rather than all of the time. Most text users share a core of cognitive construction, engagement, and process, resulting in "sensory" readings of texts that are similar to what text senders intend. Hence, communication would be hindered and possibly broken if there was no cohesion and coherence. Cohesion and coherence are text-centered concepts that refer to actions performed on text content (Betti& Khalaf, 2021, p. 19).

Coherence, according to Thomas (1995), should be handled from three perspectives: making sense of discourse, discourse as a semantic global concept and connectivity in discourse. The first area means that readers should rely on more than linguistic knowledge to interpret an utterance. They should understand the text as it has been put by the author. The second perspective refers to the idea that text should be looked upon as a set of macrostructures (large units) and microstructures (small units). In case of getting at all these units, the reader will succeed in analyzing this text as a coherent unit. The study of coherence relations is the focus of the third field, connectivity in discourse. De Beaugrande and Dressler (1981) has offered many secondary concepts which can be deduced from any coherent text as it is obvious in table (2)

Table (2) secondary concepts deduced from the coherent text (De Beaugrande and Dressler, 1981)

State	The temporary condition of an entity
agent	The force - pressing entity that changes situation and forms an action
Affected entity	the entity whose situation is changed by an event or action in which it figures as neither agent nor instrument
relation	a residual category for incident, detailed relationships like "father - child"
attribute	the characteristic condition of an entity
location	spiritual position of an entity
time	temporal position of a situation
motion	Change of location
instrument	a non- intentional object providing the means for an event
form	shape, control, and the like

part	a component or segment of an entity
substance	The material from which an entity is composed
containment	the location of one entity inside another but not as a part or substance
apperception	operations of sensory endowed entities during which knowledge is integrated via sensory organs
cognition	storing, organizing and using knowledge by sensorial endowed entity
emotion	An experientially non-neutral state of a sensorial endowed entity.
volition	activity of will or desire by a sensorial endowed entity
recognition	successful match between apperception and prior cognition
communication	activity of transmitting cognitions by a sensorial endowed entity
possession	relationship in which a sensorial endowed entity believed to control an entity
instance	a member of a class inheriting all non-canceled traits of the class
specification	relationship between a super class and a subclass, with a statement of the narrower traits of the latter
quantity	a concept of number, extent, scale, or measurement
modality	concept of necessity, probability, possibility, permissibility, obligation, or of their opposites
significance	a symbolic meaning assigned to an entity
value	assignment of the worth of an entity in terms of other entities
equivalence	equality, sameness, correspondence, and the like

5.3 Intentionality

Intentionality is the third element of textuality which is concerned with the text producer's attitude, as De Beaugrande and Dressler (1981, p.7) argue, "that the set of assurances should constitute a cohesive and coherent text instrumental in fulfilling the producer's intentions." They go

on to claim (P. 112) that the idea of intentionality encompasses the motivations of text producers, writers, or speakers. In other words, using texts consciously means the ability of authors to send his/her message effectively, to guide the consciousness of the hearer, or to produce some effect in an audience by means of the recognition of this intention. To facilitate understanding, the addresser should employ speech acts well and be aware of the cooperative principle during the process of communication. In other words, the producer of the text should create a set of occurrences that follow Grice's maxims such as maxims of quantity, quality, relation, and manner as well as developing the notion of speech acts in order to achieve the desired intention (Jomaa, 2019, p.5). In the story itself readers are encouraged to create rich interpretations of the goals and motivations of characters through causality. As a result, acts that are perceived to be planned for or directed towards a purpose are more notable than actions that are not goal oriented. Furthermore, in order to be used in communicative interaction, a text must be intended and accepted; the text's producer (speaker or writer) should plan for it to contribute some goals and the text's receiver (reader or listener) should accept it.

