

THE PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
UNIVERSITY ABDERRAHMANE MIRA OF BEJAIA
FACULTY OF ARTS AND LANGUAGES
DEPARTMENT OF ENGLISH



**Steve Jobs Commencement Speech at Stanford University
(2005)**
A Critical Discourse Analysis

A Dissertation Submitted in Partial Fulfillment of the Requirements for the
Degree of Master of Arts in Linguistics at Bejaia University

Prepared by

Miss. Bouthaina Mokhnache

Miss. Naima Merrir

Supervised by

Mr. Belkacem Outemzabet

Examining Committee

Supervisor: Mr. Belkacem Outemzabet , University of Bejaia

President: Miss Soraya Arib, University of Bejaia

Examiner: Mr Sofiane Mammeri , University of Bejaia

September, 2020

Dedication

This study is dedicated,

To our beloved parents, who continually provide us with their moral, spiritual, emotional, and financial support.

To our brothers and sisters who have always been with us to advice and encourage us to finish this study.

To all people who supported us throughout our education.

Finally, we thank the Almighty God for giving us a healthy life along this research.

Acknowledgements

First of all, we would like to express our sincere gratitude to our supervisor Mr. Outemzabet Belkacem for providing his guidance and suggestions throughout this study.

We would like to thank the teachers in the department of English who provided us with the opportunity to benefit from their experiences and knowledge with special thanks to our supportive and inspiring teacher Sofiane Mammeri.

Also, we would like to express our gratitude to the examining committee.

Finally, we are using this opportunity to express our gratitude to everyone who supported, guided, and advised us throughout the achievement of this research work.

Abstract

On June 12, 2005 the genius, inventor and revolutionary of the world of technology “Steve Jobs” delivered a speech at one of the most famous universities in the world “Stanford university” on the occasion of graduation. This memorable event changed peoples beliefs and pushed others to act. This speech has all the characteristics of a motivational speech. Accordingly, it inspired millions of people all around the world, and had 34 million views on the internet. Therefore, as researchers we had the curiosity to decode this speech, and we believe that critical discourse analysis is the appropriate method to be used. Thus, CDA led us to Norman Fairclough’s model of analysis (2001), which is divided into three levels of analysis: description, interpretation, and explanation. The objective behind this study is to find out the discursive strategies used by Steve Jobs by applying the elements of Fairclough’s framework. Mainly, to figure out the ideological, persuasive techniques, and highlight the power of discourse. The findings show that the model suits the selected speech, because it provides a complete analysis from different perspectives such as linguistics and sociology. Steve Jobs used a persuasive language and his language skills to convince the audience; thus, he succeeded to make his ideologies clear. As a conclusion, all the elements of Fairclough’s model are relevant to show that language has power and can influence people.

Key words: Critical Discourse Analysis, Ideology, Fairclough’s Model (2001), Steve Jobs Commencement Speech.

Table of content

Dedication	I
Acknowledgement	II
Abstract	III
Table of content	IV
List of abbreviation	V
List of tables	VI
List of Figures	IV
General Introduction	1
1. Statement of the problem	2
2. Questions of the study	2
3. Assumptions of the study	2
4. Purpose of the study	2
5. Significance of the study	2
6. Organization of the study	3
Chapter One: Theoretical Background.....	4
Section one: An introduction to Discourse and Discourse Analysis.....	4
1.1. Definition of Discourse.....	4
1.2. Interpretation of the term Discourse from Linguistic perspectives	4
1.2.1. Interpretation of Discourse from a linguistic perspective	4
1.2.2. Interpretation of Discourse from a Sociolinguistic perspective	5
1.2.3. Interpretation of Discourse from a CDA.....	5
1.3. Origin of Discourse Analysis	6
1.4. Definition of DA	7
1.5. DA as an interdisciplinary field... ..	8
1.6. DA and Grammar	8
1.7. DA and Semiotics	8
Section two: Critical Discourse Analysis	9

2.1. Historical Background of CDA	9
2.2. Definition of CDA	9
2.3. Principles of CDA.....	10
Section Three: Norman Fairclough’s Framework....	11
3.1. Biography of Norman Fairclough	11
3.2. Fairclough’s Approach to CDA	11
3.1.1. Description.....	12
a- Vocabulary.....	13
b- Grammar	14
c- Textual Structure.....	16
3.1.2. Interpretation	17
3.2.2.1. Interpretation of Text.....	19
3.2.2.2. Interpretation of Context	19
a- Situational Context.....	19
b- Intertextual Context.....	21
3.1.3.Explanation.....	21
Section Four: Steve Jobs.....	23
4.1. Steven Jobs Biography	23
4.1.1. Early life and Education	23
4.1.2. professional Career	24
4.2. Steve Jobs Commencement Speech	25
4.3. Motivational Speech	26
Chapter Two: Analysis and Discussion.....	27
Section One: Methodology	27
2.1. The corpus of The Study.....	29
2.2. Research Design	29
2.3. Research Method... ..	30
Section Two: Analysis of the Speech	31
3. Analysis of Description	31
3.1. Vocabulary	31
3.1.1. Experiential Value	31

3.1.2. Relational Value	38
3.1.3. Expressive Value	39
3.1.4. Metaphors	41
3.2. Grammar.....	41
3.2.1. Experiential Value	41
3.2.2. Relational Value	43
3.2.3. Expressive Value	46
3.2.4. Connective Value	47
3.3. Textual Structure	49
3.3.1. Experiential Value	49
4.1. Rhetoric	50
5. Analysis of Interpretation	50
5.1 Interpretation of Text.....	50
5.2. Interpretation of Context	51
a. Situational Context	51
5.2.2 Intertextual Context.....	52
6. Analysis of Explanation	52
Section Three : Conclusion of the Study, Limitation of the Study and Recommendation for Future Research	54
6.1.Conclusion of the Study	54
6.2.Limitation of the Study.....	55
6.3. Recommendation for Future Research	55
General Conclusion	56
References	57
Appendix 01: The script of Steve Jobs commencement speech.....	60
Abstract in French (Résumé)	67
Abstract in Tamazight (Agzul).....	68

List of Abbreviation

DA: Discourse analysis

CDA: Critical Discourse Analysis

S.V: Subject verb

S.V.C: Subject verb complement

S.V.O : Subject verb Object

List of Tables

Table 01: Over wording that Jobs Used.....	35
Table 02: Synonyms that Jobs Used.....	36
Table 03: Antonyms that Jobs Used.....	37
Table 04: Hyponyms that Jobs Used.....	37
Table 05: Formal and Informal Vocabulary	39
Table 06: Negative and Positive Sentences that Jobs Used.....	43
Table 07: Declarative, Grammatical and Imperative Sentences that Jobs Used.....	44
Table 08: The Pronouns “We” and “You” that Jobs Used.....	45
Table 09: Modality, Adverbs and Tense that Jobs Used.....	46

List of figures

Figure 01 : Discourse as a Text, Interaction and Context by Fairclough	12
Figure 02 : Formal Features: Experiential, Relational and Expressive by Fairclough	13
Figure 03 : Interpretation by Fairclough	18
Figure 04 : Situational Context and Discourse Type by Fairclough	20
Figure 05 : Explanation by Fairclough.....	22
Figure 06 : An Adopted Version of Norman Fairclough's Framework (2001).....	28

General introduction

There are a lot of characteristics that can determine a person's intentions and ideologies, but the most relevant way to know things about this person is to observe and analyze the way he talks. A person's way of talking can influence, hurt, heal, urge, make, and destroy. Thereby, speech have power, and can be person's source of power. Public communication, in general, and motivational speeches, in particular, gained an important value among the existing types of communication and speeches. They are presented by talented, successful and well experienced people, who can inspire and convince people. The speaker needs to support his ideological positions with persuasive techniques and specific linguistic elements that make discourse a powerful tool. That is to say, the speaker choses pertinent words and expressions, selects linguistic devices, apply his language skills, and link his personal experiences to his achievements in order to attract and to convince the audience.

Critical discourse analysis is an opportunity to find out and extract all the ideological traces and social problems that are hidden in discourse, and understand how words can have power and influence audience. This is an important clue about culture, society and many other domains. According to Fairclough (1995), language is a social practice, thus we will be able to reveal the relation between discourse and society, understand the ideologies and the power relations.

To this end, we selected a model of analysis that will allow us to critically analyze the commencement speech of Steve Jobs delivered on 12, June 2005 at Stanford University. This model was presented by Norman Fairclough in 2001. This framework has been selected, because it is an umbrella model that involves linguistic analysis and sociological analysis.

Moreover, this model of analysis takes into consideration both the producer of the speech and the interpreter of the speech. In other words, we will be able to analyze the speech by taking into consideration the participants. As a result, we believe that through this framework, we will provide a complete analysis of the speech. That is to say, to analyze the speech in terms of grammar, vocabulary, pragmatics, semiotics, textual structure, cohesion, sociolinguistics, and sociology.

1. Statement of the Problem

Among all the existing types of speeches, we have selected one of the most admired and viewed by people. The motivational speech is best known for being a tool of stimulating, persuading and urging. For that, the commencement speech of Steve Jobs delivered at Stanford university on the occasion of graduation is considered one of the most influencing speeches of all times. With 34 million views on YouTube, and 8 million views on TED.com. Thus, as researchers our curiosity led us to explore how discourse can have the power of influencing people, the language adopted by speakers to show their ideologies, as well as the linguistic devices needed in this type of speeches.

2. Questions of the study

The Motivational speech is the appropriate data that CDA can deal with. Hence, this study attempts to answer the following questions:

1. What are the ideological strategies adopted by Steve Jobs in the commencement speech?
2. How could Steve Jobs' speech influence people?
3. Are all the elements of Norman Fairclough's model appropriate to critically analyze the speech?

3. Assumption of the study

In the present study, we assume that language can manipulate people's thoughts and acts whenever the speaker makes use of his language skills. In other words, Steve Jobs is a great motivator thanks to the ideological techniques that he adopted in order to convince and influence his audience. Additionally, Norman Fairclough's model is the relevant model to critically analyze the speech, because it will allow us to present a complete analysis from both linguistic and sociological perspectives.

4. Purpose of the study

First, this study aims at exploring the hidden ideologies beyond the speech, and reveal all the strategies of persuasion adopted by Steve Jobs. Then, reach at a conclusion that confirms or rejects that the elements of Norman Fairclough's model are appropriate to critically analyze the speech.

5. Significance of the study

The best of our knowledge as researchers, there are no previous studies of critical discourse analysis on motivational speeches, moreover there is no study attempting to employ

Fairclough's model on Steve Jobs commencement speech. Therefore, this research is expected to contribute to critical discourse analysis studies. Furthermore, it can be a useful guidance for students who are interested in Discourse analysis in general, and Fairclough's model in particular. Finally, we come out from the usual by choosing a motivational speech, thus we expect to inspire future researchers to explore new data.

6. Organization of the study

The present study is divided into two chapters. A general introduction that precedes the first chapter, and a general conclusion that follows the last chapter. First, the first chapter deals with the theoretical background including an introduction to discourse analysis, critical discourse analysis, Fairclough's model of analysis, and Steve Jobs biography and commencement speech. Then, the second chapter includes four sections. The first section is about methodology. While the second section is the analysis of the speech. The last section is devoted to a conclusion of the study, limitation of the study and recommendation for future research.

Chapter one

Theoretical background

This part of the research is devoted to review the theoretical background of our study. In other terms, we will present the origins of the discipline, definitions of some important concepts related to it and the framework we need to critically analyze the speech. It will be divided into four sections. The first one is about introducing discourse and discourse analysis. The second is about critical discourse analysis. While the third section discusses the three-dimensional mode of Norman Fairclough. Finally, the fourth section is devoted to Steve job's life and success, as well as to present the speech we are going to analyze.

Section One: An Introduction to Discourse and Discourse Analysis

1.1. Definition of discourse

This term can have multiple significations depending on the field where it is used. It can be oral or written and has no specific length, it can be short as Hi of greeting, like it can be longer as a novel or narration of personal experiences (Sarangi,2010). According to Yang and sun (2010) discourse is viewed as texts and talk in social practices, and it doesn't necessarily mean the abstract form of language such as grammatical rules or lexicon. Instead, it is a tool of interaction between people, authors, readers or audiences.

1.2. Interpretation of the term “discourse” from linguistic perspectives

Previous studies on discourse interpreted this term from many perspectives based on three major disciplines which are linguistic, nonlinguistic and interdisciplinary (Yang & sun,2010). Let's discover the interpretation of discourse from a linguistic perspective since we are concerned with this discipline.

1.2.1. Interpretation of discourse from a linguistic perspective:

Linguists didn't agree on the same interpretation, but there are some who shared points of view. Stubbs (1983) said that discourse is more than words in clauses. Additionally to Martin and Rose (2007) view discourse as a unit of meaning rather than a unit of form (Yang & Sun,2010). However, linguists agreed on an idea which is the focus on language and its use while conducting discourse analysis. Therefore, when they explained the term discourse, they integrated elements such as contexts and participants which are not only theoretical elements

of their study but also have an impact on the practical application of discourse analysis (Yang & Sun,2010).

1.2.2. Interpretation of discourse from a sociolinguistic perspective:

Sociolinguistics is the study of language in its social context (Yang & Sun,2010). Among all its sub-branches, there is one field entitled ethnography of communication that made great studies on discourse analysis. According to Fasold (1990) ethnography of communication is the study of language with reference to social and cultural values. Researchers placed their focus on the study of how communicative patterns are determined by cultures and social structures in speech communities (Yang & Sun,2010). Hence, thanks to this research they find out and confirmed that discourse is an important mean of communication which allows people to establish all kind of communicative activities. Besides, discourse brings limits to people when they are communicating and communication regulates the appropriate and actual use of discourse (Yang and Sun,2010).

