

## A Pragmatic Study of Deception in Some American Political Contexts

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### Abstract

Language is utilized to influencing people. Deception can be defined as an attempt to deceiving the people and misleading them, whether this attempt is successful or not, they will fulfill their goals. This study aims to answer the following questions: What is the pragmatics of deception in American political speeches? what deception is? what the strategies of deception are? Deception is used in any form to create or maintain in another or others a belief that the communicator himself or herself considers false. It represents a kind of speech act which plays an important role in the study of language. It refers the promotion of a belief in something that is not true, or not the whole truth (as in masking or omissions). In this regard, deception is a key aspect of many strategic interactions including online reports(news), election speeches, and politics. In this study, each term like (lying, manipulation, persuasion) will discussed in detail. The aim of this paper is to know what should be understood as deception and to make the listeners able to understand deception and its methods.

**Key Words:** Pragmatics, Speech Act Theories, Cooperative Principle, Implicature, Context, Deception.

### الخلاصة:

تستخدم اللغة للتأثير على الناس ، ويمكن تعريف الخداع على أنه محاولة لخداع الناس وتضليلهم ، سواء نجحت هذه المحاولة أم لا ، فإنهم سيحققون أهدافهم. تهدف هذه الدراسة إلى الإجابة عن الأسئلة التالية: ما هي براغماتية الخداع في الخطب السياسية الأمريكية؟ ما هو الخداع؟ ما هي استراتيجيات الخداع؟ . يتم استخدام الخداع بأي شكل من الأشكال لخلق أو الحفاظ على اعتقاد آخر أو غيره يعتبره المتصل نفسه أو نفسها زائفاً. إنه يمثل نوعاً من فعل الكلام الذي يلعب دوراً مهماً في دراسة اللغة. إنه يشير إلى تعزيز الاعتقاد بشيء غير صحيح ، أو ليس الحقيقة الكاملة (كما هو الحال في الإخفاء أو الإهمال). في هذا الصدد ، يعد الخداع جانباً رئيسياً للعديد من التفاعلات الإستراتيجية بما في ذلك التقارير عبر الإنترنت (الأخبار) والخطب الانتخابية والسياسة. في هذه الدراسة ، سيتم مناقشة كل مصطلح مثل (الكذب ، التلاعب ، الإقناع) بالتفصيل. الهدف من هذه الورقة هو معرفة ما يجب فهمه على أنه خداع وجعل المستمعين قادرين على فهم الخداع وطرقه الكلمات المفتاحية: البراغماتية ، نظريات قانون الكلام ، المبدأ التعاوني ، التضمين ، السياق ، الخداع.

### 1- Introduction

Deception is one of the common methods and behaviors. It was used by a large number of politicians for the purpose of achieving certain goals. Although these behaviors are common, their use by politicians in a number of strategies and techniques makes the listener unable to

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distinguish whether the person is telling the truth or is deceiving. Among the methods that were used are evasion, manipulation and lying, and each of these methods has other strategies such as concealment, fabricating rumors and promises. All these methods make the listener unable to distinguish between truth and deception.

This study is concerned with answering the following questions: (1) What are the strategies and techniques used to deceive? (2) How is deception expressed implicitly? (3) What are the speech acts used to display deception?

The study aims at: (a) Identifying the strategies and techniques of deception through political discourse strategies. (b) Knowing the discourse strategies used in deception and allegations to distinguish between the cunning and truth. (c) Identifying the speech acts used to express deception.

After analyzing the selected samples for this study, it was found that (1) All strategies, whether lying, manipulation, masking, falsification, implicit information, promises, etc. are currencies for one face, which is deception. (2) Most American politicians use deception in their speeches, whether before the elections or after the wars, to achieve implicit ends and intentions. (3) Deception is a widespread strategy among politicians. Most political discourses contain lies, manipulation and equivocation, in order to deceive the listeners and achieve implicit goals.

## **2. Pragmatics: An Overview**

According to Leech (1983:1), the subject of pragmatics, in many years ago, was rarely mentioned by linguists. Thus, in those years, pragmatics was used as "rag-bag" into which recalcitrant data could be stuffed and hence, equally forgotten. Today, pragmatics as a subject is very common in linguistics. Many would argue that understanding the nature of language in itself cannot be accomplished if one cannot understand pragmatics which means how language is used in communication.