5.4 Acceptability

Acceptability, according to De Beaugrande & Dressler (p.129), concerns the text receivers' attitude towards communication process. Text receiver or the addressee in general has to accept a language configuration as a cohesive and coherent text capable of being used in the most literal sense of the term. There are multiple factors that help in evaluating whether or not an utterance is acceptable, including tone, dialect, and grammaticality. The reader or the listener is the only person who can determine whether this text or discourse is acceptable or not. The receiver must accept any text as a communicative one (Carstense, 1997, P.591). Three conventional types of acceptability are: grammatical, semantic and logical. Grammatical acceptability means that all chosen sentences must be acceptable at the syntactic level. The producer of the text must take into consideration Standard English. Collocational acceptability refers to the fact that some lexical items can occur together in the same construction. Logical coherence means that all chosen sentences or utterances must be logical. Dimensions of acceptability have to do with rationality and logical coherence, and the acceptability of grammatical and meaningful phrases cannot be determined in isolation from the context in which they may or may not be said. Acceptability is determined not just by the situation, but also by the type of text, the social

or cultural context, and the desirability of the goals. Communication can be misdirected if acceptability is constrained

5.5 Informativity

Texts consist of information and a criterion of that is the informativity of the text. Informativity concerns the amount of information contained in the text. The producer of the text must provide the reader with a lot of unexpected information. The content itself must be as informative, new, and unexpected as is required. There must be some novel or informative components in every text. Readers have a set of expectations that aid in their perception of objects and relationships in the real world. The substantive knowledge content is taken into account, according to Neubert & Shreve (1992). Informativity, they claim, is a function of what the text conveys; it is a function of its substantive knowledge content. The concept of knowingness is also seen by Hatim & Mason (1997, p.26). Informativity, they say, refers to the degree to which a communicative event is expected or unexpected, known or unknown, certain or uncertain, and so on.

For text producers, they can create a planned flow of expectations in order to uphold interest and fulfill an intention. The emphasis on content originates from the prominent role of coherence, whereas language subsystems such as phonemes and grammar appear to be secondary, and hence receive less direct attention. In addition, highly informative elements appear toward the end of a clause. On the other hand, elements of low informativity appear toward the beginning of clauses (De Beaugrande & Dressler, 1981, p.160). For translation or interpretation, one of the translator's most crucial responsibilities is to connect the reader to the text's information. Out of lexical and syntactical variations between languages, the order of informativity (information distribution) varies in translation. As a result, the informativity of the text must be dominated by coherence in order for the reader to understand it. The order of informativity, according to Neubert & Shreve (1992, p.90), is a measure of the importance of the information units in a text. This metric is in relation to the rest of the text's information.

5.6 Situationality

Situationality is defined by De Beaugrande and Dressler (1981) as "a generic name for the factors that constitute a text relevant to a current or recovered situation of occurrence." It refers to the elements that make a text relevant to a given situation. In the sense that they serve a communication function and tie the communicated act (discourse) to the context, texts are endowed with a degree of relevance or situationality. In