1.2.3. Interpretation of discourse from a critical discourse analysis perspective:

According to Van Dijk (1998), CDA is a field that analyses written and spoken texts so as to reveal the discursive sources of power, dominance, inequality and bias. Then, examines how these discursive sources are maintained and reproduced within specific contexts such as political, social and historical. In other words, CDA studies language in terms of social and cultural view, therefore it suggests that discourse is social by nature and a kind of social power that can be associated with political, economic and cultural activities (Yang & Sun,2010). It's true that language is a tool of communication, but they added that language has another important function which is power control (Kress & Hodge,1979) .They supported this idea by explaining that language can manipulate people's thoughts and acts, determines identities and classifies people or materials (Kress et al,1979). Hence, all types of discourse are confronted to the rules of language and society. As a result, a person who masters a specific type of discourse is considered more powerful and can have control over the one who doesn't master it. Consequently, there is an unequal distribution of economic, political and cultural resources (Yang & Sun, 2010). In other words, Fairclough (2001) stated that the elite class uses language in a brilliant and tactful way to develop ideas that they put in the minds of common people, since these ideas came from the dominant class, people find it difficult to resist these beliefs and ideologies (Hassan et al., 2001). When Fairclough (1995) studied CDA, he made a linguistic and social analysis; he said that any genre of discourse can be viewed as a three-dimensional concept: Text, discourse practice and socio-cultural practice. From this concept

Fairclough extracted the famous mode of three-dimensional discourse analysis which are: description, interpretation and explanation. This model allows to notice that discourse is one of the important and crucial component elements which construct society (Yang & Sun,2010). The three-dimensional discourse analysis mode is detailed in the section 3 of this chapter 01.

1.3. Origin of discourse analysis

One can notice that it is a hard task to find the right period where discourse analysis began and emerged officially, because there were many scholars from different periods and disciplines that contributed to the birth of DA (Origin of discourse analysis, 2013). Yet, some conversational analysts like Durkhlam in 1859 and Simmel in 1898, stated that discourse is the key element that connects linguistics to sociology (Uni assignment centre, 2013). Afterwards, this idea led to a more convincing and less ambiguous definition of DA. Thus, Van Dijk said that the origin of DA can be traced back to the study of language, public speech and literature (Origin of discourse analysis,2013).

There is one science that cannot be neglected when dealing with the origin of DA. Around 2500 years ago, the classical rhetorics or also known as the art of good speaking treated spoken, written and visual language. The sister discipline of rhetorics, was concerned with the correct form of language, whereas rhetorics was concerned with organizing and delivering public speeches. According to "Rhetoric & writing studies"(n.d) rhetoric investigates how language is used to organize and maintain social groups, construct meanings and identities, coordinate behavior, mediate power, produce change, and create knowledge. Accordingly, Terry Eagleton, a British literary theorist said that rhetoric examines discourse and it doesn't give importance to whether it is oral or written, poetry or philosophy, but the main interest was on the discursive practices in society as forms of power and performance in addition to the analysis of linguistic devices. He added that the value of discourse is not neglected because it creates an important effect on the reader such as persuasion, pleading and inciting (Rhetoric & writing studies, n.d). Overall, rhetoric was concerned with the functions of the discourse like persuasion, the structural analysis of discourse and the organization of social groups and behaviors.

At the beginning of the nineteenth and twentieth centuries, many social sciences began to develop. With the emergence of historical and comparative linguistics, linguists started to notice that language cannot be completely comprehended if they keep focusing only on the syntactic analysis of texts and sentences. Therefore, they saw the necessity to take into

consideration the social context. Thanks to this belief, many new disciplines emerged among them discourse analysis and sociolinguistics (Origin of discourse analysis,2013).

1.4. Definition of discourse analysis

Discourse analysts have not agreed on a specific definition but we need to know that according to Margaret Adolphus (n.d) it is an analytic technique rather than a theory. According to Stubbs (1983), DA is an ambiguous term that refers to the linguistic analysis of naturally occurring connected speech or written discourse. Stubbs (1983) added that DA aims to study units of language larger than sentences such as texts and conversations, and that DA is also concerned with language use in social context which means interaction between people.

Some linguists, on the one hand defined DA as the analysis of language beyond the sentence or utterance. Sociolinguists, on the other hand described it as a tool used to study and explain how people use norms and rules of the language when communicating in different social contexts and settings.

According to Nordquist (2020) discourse analysis takes into account what's being said or written, as well the setting, the social and cultural framework of the discourse. It focuses on techniques used by the respondent, who uses interpretative repertoires with taking into consideration the context in which the message is produced. And the task of the respondent is to discern and identify some important points such as the language used, the settings, the context and various interpretative repertoires. In addition to this, there is the attempt to understand each other in order to establish a mutual comprehension of what's being said (Jancowicz,2005). That is to say, there is no discourse without context, discourses are connected to previous discourses and those which are produced synchronically and subsequently (Fairclough & wodak,1997). In other words, DA is not merely limited to the analysis of the written or spoken language, but takes also the surrounding factors into consideration such as the context that can be social, political or economic, the settings where the discussion takes place and the community to which the person belongs as well as his jargon.

Fairclough (1993) declared that in a society there are many communities, sections and groups of people having completely different beliefs they express through language. Thus, the purpose of DA is to study and understand their belief systems and know how they are expressed and communicated to general public.

1.5. Discourse analysis as an interdisciplinary field

After the academic publication of papers by Zellig Harris in 1952, discourse analysis gained momentum (Yang & Sun,2010). In the early 1970s, DA begun to develop, yet many other disciplines and a number of studies were associated to it which made from discourse analysis an interdisciplinary field. According to the journal of second language writing (2002), discourse analysis is heterogeneous, because it includes different approaches ranging from psycholinguistics to sociolinguistics.

Van Dijk (1985) stated that DA in an interdisciplinary field that can be associated to many social sciences such as psychology, rhetoric, linguistics, poetics, anthropology, ethnography and many other disciplines that deal with structure, function, and the processing of a text.

1.6. Discourse analysis and grammar

Distinctly, it's necessary to spot out the differences between discourse analysis and grammar. First of all, according to Nordquist (2020) DA studies language in general use within a particular community or groups of people while grammar focuses on the structure of sentences. Moreover, grammarians analyze samples and examples of their own imagination but DA relies on real spoken speeches and writings performed by people. Additionally, discourse analysis examines text by taking into account their cultural and social context, whereas grammar examines texts in isolation. Finally, DA analyses slang words, slips of the tongue, and pauses unlike grammar analysis which relies on sentence structure, word usage and stylistic choices (Nordquist,2020).

1.7. Discourse analysis and semiotics

Fairclough (1995) added “Like many linguists, I shall use discourse to refer primarily to spoken or written language use, though I would also wish to extend it to include semiotic practice in other semiotic modalities such as photography· and non-verbal (e.g. gestural) communication” (p.131). In other words, language is a system of signs used to communicate messages, in addition to the language signs there are important extra-signs that contribute to the process of communication such as body stance, clothing and hair style, context and settings of a situation and road signs (Louw, 1984).

Section Two: Critical Discourse Analysis

2. 1. Historical background of critical discourse analysis

When it comes to Critical Discourse Analysis, “Critical Linguistics” cannot be neglected. It was developed at the University of East Anglia by a group of linguists and literary theorists (Fowler et. al, 1979). Critical Discourse Analysis can be seen as a development of Critical Linguistics, which broadens the criticism perspective in discourse analysis studies (Tian Hailong, 2006).

Roger Fowler and Gunther Kress contributed the last chapter of *language and control* entitled Critical linguistic. In their book ; M.A.K Halliday’s Systematic Functional Linguistics is adopted as the fundamental theoretical framework. According to them, Critical Linguistic can be a “powerful tool for the study of ideological processes, which mediate relationships of power and control" (Fowler et al., 1979, p. 186).

In 1990. Van Dijk published an academic journal *Discourse and Society*. This journal is seen as the start of CDA. Moreover, after one-year Teun van Dijk, Gunther Kress, Norman Fairclough, Ruth Wodak and Theo van Leeuwen met at the university of Amsterdam in order to discuss theories of Discourse Analysis and CDA. From that day forward the evolution of CDA was noticeable and many books were published.

Furthermore, in 1995, CDA became an independent discipline due to the publication of Fairclough’s book *Critical Discourse Analysis*. Though the use of CDA rather than ‘Critical Linguistics’ means that it is not limited to traditional Halliday’s SFL framework.

2.2. Definition of Critical Discourse Analysis

According to Van Dijk (2001), CDA is an approach to study text and talk in the social and political context, that mainly studies social power abuse, dominance and inequality that are enacted, reproduced, and resisted. In addition to that, Norman Fairclough (1995) believes that language is viewed as a social practice (1989); accordingly the CDA approach aims to debunk relationships between discourse and society, to reveal that theses relations are considered to be ideologically significant. It is also to reveal that these social relationships issues that are hidden in discourse as aspects of power, ideology and dominance. Moreover, John Flowerdew (2012) claims that CDA is a multidisciplinary approach, that it is wider than to be used only in language studies, it is relevant to other fields like business, Tourism, Media studies... etc. Through Written and Spoken texts, Visual images, Sounds and so on.

2.3. Principles of Critical Discourse Analysis

Fairclough and Wodak (1997) introduced eight important principles for CDA. Which are:

1. CDA addresses social problems: It is obvious that CDA is not limited to language and language use, it also involves on the linguistic characteristics of the social and cultural processes, with the aim to show power relations and obtaining results that are relevant to social, cultural, political and even economic contexts.
2. Power relations are discursive. That is to say, the power that exists in relations is usually manifested through discourse.
3. Discourse constitutes society and culture: This means that any contribution to language use constitutes and transforms society and culture, including relations of power.
4. Discourse does ideological work: This means that to understand how ideologies are produced in text it is not enough to analyze texts without taking into consideration the discursive practice.
5. Discourse is historical: Fairclough and Wodak (1997) mentioned that “Discourses are always connected to other discourses which were produced earlier” (p. 276) therefore discourse is only understood in relation to its historical context.
6. The linkage between text and society is mediated: Wodak (2006) claims that Discourse analysts agree that the complex relation between discourse and society cannot be analyzed only if there is a combination between linguists and sociological approaches. Accordingly, Fairclough (1992) studied this link by looking at ‘orders of discourse’. Whereas, Wodak (1996), like van Dijk (1997), introduced a ‘socio-cognitive level’ to her analysis.
7. ***CDA is interpretative and explanatory.*** In other words, CDA is not only an analysis of text but it is also interpretative and explanatory. Significantly , these interpretations and explanations are affectable by new studies.
8. Discourse is a form of social action. From CDA’s view, discourse represent social life as events/ actions. In other words, it is describing events through discourse.

Section Three: Norman Fairclough's (2001) Model for Critical Discourse Analysis

3.1. Biography of Norman Fairclough

Norman Fairclough is born on April 3rd, 1941 in Lancaster, United Kingdom. He is an emeritus professor of linguistics at the university of Lancaster (England). As well as, an associate of the institute of advanced studies. Fairclough is considered to be one of pioneers of CDA. Moreover, his approach is interdisciplinary because he is influenced by Michael Halliday (1978) systemic- functional linguistics, also by the French theorist Michel Foucault's (1971) concept of "the orders of discourse", Louis Althusser and many other ideology theorists.

3.2. Fairclough's approach to Critical Discourse Analysis

Norman Fairclough's (2001) approach to CDA includes three dimensions to analyze discourse, which are *Description, Interpretation and Explanation*. Fairclough (1989) claims that these three dimensions differ from one to another. For the first dimension 'Description stage' it is a matter of analyzing formal properties of *text*, whether a written or spoken text. While for the second dimension of analysis 'Interpretation stage' it is tied up to the relationship between text and *interaction (productive and interpretative processes)*. Whereas the third dimension 'Explanation stage' it has a relationship between interaction and *social context*. That is to say, this stage cannot be analyzed without taking into consideration standards of society and organizations.

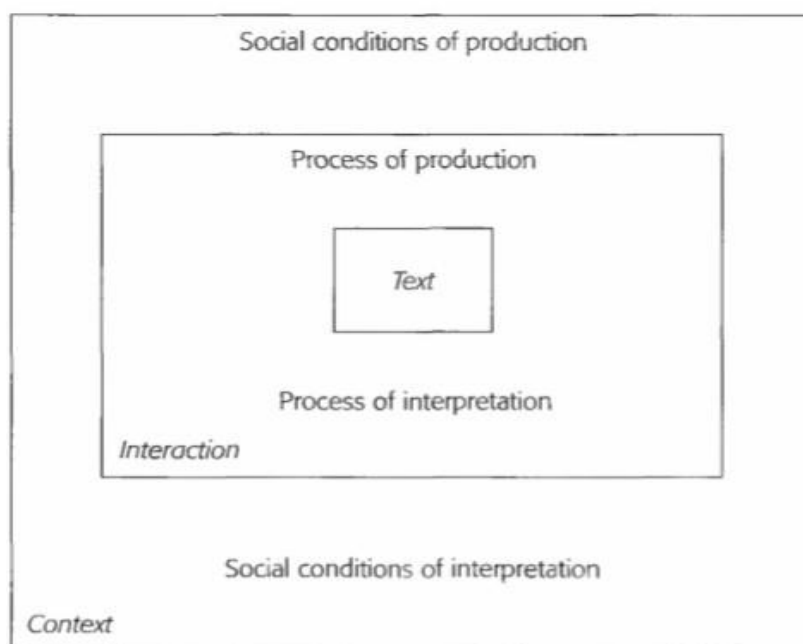


Figure 1: *Discourse as text, interaction and context* by Norman Fairclough (2001, p 21)

3.2.1. Description

Fairclough (2001) claims that by the description of linguistic features and nonlinguistic features (visuals) of the *Text*, one can comprehend the hidden agenda (power relations and ideologies). Before embarking on the discussion, we should reveal some key terms that are vital in the Descriptive stage. **Formal feature** and their **Values**. Furthermore, **Vocabulary**, **Grammar** and **Textual Structure**.

In this stage, Fairclough (2001) came up with a procedure to follow in order to master the analysis of *text*. It is classified into ten questions and sub questions, Yet the formal features found in a *Text* depends on three categories which are **Vocabulary**, **Grammar** and **Textual structure**. He also stated that this procedure is only a guide that facilitate the analysis. That is to say, further questions can be added as well as deleted depending on what one wants to analyze. Each category is composed of three different values that formal features may have: **experiential**, **relational**, and **expressive**. Experiential value deals with *contents*, knowledge and belief. While a formal feature with a relational value is concern with *relations* and social relationships. Finally, Expressive value has to do with *subjects* and social identities. In addition to these three values, a formal feature may also have a *connective* value. It has to do with connecting together parts of a text.

Dimensions of meaning	Values of features	Structural effects
Contents	Experiential	Knowledge/beliefs
Relations	Relational	Social relations
Subjects	Expressive	Social identities

Figure 2: Formal features: Experiential, Relational and Expressive values. (Fairclough, 2001, p. 94)

a- Vocabulary

Fairclough (2001) claims that the structure of vocabulary is based on ideologies. He suggested for this category four questions of three different types of value (experiential, relational and expressive) within the word and the metaphors used in the text.