Griffiths (2006:132) defines pragmatics "as the study of how senders and addressees, in acts of communication, rely on context to elaborate on literal meaning". It is the study of linguistic communication within context.

Locher and Jucker (2017:201) illustrate that "pragmatics is inherent in stylistic research especially in the ways the information is selected by the speaker and in how other factors drive stylistic choices".

This deduce from the preceding definitions that pragmatics is the study of the interactions between language forms. Only the notion of distance is included in this three-part

distinction. Closeness means shared experience, whether physical, social, or conceptual, and the study of how humans use language in communication is based on a study of those premises.

## 2.2 Speech Act Theory (SAT)

SAT theories is originally developed by Austin in the 1930s and expounded in a series of lectures given at Harvard University in 1955. These are developed in 1962 in a book entitled "How to do Things with Words". And then, the approach has been greatly developed by the philosopher J. R. Searle.

Finch (2005:171) states that, speech act theory is the use language. Traditionally, scholars have differentiated between actions and speaking on the basis that to speak about something is different from doing it. Whereupon, all we can do with utterances is to ask whether they are a correct representation of fact, and not to ask whether they work or not.

Searle (1969:19) talks about what he calls "illocutionary force indicating devices" (IFIDs), and clarifies that these are linguistic devices which indicate that the utterance is made with a certain IF, or they constitute the performance of a certain IA. He adds that IFIDs often include performative verbs".

Levinson (1997:226) explains that "Speech act theory has recently become a prominent aspect in linguistic studies and it has acquired much interest among all the issues in the general linguistic theories of language use. Psychologists, for example, propose that the acquisition of the concepts underlying speech acts can be a necessity for the acquisition of language in general. Speech act theory is a commonly used and prominent theory in the study of language.

It has also gained great interest in all aspects of language study.

To summarize, the speech act theory is commonly used and prominent theory in the study of language and it is an attempt at doing something purely by speaking. SA theory is a subfield of pragmatics that studies how words are used not only to present information but also to carry out action.

## 2.3 Cooperative Principle (CP)

The CP reads as "make your conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged".

Briner (2013:42) states that, the conversation can proceed if the participants are trying to be cooperative. The CP contains four "maxims," each maxim covers one aspect of linguistic interaction and describes what is expected of a cooperative speaker with respect to that maxim.

### **2.3.1 Observance of the Maxims**

Grice (1975: 30) says it is essential to follow the Cooperative Principle (CP) and its maxims of conversation for those intrigued by the fundamental reasons for discussion or contact. Those are required to have an interest that their cooperation and conversational exchange in talks would be productive just when worked by the CP and the conversational maxims.

**These maxims are the following:**

#### **2.3.1.1 The Maxim of Quantity**

**According to Birner (2013:69-70), the maxim of quantity means: (1) Making your contribution as informative as required for make the current purposes of the exchange. (2) Do not make your contribution more informative than is required.**

#### **2.3.1.2 The Maxim of Quality**

**According to Birner (2013:76-77), the maxim of quality means: (1) Do not say what you believe to be false. (2) Do not say that for which you lack adequate evidence.**

#### **2.3.1.3 The Maxim of Relation**

According to Birner (2013:84-85), the maxim of relation means the maxim of relevance, because it is only following two-word (Be relevant).

#### **2.3.1.4 The Maxim of Manner**

According to Birner (2013:91-92), the maxim of manner is the last of Grice's maxims, and the least straightforward. This maxim means: (1) avoid of expression (2) obscurity ambiguity (3) avoid unnecessary (4) be brief prolixity (5) be orderly.

### **2.3.2 Non-observance of the Maxims**

Grice (1975: 49) states that "there are numerous conditions whereby the speaker neglects to notice the maxims. He places numerous manners by which members in a discourse discussion may neglect to satisfy the maxims".

There are five methods of neglecting or - non-observance of the maxims as follows:

#### **2.3.2.1 Violating a Maxim**

Briner (2013: 43) mentions that generally speaking, violations of maxims are intended to mislead.