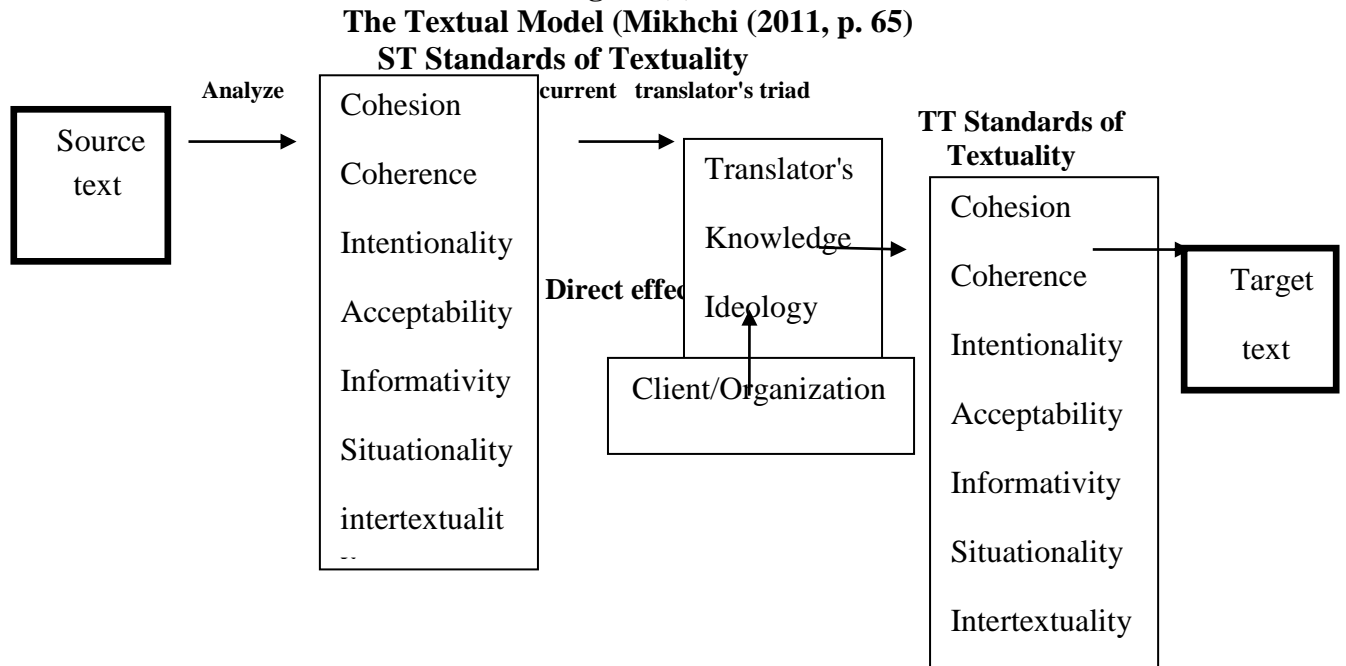
fact, knowing the purpose of the text is crucial for evaluating its situationality. "Situationality can affect the means of cohesion; less cohesive text may be more appropriate than more cohesive text depending on the situation (Betti, 2021)." Moreover, the acceptance of a text is determined by its plausibility and relevance to the participants' perspectives on the situation, not by the accuracy of its reference to the real world. Furthermore, discourse activities can be seen as manifestations of broad monitoring methods that apply to a wide range of contexts in which individuals communicate and interact.

5.7 Intertextuality

Intertextuality refers to the elements that make the use of one text contingent on prior knowledge of one or more other texts. According to Betti (2021), text receiver should have prior knowledge of a relevant text, so that communication will become efficient and much easier and the understanding of the current text becomes obvious. In other words, text producer should refer to prior texts while the text receivers should have knowledge of the prior texts. Use of source material, quotes, in-text references to other writings, and bibliographies are all possibilities (Kilic, 2007, p.270). Fairclough (1994, pp. 117 - 118) defines the term as "the case where specific other texts are overtly drawn upon within a text." Fairclough (1994, p. 118) divides intertextuality into three categories. Different texts or discourse kinds swap inside a text in sequential intertextuality. When one text or discourse type is early enclosed within the matrix of another, this is known as embedded intertextuality. When texts or speech kinds are blended in a more complex and difficult form, this is called mixed intertextuality.

Mikhchi (2011, p. 65) explains the role of all criteria of textuality and the abstract configurations of concepts in the translation of the text, converting it from the source text to the target text, adding that realizing the real intention of text producer, meaning, and the context itself are the major tools for the translator of the text itself. The translator in this way is regarded as a communicator and text processor as it is obvious in figure (5). He/She depends on knowledge, ideology, and creativity in the translation of the text.

Figure (5)



6. Data Analysis

The current study is a qualitative research where language is the main tool employed for interpreting the data; there are no statistics and percentages as well. The study is an attempt to apply De Beaugrande's and Dressler's model (1981) of textuality to the translation of one speech given by President Abdel Fattah El-Sisi at the 76th Session of the United Nations General Assembly on September 21, 2021 to get at the message presented by him to specifically highlight the significance of multilateral cooperation and to talk about life after the pandemic. This speech will be analyzed and compared to the translated text of another speech given by President Mohamed Morsi on June 26, 2013 on the occasion of the one year anniversary of his inauguration. The researcher tries to reveal the decisive role of all cohesive devices used in the two selected speeches and their role in creating harmony between all the parts of the speech. In addition, cohesive ties help in conveying the message behind the political speech and holding different parts of the text together.