The first question is: **What experiential value do words have?** This value holds the attention to how ideological differences within texts are coded in vocabulary. To illustrate this question, Fairclough suggested four sub questions. Firstly, *what classification schemes are drawn upon?* Literally, this question discusses if the text is classified into ideas / aspects / words. Secondly, *are there words that are ideologically contested?* Fairclough (1989) believes that some words are ideologically contested (p. 89) he also claims that they show ‘ideological struggle’. This means using a word that has only one literal meaning in an inappropriate context and this is considered to be as a ‘semantic error’. Thirdly, *is there any rewording or over wording in the text?* Which means formulation or repetition of words. Fourthly, *what's ideologically significant meaning relation (synonymy, hyponymy, antonym) is there between words?* That is to say, a discourse type holds for meaning relations between words.

The second question is **What relational values do words have?** According to Fairclough (2001), this question discusses how the choice of wording creates social relationships between participants. Thus, words that have relational values may have other values at the same time. To understand this value Fairclough sets the following sub-questions. The first sub question is: *are there euphemistic expressions?* It is when a text producer replaces harsh expressions by polite expressions, in order to hide a particular ideology for relational reasons to the respect of expressive value. While the second is: *are there markedly formal or informal words?* Formality of Vocabulary in a text has to do with relation values, this concerns participants ‘face ‘and politeness for each other.

The third question is **What expressive values do words have?** The expressive value of words is important for a text producer who is interested in persuasive language. Any text producer leaves his traces in his discourse. The producer expresses his attitudes in a negative evaluation or positive evaluation through vocabulary, implicitly or explicitly toward things or persons and this is ideologically significant.

While the last question in this category is **What metaphors are used?** This question is more associated with the text producer and how he deals with things. That is to say, metaphors are used in a text to present different social issues in a dominant or non-dominant way depending on the text producer ideological perspectives.

b- Grammar

In this category, Fairclough (2001) suggested four grammatical questions using the four different values and sub questions. The first question in Grammar category is **What experiential values do grammatical features have?** It is related to grammatical features, language, happenings or any relation with the world. One can answer to this question through six sub questions:

1. *What types of process and participant predominate?* This means that the text producer should be accurate on selecting grammatical features of textual presentation of events, participants or any relationship because it can be ideologically significant.

2. *Is agency unclear?* This means that sometimes the agency is obfuscated, not mentioned for ideologically reasons.

3. *Are processes what they seem?* It has a relation with the previous one. The way the producer presents his events/actions is based on his ideologies.

4. *Are nominalizations used?* Nominalization is a process converts into a noun or a compound noun, it is used in order to not provide the tense, the time and the agent of the process. Its function in the text is to make the process unclear.

5. *Are sentences active or passive?* Sentences can be active or passive in the process. The passive sentences are used when information is already mentioned, that is to say, to avoid repetition or to hide the agent. So passive sentences make the agency and causality unclear.

6. *Are sentences positive or negative?* Positive and negative sentences allow the researcher to recognize what is true in reality and what it is not. It is also concerned with intertextual context of a text and intertextuality.

The second question of this category is **What relational values do grammatical features have?** In relational value of grammatical features, Fairclough (2001) focuses only on modes of sentence, modality and pronouns. This question contains three sub questions:

1. *What modes are used?* Fairclough (2001) mentioned three different modes of a sentence: declarative, grammatical question, and imperative. The structure of declarative sentences is by having a subject first then a verb while imperative sentences starts with a verb and there is no Subject, though Comparative questions are divided into two types: WH questions and Yes/No questions. WH questions which they start with (what, who, where...) and Yes/No Questions start with a verb. In addition to that Fairclough declared that within the three modes there are different subject positions of the speaker /writer and addressee. In declarative mode the subject position of the speaker /writer is a provider of information, and the addressee is a receiver. In the case of the imperative mode the reader/writer is asking for something of the addressee, while the addressee obeys. Furthermore, the subject position of the speaker /writer in the question mode is asking a question while the addressee is an information provider. In fact, asking for action or information as well as giving information (like in declarative mode) is a position of power concerning participant relations. But Fairclough (2001) cited that it is more complicated, because: “(a) there is not a one-to-one relationship between modes and the positioning of subjects, and (b) there is a much richer set of subject positions” (p. 105) than those he has identified.

2. *Are there important features of relational modality?* Modality is an important concept for relational and expressive values in grammar that concerns speaker/writer's authority. We can express modality through the use of modal auxiliary verbs (might, may, must, should, can, can't, ought), adverbs and tense. It consists of two dimensions that are determined by the authority's direction. If the authority is one participant in relation to others, here it is a relational modality and if it is a speaker/writer's authority who is a representator of reality, here it is an expressive modality.

3. *If the pronouns we and you are used, and how?* The way “we” and “you” are used in a text can show a relation of power and solidarity for a corporate ideology. The pronoun “we” includes the writer/speaker and other persons, it is used when someone has the authority in society to speak for others. While the pronoun “you” is mostly used in mass communication and advertising, that is to say when the addressee is unknown.

The third question of this category is **What expressive values do grammatical words have?** Fairclough (2001) said that “the ideological interest is in the authenticity claims, or claims to knowledge, which are evidenced by modality forms” (p. 107). He limited expressive values to expressive modality. As it is mentioned before, modality is expressed by modal auxiliaries, tense: the simple present tense form where the producer commit himself to the truth of proposition, the negative simple present where the producer commit himself to the truth of negated proposition and perfect forms. As well as, adverbs to present facts and truth.

The last question of grammar category is **How are (simple) sentences linked together?** This question discusses a connective value, in one hand it has a relationship between texts and context (whether situational or intertextual context), on other hand, it connects parts of text together. These connections can happen through cohesive features. Cohesive features include (vocabulary links, repetition of words or use of related words), connectors (temporal, spatial and logical connectors), and reference. Therefore, these connections indicate that the text is cohesive. This question is divided into three sub questions. First of all, *what logical connectors are used?* Fairclough (2001) focuses only on logical connectors “because they can cue ideological assumptions” (p. 109). Whereas, the second sub question is *Are complex sentences characterized by coordination or subordination?* It takes into consideration complex sentences that contain both coordinate and subordinate clauses where a coordinate clause gives more information then subordinate. While the third sub question *what means are used for referring outside and inside the text?* It is related to reference. In order to avoid repetition, persons or things can be replaced by **grammatical devices**, most used are **pronouns** and the definite article **‘the’**.

c- Textual structure

Textual structure is the last category in description stage. Formal features are discussed at the textual level that are related to the organization of the whole text through two

questions and their sub questions. The first question is **What interactional conventions are used?** It is analyzing features of dialogue and aspects of talk which have relational value.

This question contains two sub questions *What is the turn taking system* and *Are there ways in which one participant controls the contributions of others*. This depends on power relationships between participants. That is to say, the more powerful participant is, the one who takes control in a conversation. A powerful participant can interrupt, enforce explicitness, formulate what is said to make things clearer, control topic and turn taking system. While the second question is **What larger scale structures does the text have?** In this question we can analyze both dialogue and monologue but it is concerned with formal features which have experiential value. Indeed, any text has a structure and follows a specific order and this depends on the producer and his ideological sets.

3.2.2. Interpretation

Before starting the explanation of this stage, it is necessary to point out the relation between the process of interpretation and the process of production. Fairclough (2001) stated that they are parallel but he precized that the interpretation of text presented with 04 levels in the figure 6.1, are used for the process of production rather than interpretation. Then, in the top of the diagram there are the two levels used for the interpretation of context and both procedures are concerned with them (Fairclough, 2001).

Moreover, the interpretation procedures may shift during the interaction between participants. And there is an important point that should be taken into account which is the diversity, for instance a powerful participant may impose his own interpretation upon a less powerful participant (Faircough,2001).

Fairclough (2001) presented this diagram in order to summarize the different steps and major domains of interpretation.

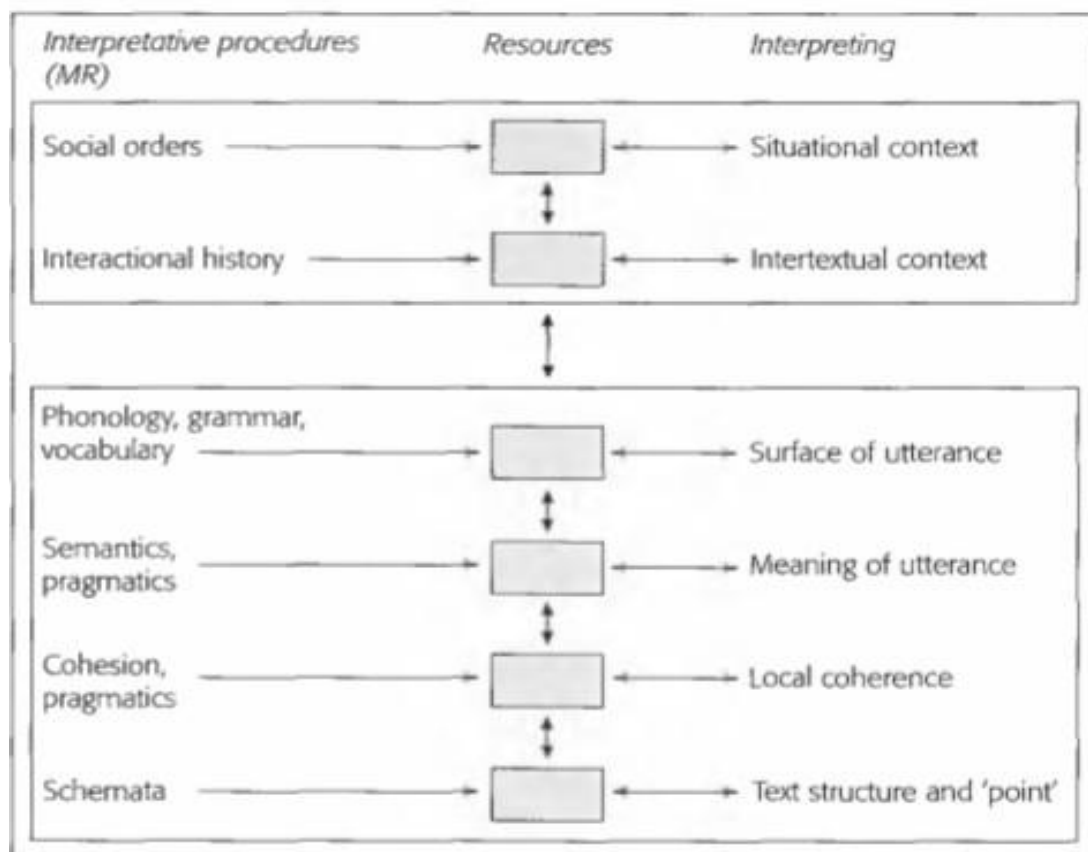


Figure 3 Interpretation (Fairclough, 2001, p.119)

This figure consists of 06 major domains of interpretation which can be distinguished as follows:

- **The right column:** the first two upper domains are concerned with the interpretation of context, whereas the 04 lower domains are concerned with the interpretation of text (Fairclough,2001).
- **The left column:** it consists of elements of MR (member resources or also background knowledge) that function as interpretative procedures. Each element of MR is associated to a level of interpretation (Fairclough,2001)
- **The central column:** as we can notice in the figure there are many boxes in the central column, each box is considered a combination of various inputs. And each box is linked to a domain of interpretation with a double-headed arrow. This means that in the process of interpretation of a text, there are previous interpretations that constitute one part of the resource for interpretation. Then, we notice that the boxes are linked vertically with double-headed arrows. Fairclough (2001) said that this option attributes to the process of interpretation an important characteristic which is 'top-down' and 'bottom-up'. In

other words, there is a relation of interdependence between the domains of interpretation (Fairclough,2001).

In order to understand this stage, we need to explain each domain of interpretation alone then.

3.2.2.1. Interpretation of text

a. Surface of utterance: when interpreters receive sounds or read words, they will transform them into recognizable words, sounds or sentences. To do this, they have to rely on their MR (previous knowledge of language) of phonology, grammar, and vocabulary (Fairclough,2001).

b. Meaning of utterance: interpreters focus on the meaning of words and their grammatical functions in order to clarify implicit meanings and arrive at a whole comprehension. To make this happen, they need to rely on their semantic MR as well as pragmatics to find out the speech act used in utterances (Fairclough,2001).

c. Local coherence: here interpreters have to find how the parts of the text are linked to each other and the means used for referring inside and outside the text. To do this, they need their MR of cohesion and pragmatics (Fairclough,2001).

d. Text structure and “point”: this level is concerned with the global coherence of a text and the schema. In other words, the interpreter links the text to his prior knowledge or also called a repertoire of schemata. In order to arrive at the point of the text which is the overall topic that stays in long term memory (Fairclough,2001).

3.2.2.2. Interpretation of context

a- Situational context

Fairclough (2001) presented another diagram in which he explains how the interpretation of context happens and the decision of the discourse type.