#### **2.3.2.2 Flouting a Maxim**

Thomas (1995:65-71) states that the flouting maxim occurs when a speaker clearly fails to observe a maxim for the purpose of encouraging the hearer to look for additional or a different meaning from the expressed one.

#### **2.3.2.3 Infringing a Maxim**

Thomas (1995:74) mentions that, the Infringements are involuntary violations due to imperfect linguistic performance rather than from the speaker trying to generate a conversational implicature or from his intention to deceive the hearer.

#### **2.3.2.4 Suspending a Maxim**

According to Martinich and Stroll (2007: 12-3), suspending is the way of non-observing the maxims that can simply happen in the case of “not fulfilling one or more maxims in a set of circumstances in which the maxim does not always apply”.

#### **2.3.2.5 Opting out of a Maxim**

Thomas (1995:74) states that, there is another reason may occur when a speaker's information might hurt a third party or put them in danger.

### **2.4 Implicature**

Horn and Ward (2006:3) define the implicature as "a component of speaker meaning that constitutes an aspect of what is meant in a speaker's utterance without being part of what is said".

Implicit is defined as the meaning intended by the speaker without being directly disclosed and being part of what is being said.

Birner (2013:97) states that, "Grice makes a distinction between natural and non-natural meaning: Natural meaning involves a no arbitrary relationship that is independent of any purposefulness or intent, as with Those clouds mean rain. Non-natural meaning is arbitrary and intentional, as with "masticate" means "chew."

### **2.5 Context**

Stalnaker (1978:84) defines context as "a speaker's presuppositions, the propositions whose truth he takes for granted as part of the background of the conversation." That means, context is related to the meaning. Any chunk of meaning is a context. The meaning of a sentence affects and is affected by context. As the context is related to the meaning according to the place and time in which the sentence is pronounced.

In other side, Halliday (1977) reminds that, "In Systemic Functional Linguistics (SFL), context is defined in terms of the three notions of field, tenor, and mode, roughly corresponding with Subject Matter, Participants (and their relations and purposes), and the

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Channel (spoken or written) of discourse and how choices of linguistic forms are influenced".

### **2.5.1 Types of Context**

According to Kaivla- Bregenhøj (2001), riddles are classified into the following types of context:

#### **2.5.1.1 Linguistic Context (co-text)**

According to Huang (2007:13), the linguistic context or (the co-text), refers to the surrounding utterances in the same discourse. It could be the sounds, words, or phrases, which surround a particular verbal item (Finch, 2005:208).

#### **2.5.1.2 The Situational Context**

According to Song (2010:877), it refers to the environment, time, and place.... etc., in which the discourse occurs and also the relationship between the participants.

### **2.5.2 Hymes Model**

Hymes (1974:55-6) reminds that, ethnographical study of speech adopts a valuable model that makes the identification and labelling of components of linguistic interactions less stressful. The following components of interactions are considered in the speaking model: setting, participants, ends, act Sequence, key, instrumentalities, norms and genre.

#### **2.5.2.1 Setting and Scene**

Setting stands for physical surroundings of the Speech Act. The hall for negotiations might be a setting for business talk. Scene is the "relational setting", it is culturally modified, including the range of business-like etiquette from more or less neutral to the one formally loaded.

#### **2.5.2.2 Participants**

It stands for the speaker and the audience. The audience may be passive listeners (hearers) or active (interactive) recipients.

#### **2.5.2.3 Ends**

Purposes, goals, and outcomes of the Speech Act. CEOs may sum up, make general conclusions, plan the would-be cooperation.

#### **2.5.2.4 Act Sequence**

The turn and sequence of the communicative process. Negotiations may start with small talk (the ice-breaking technique), then develop through suspense (gradation), experience climax

(the key problematic point), then decrease and end up with a logical outcome. The form of the process should also be considered in this very point.

#### 2.5.2.5 Key

It deals with the emotional atmosphere of the communicative act. Instrumentalities Shapes and styles of speech. Representatives of different language communities may display a variety of dialectal forms, from formal standard grammar to regional structural fluctuations.

#### 2.5.2.6 Norms

In this case one should mind the social context and the social paradigm of the Speech

Act.