6.1 Cohesive Devices

Cohesive devices inform readers about the text producer's intention behind the sentence, guiding them through writing. They show the reader how the different clauses, sentences, and paragraphs relate to one another. This reduces the length of the message. If the pieces of a text are linked together, it is said to be cohesive. It is often the case that some form of linking, e.g. with cohesive devices such as *and*, *but*, *so*, can make it easier for the reader (or listener) to process and to make sense of what they read

(or hear) (Siregar, n.d, p.72). Cohesion with all its devices is the essential properties of the texts in academic writing; they make the text more comprehensible. It adds quality in academic writing. It reveals how the writer organizes the information he/ she intends to portray (Poudel, 2018, p.5). Different examples of cohesive devices as a type of junction, one of the standards of textuality, and other devices of cohesion used in the two selected speeches are clear in table (3).

Cohesion Devices	Examples in President Mohammad Morsi Speech	Examples in President Abdel Fattah El-Sisi Speech
Repetition	I stand before you 4 Power in Egypt 2 power 13 Understand 6 stability 7 Egyptian 14 forces 11 Egypt 36 institutions 17 Steps 2 Armed Forces 7 Promise 2 responsibility 10 Difficulties 3 case 8 Accomplish 4 time 12 Facing difficulties 2 Revolution 35 Enemies 4 revolutionaries 6 Democratic 7 blood 3 Challenges 6 debt 6 Nation 14 God willing 2 Violence 5 martyrs 4 National 5 vision 5 We 83 future 3 I am 9 old regime 3 Allow me to 2 have benefited from 2 my country, my homeland, my nation.... what we have been able to accomplish and what we were unable to, and what we want. There are those who realize what a powerful, growing and developed Egypt is capable of providing its nation and to the world. There are those who Is it logical for the problems of this budget to be solved in one year? Is it logical to sell Egyptians gas for 2 USD per unit while importing it for 12 USD per unit? We will be patient together a bit longer. Do not accept any neglect or inaction. We will be patient as our country slowly improves.	United Nations 6 international 19 Challenge 10 effective 3 Development 10 necessary 4 Ladies and gentlemen 10 Peace 7 global 3 I would like 5 multilateral 2 Success 3 Egyptian 6 Contributions 3 economic 6 Pandemic 3 constructive 2 Terrorism 4 developing 3 Vaccine 4 regional 4 Citizen 6 middle-income 3 Covid 2 connected 2 Hope 2 entire 2 Recovery 2 African 4 Right 13 need 7 Cooperation 4 work 4 Power 2 face 2 Egypt 33 witness 2 We 6 achieve 2

<p>Omission</p>	<p>...correcting mistakes as soon as we discover them is the most important.....</p> <p>O Lord, when...</p> <p>We have accomplished some of the things and faltered in others.</p>	<p>-----</p>
<p>Junction</p>	<p>what we were unable to accomplish and the things that we have struggled with</p> <p>We have also improved the system of ration cards used by 67 million citizens.</p> <p>..... in addition to the head of the police and the commander of the armed forces.</p> <p>We cannot waste a single second or minute.</p> <p>Mistakes are to be expected, but correcting them is a duty.</p> <p>.....politics this is even more true, however correcting mistakes....</p> <p>he is not tainted and yet he gave up his position for the sake of tourism.</p> <p>.....depressed because of the slow improvement in the interior situation.</p> <p>I want Egypt, while we are living together...</p> <p>I have therefore decided to:</p>	<p>congratulations to you and your friendly country</p> <p>It is also prone to sharing common challenges...</p> <p>but also to export to the African continent</p> <p>It is connected not only geographically, but also physically to its existence.</p> <p>....but rather this process should be reciprocal.</p> <p>.... to lead UN efforts in this regard, as Egypt is a major troop- and police-contributing country</p> <p>This, therefore, creates a healthy environment that helps free thinking and creativity to flourish and thus move forwards.</p> <p>Hence, the importance of the topic of this year's General Assembly session has to be stressed.</p> <p>Therefore, Egypt stresses that terrorism...</p> <p>...to lead UN efforts in this regard, as Egypt is a major troop....</p> <p>.....thus threatening international peace and security.</p>
<p>Tense and Aspect</p>	<p>I stand before you today...</p> <p>...the revolution presents a faithful...</p> <p>What we were unable to accomplish...</p>	<p>The Egyptian state appreciates the seriousness of</p> <p>The successive challenges in our world today require that...</p> <p>The current circumstances have only exacerbated a decades-long.....</p>