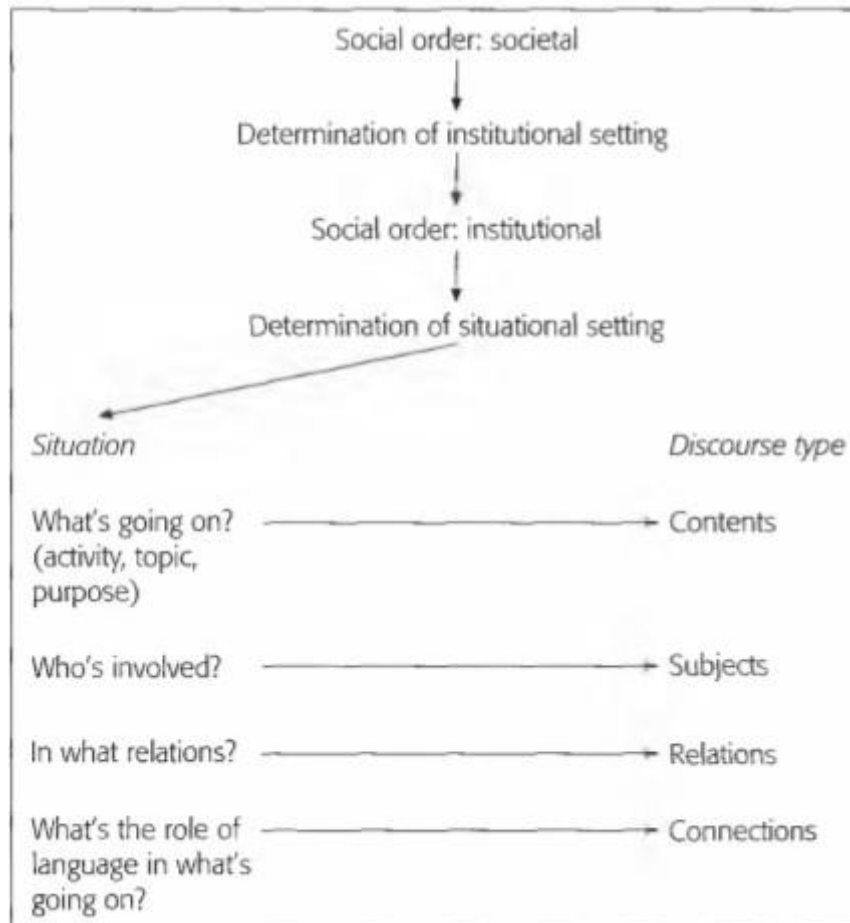


Figure 4: Situational context and discourse type (Fairclough,2001, p.122)

On the left side there are four questions related to the main dimensions of the situation. The first one is **What's going on?** Is about the activity type and the purpose of the text. The second question is **Who is involved?** It means to identify the participants and their positions. The third question **In what relation?** Is connected to the second one since it is about the nature of the relation that holds between participants. Finally, **What's the role of the language?** Is concerned with genre and channel (spoken / written) of the text (Fairclough, 2001).

Concerning the top of the figure, Fairclough (2001) divided it into two stages, the first one is the first two lines. Here the interaction is happening within an institutional domain, so the interpreter needs to arrive at a determination of the institutional settings and this happens on the basis of the societal social order (Fairclough, 2001).

The second stage concerns the third and fourth lines. The interaction is happening within a situation type, so the interpreter needs to determine the situational settings but this happens on the basis of the institutional social order (Fairclough,2001).

b- Intertextual context

The interpretation of intertextual context depends first on the determination of which series a text belongs to and also what can be taken as common ground for participants, or presupposed (Fairclough,2001).

Presupposition are not properties of a text, but they are considered as personal assumptions in pragmatics. They are an aspect of text producers' interpretations of intertextual context that can be sincere or manipulative. For example, Producers in mass communication can manipulate audiences through presenting only what they want them to believe or accept. In addition to this, Fairclough (2001) added that presuppositions can also have an ideological function when it is about 'common sense in the service of power' (p.128). This can happen through expressions like when in an article the expression "Soviet threat" is repeated several times, this creates the common assumption that there is a threat (Fairclough,2001).

In addition to that, the producer can challenge the elements of the intertextual context through the use of negation and this happens when the producer disagrees or takes issues with the positive version. Indeed, negation can be sincere, manipulative, or ideological as with presupposition (Fairclough,2001).

As a conclusion, interpretation is the stage that clarifies many implicit points for interpreters and it presents clear procedures for the establishment of a complete interpretation of both text and context. Fairclough (2001) said that interpretation works to correct the delusions of autonomy found in discourse.

3.2.3. Explanation

Before moving to Explanation stage. One should first explain the link between Explanation stage and interpretation stage. Fairclough (2001) claims that interpretation stage is concerned with how MR are used in processing discourse while this stage is concerned with the social constitution and change of MR. Additionally, Fairclough (2001) mentioned that the link between interpretation stage and explanation stage is reproduction. Thus, reproduction happens unconsciously. In other words, when someone produces or interprets discourse, he uses his MR

Unconsciously. While reproducing a discourse, the producer uses his own social determinants and MR, this may contribute a change as it may not.

Moreover, a producer (or interpreter) can be in a normative relation or a creative relation to his MR. He is in a normative relation to his MR in that he is direct, and this is considered to be unproblematic for participants, while the producer is in a creative relation to his MR, this is considered to be problematic for participants, so they should be creative and transform their MR.

Fairclough (2001) claims that Explanation stage has two dimensions. The first dimension is when the emphasis is upon relations of power. While the second dimension is when the emphasis is upon process of struggle. In other words, when different participants have the same interpretation of the situation and the same MR, this can be considered as an effect of power relation and as a contribution to a social struggle. These struggles are expressed through discourse and this leads to social struggle. More importantly, not every discourse manifest conflicts or social struggles.

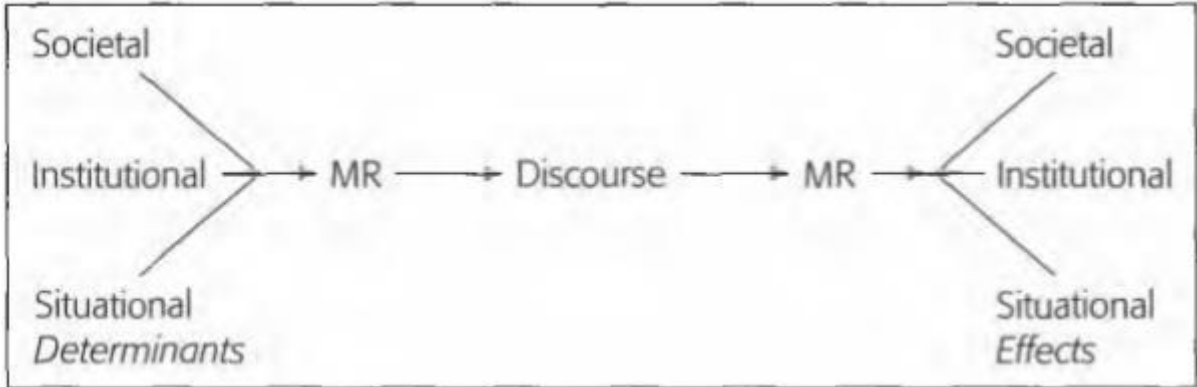


Figure 5. Explanation. (Fairclough, 2001, p. 94)

In the figure above, Fairclough (2001) indicates that the social determinants of discourse and effects of discourse are studied in terms of three levels, which are societal, institutional and situational. Furthermore, through the three levels, discourse is seen from different perspectives. According to Fairclough (2001), social structures can shape MR and MR can also shape discourse. Yet, discourse can support or change MR and this leads to supporting or changing the social structures. From Fairclough’s (2001) view, the most important thing to take into account in social structures is relations of power.

Above all, MR are seen ideologically because they are determined by particular power relations in the society or institution; therefore, they contribute to struggle by either supporting or changing these power relations.

Briefly, Explanation aims to outline a discourse as a part of a social process and as a social practice, and to show the effects of reproduction on the social structure. These effects can be either to support or to change them. Thus, social structure determines discourse. So, explanation aims to show how this happen. Fairclough highlights three main concepts that the analysts should take into consideration. The first concept is social determinant, this is related to what power relations at these three levels help shaping discourse. While the second concept is ideologies, it is related to what elements of MR which are drawn upon have an ideological character. The final concept is effects; it is related to how this discourse is positioned in relation to struggles at the three levels, it is the discourse normative or creative with respect to MR and does contribute to sustaining or transforming power relation.

Section Four: Steve Jobs biography

4.1. Steve jobs biography

Among all the existing biographies about Steve Jobs, we can select the most known and reliable one from the book of Walter Isaacson entitled Steve Jobs. According to the Aspen Institute (n.d), Walter Isaacson is the CEO (chief executive officer) of the Aspen institute. Moreover, he has been the chairman and CEO of the CNN (Cable News Network) and the editor of TIME magazine. He is known for the biography of Einstein in 2007, Benjamin Franklin in 2003 as well as Steve Jobs published in 2011. Walter said that he made the book of Steve Jobs after more than forty interviews with him as well as with many of his family members which took two years to be achieved (Walter Isaacson, 2011).

4.1.1. Early life and education

The biological mother of jobs “Joanne Schiebel” was from a catholic community, whereas his biological father "Abdulfattah Jandali" was from a Syrian Muslim community. When they knew about her pregnancy, they were only 23 and not married. Thus, they decided to give the baby to adoption once born (Walter Isaacson,2011). On February 24, 1955 their baby boy was born and was adopted by Paul and Clara Jobs. They named him Steven Paul Jobs. Paul had a passion for mechanics and Clara was working as a bookkeeper. They were living in Silicon

Valley. Steve had always been impressed by the creativity of his father Paul, that's how he was influenced by mechanics design and crafts (Walter Isaacson,2011).

His first school called Monta Loma Elementary was near the house. He passed his first years doing troubles at school because he refused authority and found classes boring. While in high school he was a student in McCollum's class, he met a special student and later friend called Stephen Wozniak, who was a genius at school and had five years older than Steve (Walter Isaacson,2011). Through time, they enjoyed reading on electronics, and together they were obsessed with playing pranks and creating gadgets. Until they create a device named "The blue Box" designed to make long-distance calls for free (Walter Isaacson, 2011). The box was used for fun and pranks, but Steve noticed that it could be transformed to a real and important tool. Thus, he developed it and decided to sell it for 150\$, while the constituents parts costed only 40\$. Indeed, the idea was successful since they sold over 90 units of this product (Walter Isaacson,2011).

Concerning the college in 1972, he was against this idea, though his parents obliged him to apply. So, he applied for Reed College, a private liberal arts school in Portland, Oregon. But he disappointed his parents, because he gave up after one semester. Then, in 1974 he travelled to India to study eastern religions for 7 months. Spirituality and psychedelic drugs took an important place in jobs life. At that moment with his friends, he experimented LSD (Walter Isaacson,2011). He argued that these experiences helped him to understand what he wanted to do and that creating a great thing to humanity is the most important plan he could realize.

4.1.2. Professional career

In 1975, Steve Jobs joined a group called the Homebrew Computer Club. With his friend Wozniak they tried to build a computer, then they combined their realizations to design computers. They succeed to sell them and gain \$1,300. This is how Apple company was born, and jobs named it Apple in memory of his last summer spent in happy mood picking apples. After this success, Jobs started to question the big size and high cost of the existing computers. In 1977, with Wozniak they redesigned their computer, and it was intended for individuals rather than companies. It was of a great success, and it gave birth to Apple II with \$200 million of sales within three years. Consequently, Apple II was considered one of the most impressive cases of company growth in U.S. history (Encyclopedia of World Biography, n.d).

Despite the fact that Apple was a great company, in 1983 there were competitors like Microsoft and IBM (international Business Machine). Thus, in 1984 Steve created the Macintosh computer with a new tool called a mouse. However, this invention was a failure because it lacked of techniques that other computers from other companies have developed. As a result, in 1985 Steve was fired from his own company “Apple”, and it was the most difficult period in his life (Encyclopedia of World Biography, n.d).

However, jobs had never given up, and he created a new computer company called Next in 1988. It was judged to be a good product but not of a great success. This had pushed him to buy a small company called Pixar specialized in computer animation. Then Pixar was very successful, they released Toy Story, which was behind the success of many famous animated films which Disney distributed (Encyclopedia of World Biography, n.d).

Steve Jobs returned to Apple thanks to Next software that he sold for Apple, and he was accepted as a part-time consultant to the chief executive officer. In 1997, Jobs made Apple in the top again thanks to the computers he proposed to sell directly from internet or through calls. Thus, he occupied the place of CEO of Apple. Since, Apple introduced several new products and marketing strategies such as the iMac, The iBook, and Apple's AirPort (Encyclopedia of World Biography, n.d).

In 2003, Steve Jobs discovered that he was suffering from cancer, so he tried his best to make from Apple company the most valuable technology company in the world. He died in 2011 after a long battle with the cancer (Walter Isaacson,2011).

Despite his disappearance at the age of 56, when talking about technologies and products that revolutionized the world, his name is among the first to mention, because he contributed to the development of the world, and he made from our lives easier, faster and efficient.

4.2. Steve Jobs commencement speech

On June, 12, 2005 Steve Jobs delivered a speech in front of graduating students at Stanford University. According to Forbes (2015), it is considered one of the most influential speeches in history, because it is inspiring, emotional and has a simple structure. It has 34 million views on YouTube to 2020, and 8 million views on TED.com (TED talk is an organization where most influential speeches from successful persons are delivered and the main goal is to inspire and motivate people).

The speech as said before is of a simple structure, Steve started by saying that he is going to tell three stories from his life. The first story is about connecting the dots (Forbes, 2015). Here Steve Jobs first talked about his adoption, and he said that his biological parents refused to give him to non-graduated parents whose became his parents after they promised that Steve will go to college. Then, he spoke about his dropping out from Reed college, but he kept attending a course that he found interesting which is calligraphy. After ten years, all what he learned in the calligraphy course was used to create the Macintosh. He said that Macintosh was the first computer with a beautiful typography and it could not be as that if he didn't incorporate his previous knowledge related to Calligraphy. He added that if Windows company didn't copy this, there will be no computer with such a beautiful typography. Therefore, he said that it is necessary to connect the dots by looking backwards, and trust that the dots will drive to a better future.

The second story as he mentioned, was about love and loss. In this part of the speech, he first talked about how he falls in love with computers and how he succeeded to build Apple in the garage of his parents with his friend Wozniak. Then, he talked about the way he was fired and rejected from his own company, after it shifted from two workers to four thousand workers. Despite what happened, he had never given up, because he was convinced that Apple and computers were all what he loves doing. Indeed, he succeeded to come back to Apple, after they bought Next company that he created. He ended by saying that the reason that pushed him to never give up, was the love he had to what he did.

The third story was about death. Steve Jobs was diagnosed from cancer, so at that period, he felt that death was very close to him. As consequence, he learned from that experience that life is short, everyone should follow his heart and live each single day as if it is the last day in life.

4.3. Motivational speech

A motivational speech is considered to be one of the favorite types of speeches to people, with a high number of views on the Internet. It is also called inspirational speech, and generally delivered by competent people such as those involved in leadership and people who succeeded in their career after long struggles. And they are demanded in academic events such as graduation, they can also be invited in TV shows, or simply in Ted talks.

It is a speech where emotions can easily be noticed, because it is used to sensitize people and stimulate them. For instance, to change their behaviors, take decisive choices, and achieve

goals. In order to make this happens, the motivator needs to link his real-life experiences to his achievements. For example, if someone suffered from being bullied during his childhood, but succeeded in his academic course with excellence, he will certainly mention those details to leave impact on the audience. Moreover, the speaker should include persuasive techniques to convince people and to make them agree with him. Thus, we can say that motivational speeches have the power of changing people's lives, which in their turn can change their environments and society.