#### 2.5.2.7 Genre

A type, kind of speech act, a kind of story. This model can be applied to many kinds of discourse. The components of the model may have different significance, depending on the type of discourse.

### 2.6 Deception

Galasinski (2000:29) defines, deceptive communication as a message knowingly sent to foster a false belief rather than an "objectively" false message. That means deception can be a method used by the deceiver in order to achieve certain intentions, which uses to reinforce the false belief of the listener without harming him.

Zuckerman et al. (1981: 2) define deception as "an act that is intended to foster in another person a belief or understanding that the deceiver considers false". That means, deception therefore refers to the act of causing someone to accept as true or valid what is false or invalid. Thus, Lee (2004: 99) states that deception is a practice include a set of skills like impersonation, non-identification, recreation of news events, plagiarism, lying to protect a source, using false attribution, passive misrepresentation, masquerading, ambivalent statements, and the like. That means, in other side, deception contains some practices such lying, misrepresentation, false attribution, and impersonation. All practices consider as a techniques and strategies of deception.

Finally, deception can be operationally defining as the intentional misstatements of facts intended to construct and maintain a distorted version of reality. This is done by using a number of strategies represented by lies, manipulation, persuasion, misleading and concealment in different contexts to achieve a specific goal.

#### 2.6.1-Strategies of Deception

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According to Collins English Dictionary (2012), Jaume Masip et al. (2004), Galasinski (2000) and other pragmatists, there are numbers of strategies which are represent the deception such lying, manipulation, implied information and as the following:

### **2.6.1.1-Lying**

Galasinski (2000:97) states that, lying is a strategy of deceptive. Furthermore, lying is aimed at misrepresenting extra linguistic reality.

The lies as those messages that consist of a false statement (while the speaker knows it is false) intended to mislead the addressee. (Ibid:22)

According to Webster's Dictionary, that lie is "to assert something known or believed by the speaker to be untrue with intent to deceive", while in the Oxford Concise Dictionary defines lie as "an intentionally false statement", deception as "the act or an instance of deceiving", and deceiving as to "make (a person) believe what is false, mislead purposely".

### **2.6.1.2- Manipulation**

According to Jaume Masip et al. (2004:158), manipulation is a strategy of deception. He states that We deceive, by consciously manipulating information to achieve certain ends. In other side, Puzynina (1992: 22) defines manipulation as an attempt to affect the targets in such a way that their behavior or action is a tool of attaining the goals of the manipulator who acts without using force but in a special way that the target does not know the goal of the manipulator's action. This suggests that manipulation is a type of social influence that aims to change the perception or behavior of others through abusive, deceptive, or subtle tactics that put the interests of the controlling person as a priority and often at the expense of others without using force.

Finally, manipulation is a strategy causes restricting the freedom of others and intrudes on their privacy. Also, manipulation is used to deceive the mind directly or indirectly.

### **2.6.1.3- Persuasion**

**According to Galasinski (2000:21) the targets of persuasion are made to believe that something is good or bad, rather than true or false. Rather than positioning deception and persuasion as a category within each other, they both can be seen as strategies that language users employ in laying out, or imposing, a preferred version of reality. At the highest level, both persuasion and deception are attempts at discursive representation.**

## **3- Methodology**

### **3.1-The Model of Analysis**

In order to achieve the aims of the present study there will be a model to depend upon in classifying and analyzing the data. Thus, it has been found preferable to adopt:

Firstly, Searle's model (1969) about speech acts is followed in distinguishing the type of speech acts used in American political speeches as he classifies them into five categories: representatives (or assertives), directives, commissives, expressive and declarations.