I have struggled along with those...	Egypt has therefore applied economic reform policies
And I will be keen for us to become accustomed the constructive role played by the United Nations Secretary-General
.... experience has shown that basic forces	This was coupled with humanitarian, economic and social repercussions that constituted extra burdens
I am a president responsible for....which will reflect on the need to update relevant legislation.
It was only by the grace of God.	
I stand to declare transparently,	

The grammatical and lexical linking within the two translated texts of the chosen speeches is logically ordered in a way that holds one text together and gives it meaning, clarifying the main idea. Through taking and analyzing samples from the two chosen texts, the researcher comes to the conclusion that cohesive devices used are a main tool for making the translated text appear like a unity, helping the reader understand the message given by the two Egyptian presidents. For repetition, the two presidents used lexical repetition as a decisive tool for emphasis. They repeated words more than one time as they are or with minor changes. For example, President Morsi repeated certain words such as power, Egypt, Egyptians, revolutionaries, forces, institutions, and revolution more than ten times as the main themes in his speech move around these words. Also, he repeated the pronoun "we" more than 83 times for stressing solidarity between him and all Egyptians. In addition, he repeated certain expressions such as "is it logical...", "we will be patient," and "there are those who." Certain words with minor changes are used as in "my country, my homeland, my nation." For President El-Sisi, he depended more on repeating words, not expressions. A few words have been repeated more than ten times such as international, changes, and development. In this sample analysis, repetition was exploited more by president Morsi than El-Sisi.

For omission, President Mohammad Morsi exploited this device for avoiding redundancy and for attracting the attention of his listeners. For example, he said, "In politics this is even more true, however correcting mistakes as soon as we discover them is the most important." Morsi called for correcting mistakes, encouraging the radical change for achieving political stability as he mentioned earlier in his speech. He might say, "correcting mistakes as soon as we discover them is the

most important factor should be given into consideration for the sake of Egypt and for achieving economic development and political stability. Also, he said, "O Lord, when..." The rest of the question was omitted as it could be deducted by most of the listeners and readers of the text. Morsi desired to create an atmosphere of suspense, letting listeners realize his intentions and political goals. The rest of the question may be "O Lord, when will Egypt get rid of the unjust rule and fight wars?" He continued, saying, "We have accomplished some of the things and faltered in others."

Morsi did not mention the achievements that had already been accomplished in his era, confessing his role to achieve more and more. He might say, "We have achieved prosperity through raising salaries, encouraging investment, reforming some institutions, and directing talents who were blocked in the old regime." In saying, ".....and faltered in others," he also refused to mention his upcoming achievements that were obvious through his speech from the beginning. According to him, he had struggled to accomplish many projects and make new changes. One of his dreams that he intended to achieve later was putting an end to the state of corruption, oppression, injustice, and monopolization. Morsi in his speech used demonstrative reference a lot, and this kind of reference can be considered the other face of ellipsis or omission. He said, " It would not be Egypt for us to act **this** way. Egypt is not like **this** at all. **This** kind of spirit is strange to us." For president El-Sisi, he was obvious from the beginning of his speech till its end. He avoided ambiguity or hindering efficiency, and all his sentences were clear.