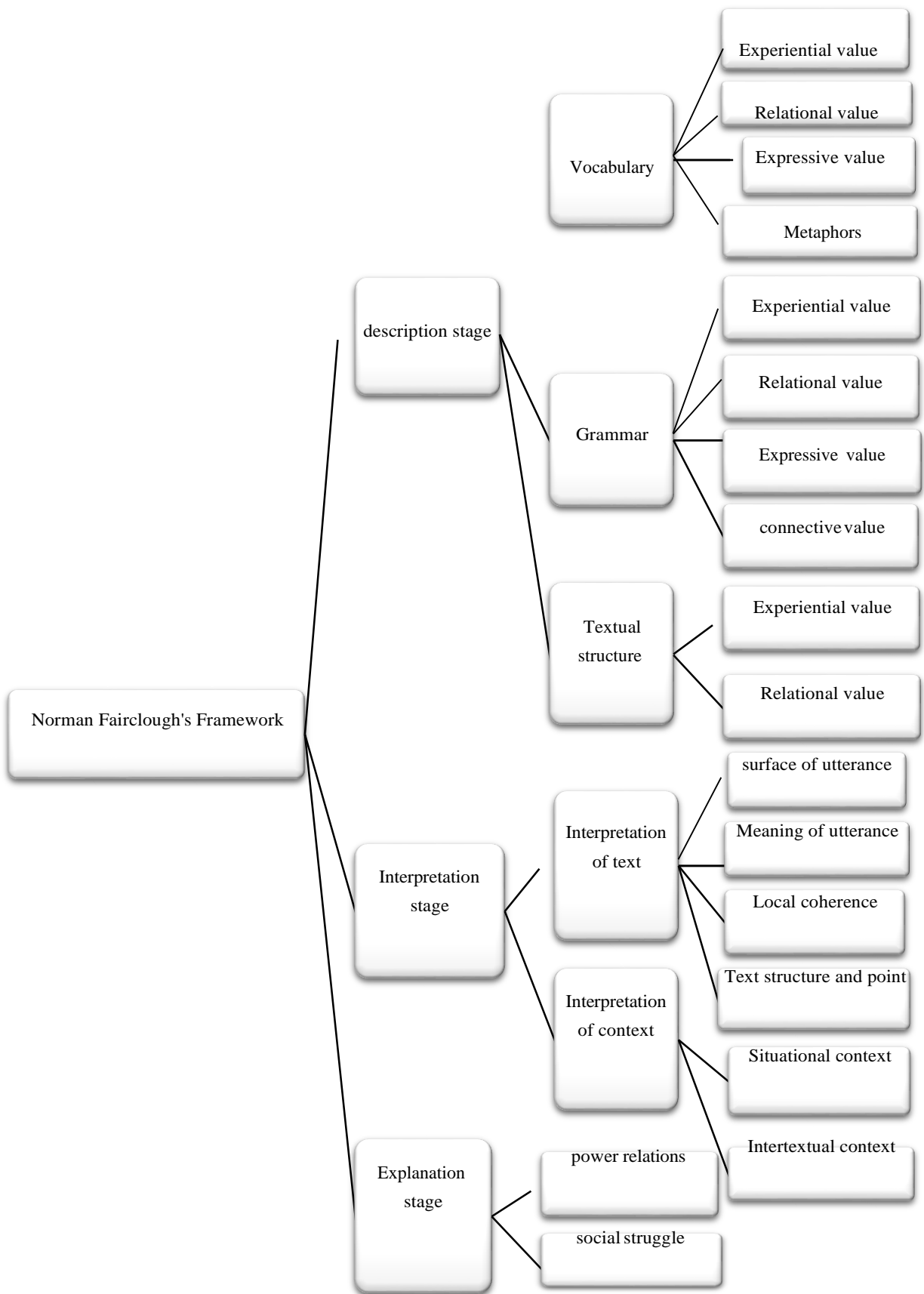


Figure 06: An Adopted Version of Norman Fairclough's Framework (2001)

Chapter Two: Analysis and Discussion

Section One: Methodology

This section is entitled methodology; it aims at showing the design of our research as well as the methods and techniques used. It also attempts to describe the corpus of this study, then reveal the analytical framework chosen to critically analyze the corpus. Finally, through this chapter we are going to show how we are going to analyze the speech and what are the main steps toward it.

2.1. The corpus of the study

Our research is a corpus based. It is about the analysis of a motivational speech of Steven Jobs', CEO of Apple Computer and Pixar Animation studios. It is delivered for graduated students at Stanford university on June 12, 2005. The transcript can be found in the website "news.stanford.edu" (see appendix 1). It is also available on Stanford YouTube Channel.

We devoted enormous efforts so as to select the suitable data in order to deliver a pertinent work. Accordingly, there are many reasons and motives behind choosing Steven Jobs Commencement Address (2005). On the one hand, one cannot deny that Jobs has an impact on the world of technology and as a personality too. He came from nothing and became a billionaire. Carmine Gallo (2010) an American author and Keynote speaker described Jobs in many terms "seductive," "magnetic," "captivating," and "charismatic". He also said 'Steve Jobs is the most captivating communicator on the world stage. No one else comes close' (2010). Indefinitely Jobs is a good talker to his audience and such an influential CEO in the world. Yet, His commencement address at Stanford university for graduated students is considered to be a remarkable speech of all time, With 34 million of views on YouTube. On the other hand, we believe that CDA is not only limited to political speeches. We want to venture and investigate a motivational speech which is not common in the world of discourse analysis.

2.2. Research design

As we mentioned earlier, the present study is a critical discourse analysis of Steven Jobs commencement address (2005). Therefore, we believe that the appropriate design for our study

is a descriptive research. We attempt to use a mixed method, that is to say both qualitative and quantitative methods in one study by classifying the linguistic features quantitatively and interpreting them in relation to the social processes qualitatively. Thus, our concern in this study is limited only on the written speech not on the video analysis.

2.3. Research Method

The present research work adopts critical discourse analysis as a methodological approach for the transcript speech of Steve Jobs commencement address. We attempt to find out the hidden ideologies, and the persuasive techniques used by Steve jobs. We also want to Furthermore, understand how power is perpetuated in language.

We have carefully selected the framework of Norman Fairclough, in order to critically analyze the speech. In his book “Language and power” second edition published in 2001, he distinguished three stages of critical discourse analysis, which are: Description, Interpretation and Explanation. This model is the appropriate one, because it analyzes discourse in relation to its social context. In other words, through this framework we are going to provide a complete analysis of the speech, from both linguistic and sociological perspectives. We selected the pertinent illustrations for each stage of the model and we attempt to discuss them in a clear way.

Section two: The analysis of the speech

In the present Section, we will apply the model of Norman Fairclough on Steve jobs commencement speech at Stanford university delivered on June 12, 2005. It is divided into three stages, and each stage represents a dimension following Fairclough's model. In other words, we will provide a complete, detailed and exploratory analysis, by discussing and covering as many levels of language as possible like in terms of vocabulary, grammar, semantic, textual structure, sociolinguistics and so on.

Analysis of Description

An this stage, following the order of Fairclough's model, we are going to answer three categories of questions about: vocabulary, grammar and the textual structure of the speech. Each of these categories has three values which are: experiential, relational and expressive, as well as a set of sub-questions.

3.1. Vocabulary

3.1.1. The experiential value

a. Classification schemes

First of all, it is necessary to identify the classification schemes of the speech, in other words we will divide the speech into ideas, in order to show how Steve Jobs structured his ideas, and to fully understand the topics involved. It is divided as follows:

- “I am honored to be with you today...to a college graduation”: this first part of the speech is an introduction where Steve jobs expressed his pride and happiness to deliver a speech in such a great university.
- “Today I want to tell you...just three stories”: he presented the plan of his speech.
- “The first story is about connecting the dots...so why did I drop out?”: Here Jobs have entitled the first story, then integrated a question that gives the curiosity to discover the whole story.
- “It started before I was born...I would someday go to college”: Jobs narrates his early life and adoption.

- “And 17 years later I did go to college... None of this had even a hope of any practical application in my life”: in this part of the speech, Jobs was describing his daily life at college, and the most important idea is the decision he took of attending only the classes that looked interesting such as calligraphy courses and drop out those he didn't like.
- “ But 10 years later, when we were designing the first Macintosh computer, it all came back to me...I would have never dropped in on this calligraphy class, and personal computers might not have the wonderful typography that they do” : he expressed his recognition toward the calligraphy courses, because after 10 years the Mac he designed had a very special and beautiful calligraphy thanks to the courses he attended when he was at college.
- “Of course, it was impossible to connect the dots looking forward when I was in college... This approach has never let me down, and it has made all the difference in my life”: He ended this second story with a moral, which he draws out from what happened with the calligraphy courses. It consists of looking to the past and trust that it will connect with the future to create a positive change in your life.
- “My second story is about love and loss”: Jobs introduced his second story which he titled love and loss.
- “I was lucky — I found what I loved to do early in life... a year earlier, and I had just turned 30”: this part is about the creation and development of Apple company.
- “And then I got fired. How can you get fired from a company you started?... And, so I decided to start over”: Here Jobs narrated an overwhelming and hard experience he lived when he was fired from his own company Apple.
- “But something slowly began to dawn on me — I still loved what I did... I’m pretty sure none of this would have happened if I hadn’t been fired from Apple”: Jobs realized that the experience he thought was awful, is actually the best event in his life because it pushed him to be more creative and motivated.
- “It was awful tasting medicine, but I guess the patient needed it... Don’t settle”: he ended this second story with a moral, which is about always loving what you do in order to be satisfied and achieve a great work.

- “My third story is about death”: he introduced the last story which he called death.
- “When I was 17, I read a quote that went something like... There is no reason not to follow your heart”: Jobs gave an advice to live each day as if it is the last and remembering the existence of death in order to make big decisions.
- “About a year ago I was diagnosed with cancer... I had the surgery and I’m fine now”: he was diagnosed with a cancer, so he narrated how he faced this experience.
- “This was the closest I’ve been to facing death, and I hope it’s the closest I get for a few more decades... Everything else is secondary ‘’: Jobs here described death, and presented advice of doing what you like, following your inner intuition and take choices.
- “When I was young, there was an amazing publication called *The Whole Earth Catalog...Stay Hungry. Stay Foolish*”: Steve jobs ended the speech by the most famous quote he had never said. By stay hungry, he wanted to advise the graduates to never be satisfied, but always curious, keep working, searching and learning. By stay foolish, he meant to follow and believe in your dream whatever it is.
- “Thank you all very much”: he ended the speech by thanking the audience for listening and paying attention all along the speech.

b. Ideologically contested words:

There are many words that have only one literal meaning, and when they are used in an inappropriate setting, they are ideologically contested and considered as semantic errors. Steve jobs didn't use many of them since the language of the speech is simple and direct, here are some examples we can find in the speech:

In the third story when jobs described death, he said: "You are already naked" the word naked has the meaning of being unclothed, but in this context, it is used to refer to the external expectations and overthinking. In other words, when one knows that he is facing death, he will certainly remove and put aside the trap of thinking to follow his heart and take big decisions. Furthermore, Jobs ended the speech by saying: " stay hungry" the word hungry is used to express the desire to eat, starve or famishing, but Steve jobs involved it in a different meaning which is to never be satisfied but to always be curious. Then «stay foolish" the word foolish is generally used to express stupidity and absurdness, but here it is used in a totally

different meaning which is to follow your dreams no matter how hard they seem to be and even regardless of people judgement or misunderstandings.

c. **Rewording and Over-wording Sentences**

- *Rewording*

When a writer rewords a sentence, he will change the choice of words or the structure but certainly keep the same meaning of the idea. The purpose behind rewording may vary from one author to another, but in this speech, it can be linked to the intention of stressing out an event or experience, then trying to clarify it using different words in order to persuade and incite the audience. Here are passages where Steve Jobs used rewording in his speech:

- “Of course, it was impossible to connect the dots looking forward when I was in college. But it was very, very clear looking backward 10 years later”. **Rewording:** “Again, you can’t connect the dots looking forward; you can only connect them looking backward”
- “... and I had just turned 30. And then I got fired”. **Rewording:** “So at 30 I was out ».
- “I still loved what I did”. **Rewording:** “...but I was still in love”.
- “So, keep looking until you find it”. **Rewording:** “Don’t settle”.
- “My doctor advised me to go home and get my affairs in order, which is doctor’s code for prepare to die”. **Rewording:** “It means to say your goodbyes”

- *Over wording*

It is common to find over wording in texts or speeches, linguists consider it a literary device and it can be a technique to put emphasis on ideas that are of an importance to the writer. It can be words, statements or phrases that are repeated several times. When the main subject is identified, it is easy to figure out the purpose of the over wording in a text. Indeed, in the speech, over wording is identified as follows:

Table 01: Over wording that Jobs Used

Word	Frequency	Observation
I	86	The most repeated pronoun which refers to Jobs.
You	29	Second most repeated pronoun which refers to the graduates and the audience in general
Was	48	The choice of the simple past tense refers to the actions and events achieved by Steve in the past.
College	12	College period of Jobs was sensitive, full of memories and important choices.
Apple	08	Apple company is one of the reasons that made of Steve jobs what he is now " A great inventor and businessman"
Dropped	07	This word is important because it is linked to the second story that had a great impact on Steve's life after 10 years.
Life	15	The speech was all about his life, so it is over used to link the narrator experiences to life
Death	05	Steve Jobs faced death because of cancer, and this experience had an impact on his life.
Started	05	Steve Jobs worked hard to achieve his goals and create companies, so all what he did had a starting point.
Connecting the dots	03	It represents the main subject of the 2nd story and a conveys a moral.
Stay hungry, Stay foolish	03	This clause was an advice to the audience, then it became one of the most influential quotes.

d. The ideological significance of meaning relation between words:

Fairclough (2001) stated that the value of alternating focus between the text and the discourse type holds also for meaning relations between words. There are three main meaning relations: synonymy, hyponyms, and antonyms, linked to particular ideologies.

- **Synonymy**

Table 02: Synonyms that Jobs Used.

Word	Synonym	Word	Synonym
Believe	Faith	Devastating	Awful
Encountered	Faced	Stumbled	Dropped/fell
Few	A bit	Fascinating	Amazing
After	Latter	Beautiful	Wonderful
Srew up	Failure	Creation	Invention
Grown	Developed	Refused	Rejected
Escape	Running away	Honored	Lucky

- **Antonyms**

Table 03: Antonyms that Jobs Used.