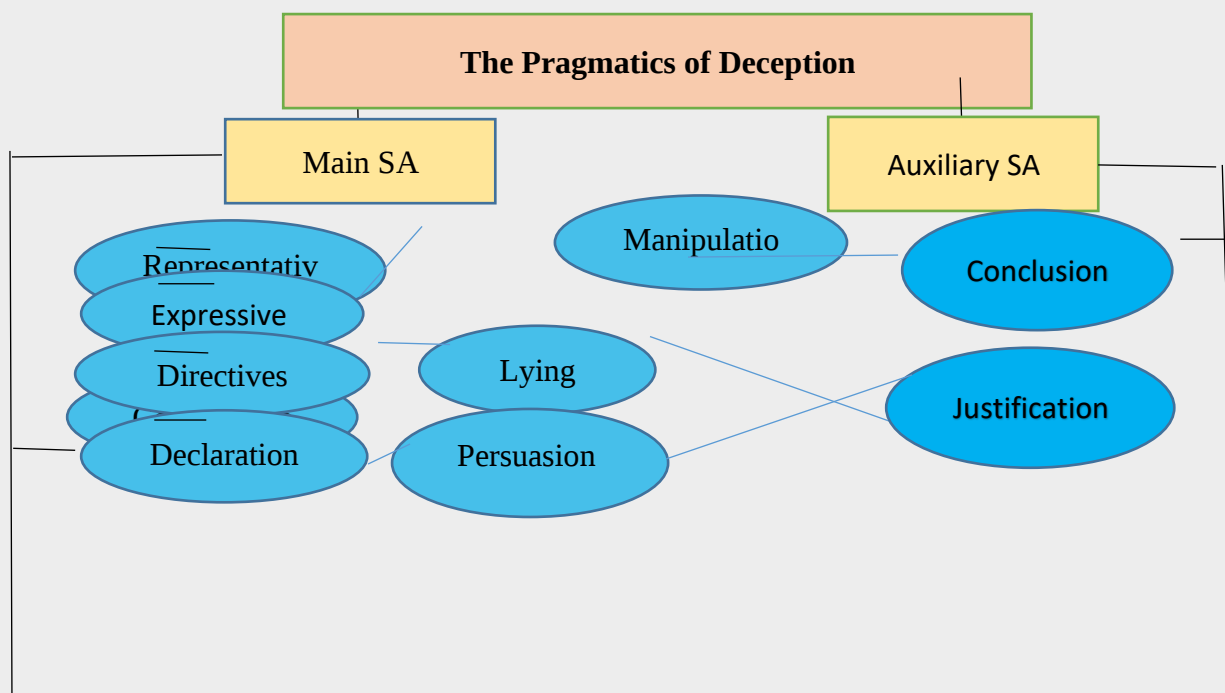
Secondly, Van Dijk's model (1977) about speech acts, is followed as he classifies the auxiliary into eight: justification, explanation, addition, conclusion, contradiction, explication, correction, and condition.

Finally, both of the previous models are related to deception strategies.

### 3.2-The Data

#### 3.2.1- Data Description

Three data are chosen randomly to be analyzed. They are taken from online newspaper and web sources that are mentioned in the references. The model of analysis to be adopted is an eclectic one. It is based on Searle's theory of speech acts as shown in figure (1)



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Richard Butler abstracts the whole speech using few words "remarks on Iraq". When they expressly embrace the argument that Iraq invasion or war was justified. According to that, the deceptive strategies of manipulation, lying and persuasion are used and pragmatically triggered by the sub-strategies of sincerity violation. In addition, the another strategy of deception is used the falsification.

The speech is opened when Richard says "*My national security team has just briefed me on the results. They are preliminary*" which is an expressive speech act. Richard used expressive speech in an attempt to entice the listeners to know what the results, thus fulfilling the preparatory condition. He uses the conclusion in the auxiliary speech act. Richard tries to achieve a certain goal, which is to use a strategy of manipulation by deception. Then he (Richard Butler) uses the justification as an auxiliary pragmatic function when he said "*but let me say just a few words about why we acted, what we have achieved, and where we want to go*" to cover the real reasons for the war. Here, the felicity condition of propositional is fulfilled in order to clarify the proposed reasons and directive speech act is achieved when he uses excusing. In his speech, the lying strategy of deception is achieved.

### 2-Text (2)

*We began with this basic proposition: Saddam Hussein must not be allowed to develop nuclear arms, poison gas, biological weapons, or the means to deliver them. He has used such weapons before against soldiers and civilians, including his own people.*

In this speech when Richard Butler said "We began with this basic proposition" Richard uses the auxiliary speech act of justification after violating the sincerity (there are no nuclear or biological weapons). Richard claims that the reason for the war is to prevent Saddam Hussein from developing weapons of mass destruction and the means to stop them as in "Saddam Hussein must not be allowed to develop nuclear arms, poison gas, biological weapons, or the means to deliver them". Then he adds that Saddam used these weapons by (strategy of lying) against soldiers and civilians. The speech act of representative uses to the false allegations and the lack of evidence of the validity of his words as in "He has used such weapons before against soldiers and civilians, including his own people".