For conjunctions, both President Morsi and President El-Sisi paid attention to the use of conjunctions (transition signals or discourse markers) in sending their message and in linking all parts of their speeches together. They maintained a strong flow of communication through the use of conjunctions and contra junctions. For example, President Morsi used the conjunction "and" which links ideas together in talking about the achievements that had not already been achieved and the other things that he had already struggled with. He used the contra junction "but" in talking about the contradictive ideas. For example, "all Egyptians should put an end to the mistakes which hinder development and progress despite the presence of all these mistakes" as Morsi asserted.

Likewise, President Abdel Fattah El-Sisi used the same conjunctions for the same purpose. He, in talking to Mr. Abdulla Shahid, President of the Seventy-Sixth Session of the United Nations General Assembly,

expressed his blessings to him and his own country, saying " I would like to express my congratulations to you and your friendly country." He used the contradictive conjunction "Not only...but also" in serving certain ideas. He said, "..... not only to meet the needs of its citizens, but also to export to the African continent." He stressed the value of the vaccine for fighting covid-19, both through encouraging its local manufacture and exporting it abroad. In addition, both of them used subordinative devices to show that the status of one action depends on that of the other. For example, President Morsi said, "I have therefore decided to....." and President El-Sisi said, " Egypt has therefore applied economic" The use of conjunctions makes any text cohesive, and this can easily be recognized by all readers.

For the use of tenses, tense communicates an event's location in time. Consequently, tenses have been exploited and employed well in the two texts. Different tenses have been used, especially the present simple tense, the past simple tense, the past perfect tense, and the future simple tense. Each tense has been employed, depending on the event. For example, in Morsi speech, he used the present simple tense in talking about the message behind the speech or general truths. For example, he said, " I stand before you today..... I present to you the roadmap Each nation faces challenges.... The map of political parties ... presents a faithful representation of" Morsi used the present perfect tense in talking about events that started in the past and continues in the present or in talking about experience up to the present. For example, he said, "Experiences throughout this year have proven that the revolution...." He meant that his experiences towards the revolution started a long time ago, and continue till the time of speech. Morsi used the past simple tense in talking about completed actions. For example, he said, "It is known that the remnants of those who benefited from the old regime" In addition, he used the future simple tense to refer to the upcoming events in the future. For example, he said, "I will begin with myself and the institution of the presidency." Consistency between all these tenses creates an atmosphere of cohesion between all the parts of the text.

Likewise, President Abdel Fattah El-Sisi managed successfully to keep this consistency through the use of tenses. For example, he used the present simple tense, the past simple tense, the present perfect tense, and the future simple tense. He said, " The Egyptian state appreciates the seriousness of the divergence..... Egypt has therefore applied economic reform policies that enabled us to implement..... Therefore, multilateral work will remain the way for salvation." Table (4) shows consistency in using tenses in the two texts.

Tense	Number of Examples in President Mohammad Morsi Speech	Number of Examples in President Abdel Fattah El-Sisi Speech
The present simple tense	90	38
The past simple tense	39	12
The present perfect tense	75	15
The future simple tense	29	3

6.2 The Egyptian Political Speech as a Coherent Text in context of the two selected speeches

The two chosen translated texts help readers recognize what these texts talk about. Each text is coherent since all text parts are well connected and ideas flow in the same direction. All sentences also make sense, and it is not difficult for the audiences of the speech itself or readers of the translated text to understand without any confusion. All concepts and ideas in the translated texts are linked, relevant, and utilized, producing efficient communication. They are accompanied by a sense of continuity. Different examples of relationships appear obviously in this text such as causality, enablement, reason, purpose, and time. For example, in Morsi speech he said, " They are calling now for his return because he withheld" Morsi explained that the government called for the return of the former Attorney General, neglecting the blood of martyrs as he obscured pivotal facts about the battle. Also, he said, "All I ask of you is to listen with a spirit our nation so that we can....." Morsi called for thinking positively for the sake of the Egyptian nation. Also, he said, "If your choice is to peacefully protest then the interest" He put steps for upgrading the standard of life of his country; he called all Egyptians to think about the future of Egypt before thinking about their own interests.