Word	Antonym	Word	Antonym
Failure	Success	Pride	Embarrassment
Incurable	Curable	To live	To die
Old	New	Courage	Fear
Idealistic	Awful	Important	Secondary
Find	Lose	Heaviness	Lightness
Later	Now	Last	First
More	Less	Girl	Boy
Stay	Quit	Hired	Fired

- **Hyponyms**

Table 04: Hyponyms that Jobs Used

Hyponyms	Hypernym
Kids, Father, Mother, Baby	Family
Heart, Pancreas, Head, Stomach, Intestines, Throat	Body organs
Curable, Incurable, Cancer, Tumor, Medicine, diagnostic, biopsy, patient	Illness
Pride, Love, Fear, Embarrassment, Satisfied	Feeling
Ago, since, year, day, minute, night, week, before, morning, Sunday, month, someday, evening, earlier	Time markers

3.1.2. The relational value

According to Fairclough (2001), the choice of words can create social relationships between participants, in order to understand these relational values to the speech, we need to pick up the euphemistic expressions, then the formal and informal markers used by Steve Jobs

a. Euphemistic expressions

A writer uses euphemistic expressions, when he wants to avoid expressing his thoughts in an offensive, unpleasant and harsh way. So polite words or phrases are needed. Here are examples of euphemistic expressions from the speech:

Steven Jobs said " it was the first computer with a beautiful typography", here it is easy to understand his intention which is to first valorize his computer, then when we look to the following sayings, we understand that he wanted to say no brand succeeded to create a computer with an amazing typography like Apple did, and he included his concurrent Windows that copied him.

Another expression is when he said: "We hired someone who i thought was very talented to run the company with me and for the first year or so things went well. But then our visions of the future began to diverge and eventually we had a falling out. When we did, our Board of Directors sided with him". So, he was fired from his own company, and with this expression he was blaming a person he hired and the directors who sided with him.

b. Formal and informal vocabulary

Here are expressions, verbs, and phrases that can determine whether the language of the speech is formal or informal:

Table 05: Formal and Informal Vocabulary

Formal	I am honored, Many, Release, Settle, Escape, After, to apologize, Second, First, Goodbye, thank you all very much.
Informal	Kids, Truth be told, really, I want to tell you, keep, well, good, bad, so, very, Fired, make sure, and, follow, but, then.
Contractions	I've, That's, couldn't, can't, didn't, I'm, you've, I'll, don't you'll
Colloquial	OK
Phrasal verbs	dropped out, screwing up, drop-in, stayed around, running away, found out, figure out, turned out, come back, let down, falling out, start over, roll on, fall away, turned out, clears out, drown out, put out, signed off.

According to these findings, it is noticeable that informal vocabulary dominates the formal one. For example, phrasal verbs which are used in an excessive way, are the best example of an informal language, and they are strongly used in informal English. Despite the fact that Steve was delivering a speech in an academic setting, he prefers to maintain a spontaneous, casual, and simple language with a simple structure in order to make his ideas as clear as possible. And since the speech was spoken, it is common to use informal vocabulary.

3.1.3. Expressive value

a. Negative and Positive Evaluation

According to Fairclough (2001), in any persuasive language the expressive value needs to be taken into consideration. In order to understand it in this speech, we have to check the implicitness and explicitness of the writer. In any text, a producer may express his opinion or attitude toward something in a negative or positive evaluation. He can state it directly, it means that he

is explicit. However, when the producer expresses something indirectly it means that he is implicit.

As said before, Steve Jobs used a simple language. That is to say, there is no ambiguity and the ideas of the speech are about his own experiences in life. So, we can deduce that explicitly is more dominant comparing to implicitly. Here are some examples and explanations to illustrate this explicitly:

“I am honored to be with you today at your commencement from one of the finest universities in the world”: It is explicit with a positive attitude.

“Reed College at that time offered perhaps the best calligraphy instruction in the country”: In this passage, Jobs is explicit with a positive attitude toward the calligraphy courses in Reed college.

"It wasn't all romantic": In this passage, Jobs expressed his opinion directly with a negative attitude. In other words, he gave his opinion in direct way concerning the college period, and his attitude toward it was negative because of the bad memories.

“ I loved it ”: It is explicit with a positive attitude.

“It was beautiful, historical, artistically subtle in a way that science can't capture, and I found it fascinating”: It is explicit with a positive attitude.

“It was the first computer with beautiful typography”: It is explicit with a positive attitude.

“And since Windows just copied the Mac, it's likely that no personal computer would have them”: It is explicit with a negative attitude.

“What had been the focus of my entire adult life was gone, and it was devastating”: It is explicit with a negative attitude.

“it turned out that getting fired from Apple was the best thing that could have ever happened to me”: It is explicit with a positive attitude.

“It was awful tasting medicine”: It is explicit with a negative attitude.

“there was an amazing publication called *The Whole Earth Catalog*, which was one of the bibles of my generation”: It is explicit with a positive attitude.

3.1.4. Metaphors

Metaphors are sign of figurative language, but any writer who desires to convey his thoughts through a colorful language can use them. Steve jobs speech is full of metaphors:

"The Whole Earth Catalog, which was one of the bibles of my generation"

“NeXT is at the heart of Apple ‘s current renaissance”

“The heaviness of being successful was replaced by the lightness of being a beginner again”

“Sometimes life hits you in the head with a brick. Don ‘t lose faith”

“You are already naked”

“And I even thought about running away from the valley”

“It was awful tasting medicine” “Stay Hungry. Stay Foolish”

“Fell in love”

3.2. Grammar

3.2.1. Experiential value

a. Process and Participant that Predominates, and Agency

Firstly, Norman Fairclough took into consideration only three types of processes which are: actions (SVO), attributions (SVC) and events (SV). These three types involve participants whether animate or inanimate participant. Furthermore, the processes that are used in this speech are attribution (SVC) and actions (SVO) but the one that predominates is attribution. Because Steve jobs intention is to highlight, to represent and to make clear significance about the agency, responsibility and causality. Purposefully he aimed to support each sentence with agency and to mention it whenever it is needed. In order to make his speech clear and understood to reach and touch wider audience. While the participant that predominates is the pronoun I (Steve Jobs) which is an animate participant. Because Steve Jobs was narrating his life which is full of actions, decisions and achievements and to demonstrate his position as an inventor and creative CEO.

Here there are some examples:

- It (S) wasn't (V) all romantic (C).
- I (S) was (V) lucky (C).
- I (S) returned (V) to Apple (C).
- I (S) have looked (V) to the mirror every day (C).
- I (S) 'll be (V) dead soon (C).
- You (S) are (V) already naked (C).
- I (S) did go (V) to college (C).
- I (S) lived (V) with that diagnosis all day (C).

b. Active and Passive voice

Then, we notice in the speech that all sentences are in active voice except two sentences. Even though he used these two sentences but it didn't affect the agency because he mentioned the agent. Here are the two examples:

- She felt very strongly that I should be adopted by **college graduates**, so everything was all set for me to be adopted at birth by a lawyer and his wife.
- It was created by a fellow named **Stewart Brand** not far from here in Menlo Park. Despite the fact that he used these two passive sentences. The agency and causality were very clear. In the first example we can understand that the pronoun 'she' represents his biological mother. While in the second example we understand that the pronoun 'it' represents *The Earth Whole Catalog* which is an American magazine.

c. Positive and Negative Sentences

While for negative and positive sentences, we notice that Steve Jobs used both negative and positive sentences. And this has an experiential value because we can distinguish what is truth from what is not true. We can notice that he tried to present facts and truth. Thus, we noticed that he is influenced by Stewart Brand and he used his quote.

Table 06: Negative and Positive Sentences that Jobs Used.

Sentences	Type of sentence
I am honored to be with you today at your commencement	It is a positive sentence
It wasn't all romantic.	It is a negative sentence
Don't be trapped by dogma	It is a negative sentence
I learned about serif and sans serif typefaces	It is a positive sentence
You can't connect the dots looking forward.	It is a negative sentence
Woz and I started Apple in my parents' garage.	It is a positive sentence
I still love what I did.	It is a positive sentence
I was diagnosed with cancer	It is a positive sentence
I didn't even know what a pancreas was.	It is a negative sentence
Stay hungry, stay foolish	It is positive sentence and intertextuality.

3.2.2. Relational value

a. Modes of Sentences

First of all, Steven jobs used the three modes, but the declarative mode is the predominant one. Thus, these modes aim to show the position of power of the producer. We can notice that in the three modes Steve Jobs is the only provider of information and he is in a position of power. Here are some examples:

Table 07: Declarative, Grammatical and Imperative Modes that Jobs Used.

Declarative mode	Grammatical mode	Imperative mode
The first story is about connecting the dots.	Would I want to do what I am about to do today?	Don't waste it (time) living someone else's life
It means to say your goodbyes.	So why did i drop out?	Stay hungry, Stay foolish
I never graduated from college.	How can you get fired from a company you started?	Don't be trapped by dogma.
Thank you all very much.	Do you want him?	Don't let the noise of other's opinions drown out your own inner voice.
It started before I was born.		Don't settle.
No one wants to die.		Don't lose faith.

b. The Use of “We” and “You”

Then, we can notice that both pronouns we and you are used in this speech. Furthermore, the pronoun ‘we’ is used exclusively in all examples which means the speaker plus one or more but without including the addressee. That’s, it serves a corporate ideology and to show the unity of people. While the pronoun ‘you’ serves for creating relationships of solidarity between Steve Jobs and his audience.

Table 08: The Pronouns of “We” and “You” That Jobs Used.

We	You
When we were designing the first Macintosh computer.	And the only way to be truly satisfied is to do what you believe is great work.
And we designed it all into the Mac.	You ’ve got to find what you love.
We worked hard.	You have to trust in something.
We had just released our finest creation -the Macintosh-.	I wish that for you .
As Apple grew, we hired someone who I thought was very talented to run the company with me.	You can’t connect dots looking forward, you can only connect them looking background.
But then our visions of the future began to diverge eventually we had a falling out.	Let me give you one example.
When we did, our board of directors sided with him.	So, keep looking until you find it.
And the technology we developed at NeXT is the heart of Apple’s current renaissance.	Thank you all very much.

3.2.3. Expressive value

a. Expressive Modality, Adverbs and Tense

To begin, Norman Fairclough limited the expressive value only to expressive modality. Thus, modality is not only a matter of modal auxiliaries but also adverbs and tenses. Firstly, Steve Jobs used expressive modality and not a relational modality because it is a matter of Steve Jobs authority as a representor of facts, stories, knowledge. Secondly, Steve Jobs tried to describe and provide us with more information about what he had been through; therefore, we find that the speech is rich by adverbs of time and other adverbs. Thirdly, we can notice that the tense that predominate in this speech is the past, because Steve Jobs was describing and narrating stories and personal experiences that happened in the past, and he used present in each end of a story in order to give advice and morale. In the table below you can find examples of each concept:

Table 09: Modality, Adverbs and Tense that Jobs Used.

Modality	Could, couldn't, would, can, can't, might not
Adverbs	<ul style="list-style-type: none"> • Adverbs of time: Today, months, before, minute, later, after, Sunday, night, years, morning, soon, now, someday, day • Adverbs of frequency: never, always, • Adverbs of place: around, on, down, forward, in • Adverbs of manner: Strongly, really, almost, throughout, beautifully, artistically, proportionally, clearly, almost, certainly, clearly, naively, strongly, gradually, truly, purely • Adverbs of degree: just, very
Tense	<ul style="list-style-type: none"> • Simple past : was, refused, relented, did, had, wanted, decided, looked, slept, returned, loved, stumbled, decided, learned, came, designed, copied, brought, went , fall, read, sedated, showed, told, buttoned, limited, trapped, cleared, called, wished, viewed, naked, advised, signed, started, thought, met, fired, kept, satisfied • Present simple: am, is, want, need, don't waste, don't let, means, hope, have, know, stay, wish, live, get keep, hits, love, find, guess, hits, chose, go

3.2.4. Connective Value

Finally, in order to achieve this grammatical analysis of the speech, Fairclough concluded with a question which is about how parts of the text are linked together. To answer this question, we need to analyze: the logical connectors, the character of the complex sentences (subordinate or coordinate), and references.

a. The Logical Connectors

Concerning the logical connectors, they are commonly used to connect sentences in order to get ideas that are logically ordered and paragraphs with a clear cohesion. Here are examples of those used by Steve jobs: after, but, so, when, and, because, since, then, and.

b. The Characterization of Complex Sentences by Coordination or Subordination

Then, we notice that the speech is full of complex sentences, but it is necessary to mention whether sentences are subordinate or coordinate. The subordinate ones contain one main clause and one or more subordinate clauses, whereas coordinate sentences have two independent clauses. Let's analyze some sentences from the speech:

- a) "I dropped out of Reed College after the first 6 months, **but** then stayed around as a drop-in for another 18 months or so before I really quit": it is a **coordinate** sentence.
- b) "She felt very strongly that I should be adopted by college graduates, **so** everything was all set for me to be adopted at birth by a lawyer and his wife": it is a **coordinate** sentence.
- c) "It was pretty scary at that time, **but** looking back it was one of the best decisions i ever made": it is a **coordinate** sentence.
- d) "It was beautiful, historical, and artistically subtle in a way that science can't capture, **and** I found it fascinating": It is a **coordinate** sentence.
- e) "Right now, the new is you, **but** someday not too long from now": It is **coordinate** sentence.
- f) "Sorry to be so dramatic, **but** it is quite true": It is a **coordinate** sentence.
- g) "It was the mid-1970s, and I was your age": It is a **coordinate** sentence.
- h) "Because I had dropped out and didn't have to take the normal classes, I decided to take a calligraphy class to learn how to do this": It is a **subordinate** sentence, in which the first clause is independent and the second clause is dependent.
- i) "Because almost everything- all external expectations, all pride, all fear of

embarrassment or failure- these things just fall away in the face of death, leaving only what is truly important”: it is a subordinate sentence, in which the first clause is independent and the second clause is dependent.

j) “When I was young, there was an amazing publication called The Whole Earth Catalog, which was one of the bibles of my generation”: it is a subordinate sentence, in which the first clause is independent and the second one is dependent.