### 3-Text (3)

*Many Iraqis can hear me tonight in a translated radio broadcast, and I have a message for them. If we must begin a military campaign, it will be directed against the lawless men who rule your country and not against you. As our coalition takes away their power, we will deliver the food and medicine you need. We will tear down the apparatus of terror and we will help you to build a new Iraq that is prosperous and free.*

W. Bush abstracts the whole speech using few words “the failure of the negotiations with the Iraqi government” wherein they directly support the claim to held the war or the invasion of Iraq. In this speech Bush said, “*If we must begin a military campaign, it will be directed against the lawless men who rule your country and not against you*” which is a commissive speech act accompanied by the justification as an auxiliary one. Here, he employs the persuasive strategy of deception when he tries to persuade the Iraqi people that the expected invasion is not directed to them but to the head of regime.

### 3.3-3.3 Discussion of Analysis

The present study has two objectives. The first one is to specify the Searle's model that have been most frequently floated in the chosen strategies of deception and the second Dijk's model.

The following table is presented:

| Main SA         | Freq | %    | Auxiliary SA      | Freq. | %    | Strategies   | Freq | %    |
|-----------------|------|------|-------------------|-------|------|--------------|------|------|
| Representatives | 1    | 25%  | Justification     | 3     | 75%  | Lying        | 2    | 50%  |
| Commissives     | 1    | 25%  | Conclusion        | 1     | 25%  | Manipulation | 1    | 25%  |
| Directive       | 1    | 25%  | Explanation       | 0     | 0%   | Persuasion   | 1    | 25%  |
| Expressive      | 1    | 25%  | <b>Correction</b> | 0     | 0%   |              |      |      |
| Declarative     | 0    | 0%   | Contradiction     | 0     | 0%   |              |      |      |
|                 |      |      | Condition         | 0     | 0%   |              |      |      |
|                 |      |      | Addition          | 0     | 0%   |              |      |      |
|                 |      |      |                   | 0     | 0%   |              |      |      |
| Total           | 4    | 100% | Explication       | 4     | 100% |              | 4    | 100% |

The quantitative analysis shows that the main speech acts have the same frequent which constitutes 25% and the minimum frequent in main speech act is 0% which is declarative. The most frequent in the auxiliary speech acts is justification which constitutes 75% percentage while conclusion constitutes 25% percentage. In another side, the minimum frequent is 0%. The quantitative analysis shows that the strategies of deception as the lying constitutes 50% percentage while manipulation and persuasion constitutes 25% percentage.

This study is to find out the other pragmatic aspects that are found in those texts so that the deception will be able to comprehend and understand them. The qualitative analysis reveals that (context, situational context, The Background Knowledge Context and Co-Textual Context) are the remaining pragmatic aspects that help the hearers to recognize and arrive at the intended meaning of the deception.

### 4. Conclusion

After analyzing the chosen data in accordance with Searle's theory (1969) and Dijk's model (1977), it is concluded that the context is a determinant factor in the study of deception.

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Conclusions On the basis of the findings of the analysis, this study has come up with the following conclusions: 1) The findings of the pragmatic and statistical analyses verify the hypothesis set at the beginning of the study. Precisely, the American politicians utilize certain deceptive strategies to achieve their goals. These include strategies like: lying, manipulation, persuasion, and they exploit assertive and commissive, directive and expressive speech acts. 2). The pragmatic and statistical analyses have shown that deception is defined as an insincere assertion that uses to persuasion. The results of the statistical analysis support this view where representative occupies (25%), also directive, commissive and expressive occupies (25%). The Justification occupies the highest percentage (75%) and conclusion occupies (25%). Lying occupies the highest percentage (50%) in the strategy of deception while the manipulation and persuasion occupies (25%). This indicates that the American politicians use the lying to advertise their own political position, to show a good image, and to achieve thier goals.

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