For El-Sisi, he also put into his consideration reason, purpose, and time as different examples of relationships. For example, he said, "..... facilitate their movement across their land, thus threatening international peace and security." According to him, the government has to fight terrorism and all those who encourage bloodshed through restricting the movements of terrorists. He also said, "..... that my country is adopting to address human rights issues and causes. He presented the Human Rights National Strategy as the main means for keeping human rights. Generally, the ideas of his speech are well-organized, and there is a continuity and sequence of ideas. He first talked about the difficulties which faced Egypt during the pandemic, giving a set of suggestions for

overcoming this global disease, and then he talked about the global economic growth and serving the needs of the developing world. Finally, he talked about the threat of environmental deterioration on different aspects of life and the future of the coming generations.

In the two translated texts readers should rely on more than linguistic knowledge in interpreting them, especially because the process of interpretation differs from one to another. The brilliant reader should understand each text as it has been put for smelling the odor of coherence within the chosen political discourses. Each text can be looked upon as a set of larger units (titles and headings) and smaller units which are relevant to the main subject (words). For example, in Morsi speech certain words are chosen and repeated such as power, forces, stability, and responsibility. These words are related to the main message behind discourse. Likewise, El-Sisi chose words such as challenge, global, and economic in talking about the pandemic and how to fight it. Moreover, from the two coherent texts certain secondary concepts can be noticed such as the agent, relation, emotion, communication, and significance. Agents in the two selected speeches are President Morsi and President El-Sisi. The two agents are in relationship with their addressees. During the process of communication, their emotions of love and respect towards all Egyptians are clear, and all chosen sentences in their speeches are significant.

6.3 Intentionality and Acceptability in the two translated texts

The two chosen presidents managed successfully to achieve their intentions and sent messages effectively through employing certain communicative acts, using a neat language, providing examples, and explaining everything in detail. The main aims of President Morsi are latent in:

- 1- Talking about his first year with Egyptians, his promises, and his achievements.
- 2- Presenting the roadmap for all Egyptians.
- 3- Discussing delays in economic development.
- 4- Encouraging the greatest talents who lost opportunities during years of corruption in the old regime.
- 5- Encouraging cooperation and standing side by side, presenting alternatives for ruling and development.
- 6- Calling for democratic exchange of power in Egypt.
- 7- Talking about the challenges which face Egypt.
- 8- Directing a number of messages to Armed Forces, the Interior Ministry, the judiciary, the opposition, the media, the remnants of the old regime, the thugs, the protesters, and the youth.

For President Al-Sisi, in terms of semantics and logic, there is an agreement throughout the text. For all readers and listeners, he does his best for clarifying the message. The main aims of President El-Sisi are latent in:

- 1- Expressing congratulations to president of the Seventy-Sixth Session of the United Nations General Assembly.
- 2- Talking about the global pandemic and the ways of fighting it.
- 3- Encouraging the international cooperation for the developing world.
- 4- Reducing the burden of debts on developing countries.
- 5- Fostering an atmosphere that is conducive to free thought and innovation for the sake of progress.
- 6- Presenting ways to get rid of terrorism.
- 7- Enhancing human rights for all citizens.
- 8- Achieving stability in the Middle East.

The two Egyptian presidents were so meticulous that they conveyed the intended message apparently. In other words, as messages have been sent clearly, the two texts are so comprehensive that all Egyptians can easily accept them. Both Morsi and El-Sisi used falling intonation and sometimes rising intonation in the original speeches. For the translation, all chosen sentences are acceptable at the syntactic level. Grammatical and meaningful phrases can be determined with regard to the context or the situation, the type of the text, and the desirability of the goals. Consequently, acceptability is not constrained in the two selected speeches or in their translated texts.

6.4 Informativity and Situationality in the two translated texts

The two chosen texts have an informativity standard since the two presidents account for unexpected information to the target receiver. They provided them with more unexpected and new information. There is some novel or informative components in every text. Readers' expectations and substantive knowledge aid in their perception of the main message contained in the main speeches. However, as the process of interpretation differs from one to another, the communicative event is expected for one and unexpected for another, known for one and unknown for another, certain for one and uncertain for another. Readers can create a planned flow of expectations for understanding. Highly informative elements appear toward the end of a clause. For example, in Morsi speech, he said, "We will be patient as our country slowly improves." Al-Sisi also said, "This was coupled with humanitarian, economic and social repercussions that constituted extra burdens." In translating the two speeches, the

translator has to connect the reader to the text's information. All ideas must be coherent in order for the reader to understand it.