We notice that most of the sentences are coordinate. Coordinate conjunctions are used to link between two main clauses. In other words, coordinate sentences are composed of two clauses that have the same importance. In contrast, subordinate sentences are composed of one main clause and one or more subordinate clauses. In other words, there is no equal importance between the clauses, and the subordinate can be neglected or deleted. As a result, the choice of coordinate sentences in the speech is a matter of important ideas expressed by the producer “Steven Jobs”.

c. References

To answer the last question of grammatical level, which is about means of referring. It has a relation with cohesion. There are three types of reference: Exophoric which is when a word/ pronoun refers to someone/something that is outside the text, Anaphoric is when a word/ pronoun refers to someone/something that is backward and Cataphoric is when a word/ pronoun refers to someone/something later in the text. These references may be expressed by personal pronouns, demonstrative pronouns and by means of similarity or differently (comparative). In the speech. We find that Steve Jobs used the three types of references which are illustrated in the examples below.

- Exophoric

- a. I am honored to be with **you** (personal exophoric reference) today at your commencement from one of the finest universities I the world.
- b. **I** (personal exophoric reference) never graduated from college.
- c. If **you** (personal exophoric reference) live each day as if it was your last, someday you’ll most certainly be right.

- Anaphoric

- a. And most important, have the courage to follow your heart and intuition. **They** (personal.

exophoric reference) somehow already know what you truly want to become

- b. Even people who want to go to heaven don't want to die to get **there**. (demonstrative anaphoric reference)
- c. I had a scan at 7:30 in the morning, and **it** (personal anaphoric reference) clearly showed a tumor on my pancreas.

- **Cataphoric**

- a. I didn't see **it** (personal cataphoric reference) then, but it turned out that getting fired from apple was the best thing that could have ever happened to me.
- b. **It** (personal cataphoric reference) was awful tasting medicine, but I guess the patient needed it.

3.3. Textual structure

3.3.1. Experiential Value

Steve Jobs followed a specific and effective structure to make his speech impressive and memorable. First of all, he introduced the occasion of this speech which is a graduation ceremony. Secondly, Steven jobs used the structure of "Rule of three", he notified that his speech consists of three stories, each story contains a title, a personal experience and a lesson.

The first story is about connecting the dots. He talked about his obscure past and his choices. For example the fact that he was adopted and dropped out from college. The lesson that he wanted to give is that everything happens for a reason, one should understand his past and trust that the dots will connect in the future. That is to say, all obscure things will remain clarity if we connect the dots backward.

The second story is full of events, it is about love and loss. After being a famous and a successful CEO, Steven jobs got fired from his own company, but since he loved what he did he started over and created another company named Next which was the reason for him to rejoin Apple company. Furthermore, he found love and got married. That's was Steve Jobs advise for his audience to not lose faith, keep looking and don't settle in order to find what you love to do.

The third story is about death. In this story, Steven jobs faced a tumor on his pancreas and delivered two keys to a better life. The first key is one should ask himself each morning if he is satisfied with his current situation if the answer is "No" he needs to change something.

While the second key that Steve Jobs ought to do is to remind himself that he will be dead. This was a way to take big decisions in his life. As a consequence, Steven Jobs encouraged the audience to follow their hearts and intuitions, to not waste time living someone else's life and to not let the noise of others opinions drown out your inner voice.

Finally, Steve Jobs concluded his speech with a quote to advise his audience to be curious to learn more and achieve me "Stay hungry. Stay foolish".

4- Rhetorics:

Since Steven Jobs was narrating and describing, it is obvious that he used rhetorical devices: ethos, pathos and logos throughout his speech. Firstly, in the introduction of speech Steven Jobs said that he had never graduated from college, so here he used ethos to allow the students to question his credibility as a speaker. Secondly, when he spoke about death in the third story he said "Sorry to be so dramatic, but it is quite true" here it is pathos. Finally, Steven Jobs used many arguments to convince his audience among them this example used in the third story: "your time is limited, so don't waste it living someone else's life", here it is logos.

Analysis of Interpretation

At this present stage, and based on the diagram "figure 2" presented by Fairclough in 2001, there are two important processes that we need to take into account in order to analyze this level: production and interpretation. To make this task easier, he added that we need to analyze the speech in terms of text and context.

The process of production is concerned with the producer, how the speech was delivered, the settings as well as the conditions, whereas the process of interpretation is concerned with the interpreter. Furthermore, there is the MR which means the background knowledge of the interpreter that functions as an important element in the process of interpretation.

5.1. Interpretation of the text

The interpretation of text happens through 4 levels. The speech was spoken this means that there is a speaker who is Steven Jobs, and listener which is the audience in general.

First, an utterance is the smallest meaningful unit of a speech, it can be a spoken word, statement or vocal sound. This first level of interpretation is concerned with only the surface of the utterance. When a speaker releases a sound, it will be received by the hearer, and at this

moment phonology is the responsible for the organization of those phonemes. Then, when words change and combine with other words to form ideas, at this level grammar will be responsible for their rules of use. And vocabulary cannot be neglected, because it represents the word-stock of the interpreter stocked in his mind, with what he can both communicate and understand others. So, at the moment that Steve Jobs was delivering his speech, the audience which acts as interpreters were using these three levels of interpretation in order to grasp the utterances and transform them into recognizable and meaningful messages.

Secondary, to fully understand an utterance it is not sufficient to interpret only its surface, but also its meaning. Here the interpreter needs his previous knowledge of semiotics and pragmatics, because through this MR interpreters arrive at the understanding of words, phrases, sentences and larger units of discourse. Moreover, they will be able to link what they understand to the context.

Furthermore, there is another level which is the local coherence. Here the interpreter needs to understand how parts of the speech are linked to each other and to what the producer is referring, either inside or outside the text. That's why the interpreter should have an MR on cohesion and pragmatics. For example, when Steve Jobs (2005) said "we have an unexpected baby boy; do you want him?" here the personal pronoun "we" refers to Steve jobs biological parents, if interpreters don't use their previous knowledge of cohesion and pragmatics, they won't be able to understand this sentence.

Lastly, the interpreter needs to understand the global coherence of the text in order to make the "point" of the text, which means a summary interpretation of the whole speech. This summary will be stocked in the long-term memory of the interpreter. To make this happen they need to rely on their schema MR.

5.2. Interpretation of context

a. Situational context:

Norman Fairclough provided us with four questions to analyze this dimension as shown in the diagram. Firstly, Steve Jobs was invited to deliver a speech "the commencement speech of Steve Jobs" for graduated students of Stanford University in May 2005 in order to share his guidance principles for being successful Co- founder of apple and Pixar. Secondly, since Steve Jobs was very famous, we find variate audience in his speech: graduate students, teachers,

responsible members of Stanford University, journalists to capture the historical moment, as well as fans of Jobs. Finally, this speech is motivational, and it was delivered orally/spoken.

b. Intertextual context:

In this Motivational speech, Steve Jobs presented his ideologies to students that are at the beginning of their career for several reasons discussed below.

Steve Jobs shared three stories. Each story has a negative experience which turned out into positive experience, to show that following your intuition and be courageous to make important decision can lead to a better future and success. For examples, the fact that he dropped out from college turned out to be the best decision in his life, and the fact that he was fired from his own company pushed him to be more creative, So, he created another company NeXT which was the reason to his return to Apple. Thus, we notice that he was sincere with his audience. In that, he used negative and positive sentences to show if he agrees or disagrees with something. For example, when he said it wasn't all romantic, about the college period. Finally, we find that he supported his ideologies with arguments to convince and motivate his audience. For example, when Steve Jobs (2005) said "time is limited, don't waste it living someone else's life".

The Analysis of Explanation

In order to deliver a speech in front of people, one should have already acquired skills, be talented, be experienced and have a position in society. So, the choice that Stanford university took, when selecting Steve jobs to deliver a speech in a such important event for both the university and the graduates' students, was not random. He is best placed for convincing, persuading, and influencing generations. Through this level of analysis that mostly deals with ideologies and power relations, we will be able to apply the figure presented by Fairclough on our speech, and make a sociological analysis.

First, as mentioned in the figure 5 presented by Fairclough in 2001, the social determinations represent all the experiences that Steve Jobs faced during his life. These experiences shaped his MR, In other words, all the bad and good experiences have influenced his opinions, visions and way of thinking. So, Steve Jobs was in a creative relation to his MR and used them in discourse to deliver the speech to the audience. Thus, the participants should

also be creative to transform their MR. Therefore, this speech helped to sustain or change the MR and mindset of the participants which is the audience in general, but the graduate students in particular. Finally, the MR of these participants can sustain or change their social structures. In other words, these graduates ‘students were influenced by the powerful motivational words and the convincing arguments of Steve jobs, to the greatest extent possible that they need at the beginning of their career, and may one day be responsible for great changes in their societies.

Then, the speech reflects Steve Jobs ideologies, he transmitted his ideas and beliefs to the audience and many generations. Concerning his career, he believes that someone should always follow what he loves to do. And he confirmed having applied this theory in his career when he said “I’m convinced that the only thing that kept me going was that I loved what I did. You’ve got to find what you love”. As a result, he is a model for many entrepreneurs especially those who are in troubles and struggles. Furthermore, he is a model for college drop-outs, people who were adopted, and cancer fighters.

His career was characterized by his skills of marketing, in addition to the fact that he was a genius in design. He used marketing strategies to promote his products that revolutionized the world such as the personal computers, iPod, iPhone, and iPad. Apple products were known for their beautiful design, the credit goes back to the calligraphy courses that he attended at Reed college “If I had never dropped out, I would have never dropped in on this calligraphy class, and personal computers might not have the wonderful typography that they do”.

In addition to this, his policy in life was against floating, but he was for absolutism reality. In other words, he knows that life is precious, but he never forgets that death exists. This can be noticed in the speech like when he said “Death is the destination we all share. No one has ever escaped it”.

Finally, the power of discourse is best established in the speech, because Steve Jobs adopted the policy of sensitizing with the use of emotions and the policy of convincing with realistic arguments. Thus, the speech highlights the power of motivational speech to influence people, which in their turn will struggle to change or sustain social structures.

Section Three: Conclusions, Limitations and Recommendation for Future Research

6.1. Conclusions of the Study

Throughout this chapter, we adopted Fairclough's model (2001) to analyze the commencement speech of Steve Jobs delivered on June,12 2005 at Stanford University. This analysis relies on the three dimensions of Norman Fairclough. Firstly, the text analysis has carried out all different levels: vocabulary, grammar, textual structure and rhetoric. Secondly, the discursive analysis helped us to understand the process of production and the process of interpretation. Thirdly, we extracted ideologies and relations of power expressed in the speech and how it influenced audiences.

After applying Fairclough model on our speech, we arrived to important conclusions, which are presented as follows:

2. Steve Jobs used rewording, repetition, and over wording in an excessive way in order to put emphasis on the important aspects he wanted to convey.
3. Both personal pronouns "I" and "you" are used. The first one is related to Steve jobs who was narrating his own experiences to influence audiences, and the second pronoun is related to the audience that Steve Jobs was addressing.
4. The speech is characterized by powerful ideologies to change or sustain the audience's mindset and to push them make impact in the society.
5. Imperative is used by Steve jobs to impose his beliefs.
6. Steve Jobs successfully applied rhetorical devices Pathos, Logos, and Ethos throughout the speech.
7. Steve Jobs was influenced by Steward Brand's quote "Stay hungry, stay foolish", in return Steve jobs used to influence his audience.

Finally, it is important to mention that Fairclough's model is relevant to critically analyze the speech. We could apply the model step by step on the speech, thus all the levels of analysis presented by Fairclough suits this motivational speech.

6.2. Limitations of the study

It is necessary to show the limitations of this present study. Steve Jobs commencement speech was presented orally In front of the audience at Stanford university, and this important event was transformed into a motivational video that is viewed by more than 34 million of people. Thus, we limited ourselves to the study of the written form of the speech, and we have not considered the video.

6.3. Recommendations for future research

As researchers of this present study, we suggest to further studies to conduct a research on the video of the commencement speech presented by Steve Jobs that is available on YouTube or TED.com. Moreover, we have selected Fairclough's model that is based on three dimensions of analysis, but we suggest for further studies to investigate on other scholar's models.

General Conclusion

On June, 12 2005 Steve Jobs was invited to deliver a speech at Stanford university on the occasion of graduation. This speech was transformed into one of the most influential speeches of all the times. We had the opportunity to work on it, thanks to critical discourse analysis. Thus, after applying Fairclough's model (2001) of analysis on the speech, we arrived at results that answer all the questions and doubts that we faced in the beginning of the research.

First, Steve Jobs ideologies are present in the speech, and they have been extracted thanks to the values found in Fairclough's model. These ideologies consist of combining between absolutism realism and persuasive language techniques. In other words, Steve Jobs used emotions to sensitize the audience by narrating his personal experiences, and he made use of rhetorical devices, then he employed strong arguments to convince them.

Moreover, the results of the analysis affirm that language has power and can influence people. Accordingly, following Fairclough's model the speech highlights the effect of this influence on the participants who will change or sustain their social structures.

Finally, through the application of Fairclough's model, we confirm that it is the relevant model of analysis on our motivational speech. Thus, we have been able to apply all the levels of analysis including the values presented by Norman Fairclough's. We conclude that Norman Fairclough's three-dimensional framework can be adopted by any researcher who is attempting to work in the field of critical discourse analysis.

References

- AbdulManan, A. (2016, May 30). *Presentation on CDA*. Retrieved from <https://www.slideshare.net/abdulmanan83/presentation-on-cda>
- Adolphus, M. (2015). *How to... use discourse analysis: What is discourse analysis?* Retrieved from https://www.emeraldgrouppublishing.com/archived/research/guides/methods/discourse_analysis.htm
- Alaghabary, G.S. (2015). Linguistic Approaches to Ideology: Review of Work between 1979 and 2010. *International Journal of Applied Linguistics & English Literature*, 4(5), 1-10. doi: 10.7575/aiac.ijalel.v.4n.5p.1
- Alexei. (2018, April 6). *Steve Jobs (Walter Isaacson)— Book Summaries: EP40*. Retrieved from <https://medium.com/@franticrock/steve-jobs-walter-isacson-book-summaries-ep40-295275a781cd>
- Carma, S. (2001, July 8). *Types of speeches: the motivational speech*. Retrieved from <https://www.publicspeakingpowers.com/types-of-speeches-the-motivational-speech/>
- Encyclopedia of World Biography. (2020). *Steve Jobs Biography*. Retrieved from <https://www.notablebiographies.com/Ho-Jo/Jobs-Steve.html>
- Essays, UK. (November 2013). Origin of Discourse Analysis English Language Essay. Retrieved from <https://www.uniassignment.com/essay-samples/english-language/origin-of-discourse-analysis-english-language-essay.php?vref=1>
- Fairclough, N (2001). *Language and Power: Language in Social Life* (2nd ed.). NY: Routledge.
- Fairclough, N. (1995). *Critical Discourse Analysis: The Critical Study of Language*. NY: Longman.
- Flowerdew, J (2013). *Discourse in English Language Education*. NY: Routledge.