Moreover, information in the two presented texts as a whole are related to the situation in Egypt. All examples and information make each text relevant to the given situation. For example, El-Sisi talked only about the worldwide pandemic upon the spread of Covid-19 in the whole world. Likewise, Morsi speech was so comprehensive that he talked about all current events in Egypt since the time of his presidency till the time of giving the speech. So, the two texts are endowed with a degree of relevance or situationality. Since realizing the purpose of the text is crucial for evaluating its situationality, readers' knowledge becomes pivotal. Understanding the text is determined by its relevance to the current events or the situation. Most readers, for example, realized the reason behind addressing all Egyptians in Morsi speech.

6.5 Intertextuality in the Two Selected Texts

The relationship between the text and the background knowledge of the text recipients who are interested in it is related to the seventh standard of textuality. Intertextuality appears in the two chosen texts since it links the prior information in the receivers' memory with the chosen text. As a result, readers or viewers can comprehend the text based on their prior knowledge of other writings that address the same concept as the one being given. El-Sisi chosen speech is similar to his speech on the 47th Anniversary of the October Victory which reinforces and supports the spirit of being a true Egyptian. The two speeches allow people to believe in Egypt's capabilities in achieving development. Likewise, president Morsi selected speech is similar to the speeches of the ousted president Mohammad Hosni Mubarak as the writer David Care Kabatriq asserted in an essay published in New York Times Newspaper. For example, the chosen text is comprehensive as he directed a number of messages to different categories of people. Likewise, President Mubarak directed three speeches in January and February, 2011 to all classes of the Egyptian society.

7. Conclusion and Findings

The current study describes the dynamic interaction between two political characters and the Egyptian people. Applying De Beaugrande and Dressler's model, the analysis shows that almost all standards including (cohesion, coherence, intentionality, acceptability, informativity, situationality, and intertextuality) are followed throughout the two translated texts. However, one standard of textuality may be dominant in one text. For example, cohesion and coherence are the most frequent standards of textuality used in the two selected texts. This

indicates that a cohesive text leads to a coherent one. Moreover, the two speeches which have been translated and analyzed are more cohesive; most examples of cohesive ties appear in the two texts. The less appearing standard in the two selected texts is intertextuality since the two politicians are not influenced by others in a large scale, but generally, depending on the previous knowledge of the researcher, she manages to get at the stamp of the two presidents in comparison with other famous politicians. For example, President Morsi is influenced by the political speeches given by President Mubarak.

Due to the fruitful analysis of the two texts in terms of De Beaugrande and Dressler's model, it is clear how far the main messages are communicatively conveyed and the applicability of the standards of textuality results in a new fruitful interpretation; the seven standards are significant for evoking feelings and interactions among interlocutors. Eventually, the process of communication between famous Egyptian politicians and the Egyptian people is the most important communication in which the more the president communicates effectively with his people, the more the message will reach hearts. Textuality has been shown through research and application to be an essential tool for text processing.

Standards of textuality are thereafter proposed as the guiding principles for defining textual communication and identifying the textual characters of texts. The text will not be communicative, and is seen as non-text if any of the criteria is deemed to have not been met, according to the concept of textuality. The textual aspects (standards of textuality) may be addressed during the translation process so that the target text conveys the same message as the source text. In order to completely understand the hidden message (meaning and intention) of the two translated texts, the researcher (communicator) attempts, on one hand, to examine the source text (the key speeches) with reference to textuality norms. On the other hand, after understanding the message, the reader makes an effort to translate it into the target text while maintaining textuality norms. The study emphasizes that it is possible to securely communicate the meaning of the source text to the target text by first assessing, then synthesizing the norms of textuality.

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