- Isaacson, W. (2011). *Steve Jobs*. NY: Simon & Schuster
- Jolliffe, D, A. (2010). *Fairclough, Norman*. Retrieved from
<https://onlinelibrary.wiley.com/doi/epdf/10.1002/9781444337839.wbelctv3f001>
- Kaplan, R., & Grabe, W. (2002, august). A Modern History of Written Discourse Analysis. *Journal of Second Language Writing, 11*(3), 191-223.
 doi: 10.1016/S1060-3743(02)00085-1
- Ke lui & Fang Gue. (2016). A Review on Critical Discourse Analysis. *Theory and Practice in Language Studies, 6*(5), 1076-1084. doi: <http://dx.doi.org/10.17507/tpls.0605.23>
- Larrazabel, J,M., & Korta, K. (2002). *Pragmatics and Rhetoric for Discourse Analysis: Some conceptual remarks*. Retrieved from
https://www.researchgate.net/publication/247220236_Pragmatics_and_Rhetoric_for_Discourse_Analysis_Some_conceptual_remarks
- Linguistic Forum. (2019). *An Application of Fairclough's Three Dimensional CDA Approach to Fraser Anning's Speech in Australian Senate*. **ResearchGate**,1(1), 1-9. Retrieved from
https://www.researchgate.net/publication/338357207_An_Application_of_Fairclough%27s_Three_Dimensional_CDA_Approach_to_Fraser_Annings_Speech_in_Australian_Senate
- Liu, K., & Fang, G. (2016). A Review on Critical Discourse Analysis. *Academy Publication, 6*(5), 1076-1084. doi: <http://dx.doi.org/10.17507/tpls.0605.23>
- Lombardi, E. (2019, October 1). *Quotes About the Importance of Words: How The Most Basic Tools of Language Define Who and What We Are*. Retrieved from
<https://www.thoughtco.com/quotes-about-words-738759>
- Louw, J. (1985, January 1). A semiotic approach to discourse analysis with reference to translation theory. *SAGE Journals, 36*(1), 101-190. doi: 10.1177/026009358503600101
- Morgan, N. (2016, July 21). *What's Good -- Even Essential -- About Motivational Speeches*. Retrieved from <https://www.forbes.com/sites/nickmorgan/2016/07/21/whats-good-even-essential-about-motivational-speeches/#12b385dd647a>

- Nordquist, R. (2020, January 28). *Understanding the Use of Language Through Discourse Analysis: Observing how various means of discourse create context*. Retrieved from <https://www.thoughtco.com/discourse-analysis-or-da-1690462>
- O’Keeffe, A. (2011). The Media. *The Routledge Handbook of Applied Linguistics*. In J. Simpson (Ed.), *The Routledge Handbook of Applied Linguistics* (pp.67-80).NY: Routledge.
- San Diego State University. (n.d). *Rhetoric & Writing Studies College of Arts & Letters: What is Rhetoric?* Retrieved from https://rhetoric.sdsu.edu/resources/what_is_rhetoric.htm
- Sela, E. (2015, April 20). *The Motivational Speech*. Retrieved from <https://fr.slideshare.net/ElvisSela/motivational-speech-47190564>
- Stanford News. (2005, June 14). *‘You’ve got to find what you love,’ Jobs says*. Retrieved from <https://news.stanford.edu/2005/06/14/jobs-061505/>
- Stanley, P. (1999). Is Critical Discourse Analysis Critical: An Evaluation Using Philemon as a Test Case. In T. Reed & P. Stanley (Eds.), *Discourse Analysis and the New Testament Approaches and Results* (2nd ed., pp.47-70). England: Sheffield Academic Press. Retrieved from https://books.google.dz/books?id=-OvUAwAAQBAJ&printsec=frontcover&dq=Discourse+Analysis+and+the+New+Testament+Approaches+and+Results&hl=fr&sa=X&ved=0ahUKEwjg4Mqn_uPpAhUJ2BoKHfe0BNoQ6AEIKjAA
- Thamery, A. (2014, November 24). *Critical Discourse Analysis*. Retrieved from <https://fr.slideshare.net/adelthamery/critical-discourse-analysis-adel-thamery>
- Universiteit Gent. (2020). *What is meant by Discourse Analysis?* Retrieved from <http://www.english.ugent.be/da>
- Van Dijk, T. (2002). Media contents: The interdisciplinary study of news as discourse. In k. Jensen & W. Jankowski (Eds.), *A Handbook of Qualitative Methodologies For Mass Communication Research* (2nd ed., pp 108-120).NY: Routledge.
- Wei Wang. (2006). *Newspaper Commentaries on Terrorism in China and Australia: A Contrastive Genre Study* (PhD thesis, The University of Sydney, Australia). Retrieved

from

<https://ses.library.usyd.edu.au/handle/2123/1701>

Wodak, R. (2006). *Mediation Between Discourse and Society: Assessing Cognitive Approaches in CDA*. **SAGE Publications**, 8(1), 179-190.

doi: 10.1177/1461445606059566

Yang, W. (2010). Interpretation of 'Discourse' from Different Perspectives: A Tentative Reclassification and Exploration of Discourse Analysis. *The International journal – Language Society and Culture*, 127-138. Retrieved from https://www.researchgate.net/publication/267369234_Interpretation_of_'Discourse'_from_Different_Perspectives_A_Tentative_Reclassification_and_Exploration_of_Discourse_Analysis

Appendix 01: The transcript of Steve Jobs commencement speech.

I am honored to be with you today at your commencement from one of the finest universities in the world. I never graduated from college. Truth be told, this is the closest I've ever gotten to a college graduation. Today I want to tell you three stories from my life. That's it. No big deal. Just three stories.

The first story is about connecting the dots.

I dropped out of Reed College after the first 6 months, but then stayed around as a drop-in for another 18 months or so before I really quit. So why did I drop out?

It started before I was born. My biological mother was a young, unwed college graduate student, and she decided to put me up for adoption. She felt very strongly that I should be adopted by college graduates, so everything was all set for me to be adopted at birth by a lawyer and his wife. Except that when I popped out they decided at the last minute that they really wanted a girl. So my parents, who were on a waiting list, got a call in the middle of the night asking: "We have an unexpected baby boy; do you want him?" They said: "Of course." My biological mother later found out that my mother had never graduated from college and that my father had never graduated from high school. She refused to sign the final adoption papers. She only relented a few months later when my parents promised that I would someday go to college.

And 17 years later I did go to college. But I naively chose a college that was almost as expensive as Stanford, and all of my working-class parents' savings were being spent on my college tuition. After six months, I couldn't see the value in it. I had no idea what I wanted to do with my life and no idea how college was going to help me figure it out. And here I was spending all of the money my parents had saved their entire life. So I decided to drop out and trust that it would all work out OK. It was pretty scary at the time, but looking back it was one of the best decisions I ever made. The minute I dropped out I could stop taking the required classes that didn't interest me, and begin dropping in on the ones that looked interesting.

It wasn't all romantic. I didn't have a dorm room, so I slept on the floor in friends' rooms, I returned Coke bottles for the 5¢ deposits to buy food with, and I would walk the 7 miles across town every Sunday night to get one good meal a week at the Hare Krishna temple. I loved it. And much of what I stumbled into by following my curiosity and intuition turned out to be

priceless later on. Let me give you one example:

Reed College at that time offered perhaps the best calligraphy instruction in the country. Throughout the campus every poster, every label on every drawer, was beautifully hand calligraphed. Because I had dropped out and didn't have to take the normal classes, I decided to take a calligraphy class to learn how to do this. I learned about serif and sans serif typefaces, about varying the amount of space between different letter combinations, about what makes great typography great. It was beautiful, historical, artistically subtle in a way that science can't capture, and I found it fascinating.

None of this had even a hope of any practical application in my life. But 10 years later, when we were designing the first Macintosh computer, it all came back to me. And we designed it all into the Mac. It was the first computer with beautiful typography. If I had never dropped in on that single course in college, the Mac would have never had multiple typefaces or proportionally spaced fonts. And since Windows just copied the Mac, it's likely that no personal computer would have them. If I had never dropped out, I would have never dropped in on this calligraphy class, and personal computers might not have the wonderful typography that they do. Of course it was impossible to connect the dots looking forward when I was in college. But it was very, very clear looking backward 10 years later.

Again, you can't connect the dots looking forward; you can only connect them looking backward. So you have to trust that the dots will somehow connect in your future. You have to trust in something — your gut, destiny, life, karma, whatever. This approach has never let me down, and it has made all the difference in my life.

My second story is about love and loss.

I was lucky — I found what I loved to do early in life. Woz and I started Apple in my parents' garage when I was 20. We worked hard, and in 10 years Apple had grown from just the two of us in a garage into a \$2 billion company with over 4,000 employees. We had just released our finest creation — the Macintosh — a year earlier, and I had just turned 30. And then I got fired. How can you get fired from a company you started? Well, as Apple grew we hired someone who I thought was very talented to run the company with me, and for the first year or so things went well. But then our visions of the future began to diverge and eventually we had a falling out. When we did, our Board of Directors sided with him. So at 30 I was out. And very publicly out. What had been the focus of my entire adult life was gone, and it was devastating.

I really didn't know what to do for a few months. I felt that I had let the previous generation of entrepreneurs down — that I had dropped the baton as it was being passed to me. I met with David Packard and Bob Noyce and tried to apologize for screwing up so badly. I was a very public failure, and I even thought about running away from the valley. But something slowly began to dawn on me — I still loved what I did. The turn of events at Apple had not changed that one bit. I had been rejected, but I was still in love. And so I decided to start over.

I didn't see it then, but it turned out that getting fired from Apple was the best thing that could have ever happened to me. The heaviness of being successful was replaced by the lightness of being a beginner again, less sure about everything. It freed me to enter one of the most creative periods of my life.

During the next five years, I started a company named NeXT, another company named Pixar, and fell in love with an amazing woman who would become my wife. Pixar went on to create the world's first computer animated feature film, *Toy Story*, and is now the most successful animation studio in the world. In a remarkable turn of events, Apple bought NeXT, I returned to Apple, and the technology we developed at NeXT is at the heart of Apple's current renaissance. And Laurene and I have a wonderful family together.

I'm pretty sure none of this would have happened if I hadn't been fired from Apple. It was awful tasting medicine, but I guess the patient needed it. Sometimes life hits you in the head with a brick. Don't lose faith. I'm convinced that the only thing that kept me going was that I loved what I did. You've got to find what you love. And that is as true for your work as it is for your lovers. Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work. And the only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle. As with all matters of the heart, you'll know when you find it. And, like any great relationship, it just gets better and better as the years roll on. So keep looking until you find it. Don't settle.

My third story is about death.

When I was 17, I read a quote that went something like: "If you live each day as if it was your last, someday you'll most certainly be right." It made an impression on me, and since then, for the past 33 years, I have looked in the mirror every morning and asked myself: "If today were the last day of my life, would I want to do what I am about to do today?" And whenever the answer has been "No" for too many days in a row, I know I need to change something.

Remembering that I'll be dead soon is the most important tool I've ever encountered to help me make the big choices in life. Because almost everything — all external expectations, all pride, all fear of embarrassment or failure — these things just fall away in the face of death, leaving only what is truly important. Remembering that you are going to die is the best way I know to avoid the trap of thinking you have something to lose. You are already naked. There is no reason not to follow your heart.

About a year ago I was diagnosed with cancer. I had a scan at 7:30 in the morning, and it clearly showed a tumor on my pancreas. I didn't even know what a pancreas was. The doctors told me this was almost certainly a type of cancer that is incurable, and that I should expect to live no longer than three to six months. My doctor advised me to go home and get my affairs in order, which is doctor's code for prepare to die. It means to try to tell your kids everything you thought you'd have the next 10 years to tell them in just a few months. It means to make sure everything is buttoned up so that it will be as easy as possible for your family. It means to say your goodbyes.

I lived with that diagnosis all day. Later that evening I had a biopsy, where they stuck an endoscope down my throat, through my stomach and into my intestines, put a needle into my pancreas and got a few cells from the tumor. I was sedated, but my wife, who was there, told me that when they viewed the cells under a microscope the doctors started crying because it turned out to be a very rare form of pancreatic cancer that is curable with surgery. I had the surgery and I'm fine now.

This was the closest I've been to facing death, and I hope it's the closest I get for a few more decades. Having lived through it, I can now say this to you with a bit more certainty than when death was a useful but purely intellectual concept:

No one wants to die. Even people who want to go to heaven don't want to die to get there. And yet death is the destination we all share. No one has ever escaped it. And that is as it should be, because Death is very likely the single best invention of Life. It is Life's change agent. It clears out the old to make way for the new. Right now the new is you, but someday not too long from now, you will gradually become the old and be cleared away. Sorry to be so dramatic, but it is quite true.

Your time is limited, so don't waste it living someone else's life. Don't be trapped by dogma — which is living with the results of other people's thinking. Don't let the noise of others'

opinions drown out your own inner voice. And most important, have the courage to follow your heart and intuition. They somehow already know what you truly want to become. Everything else is secondary.

When I was young, there was an amazing publication called *The Whole Earth Catalog*, which was one of the bibles of my generation. It was created by a fellow named Stewart Brand not far from here in Menlo Park, and he brought it to life with his poetic touch. This was in the late 1960s, before personal computers and desktop publishing, so it was all made with typewriters, scissors and Polaroid cameras. It was sort of like Google in paperback form, 35 years before Google came along: It was idealistic, and overflowing with neat tools and great notions.

Stewart and his team put out several issues of *The Whole Earth Catalog*, and then when it had run its course, they put out a final issue. It was the mid-1970s, and I was your age. On the back cover of their final issue was a photograph of an early morning country road, the kind you might find yourself hitchhiking on if you were so adventurous. Beneath it were the words: “Stay Hungry. Stay Foolish.” It was their farewell message as they signed off. Stay Hungry. Stay Foolish. And I have always wished that for myself. And now, as you graduate to begin anew, I wish that for you.

Stay Hungry. Stay Foolish.

Thank you all very much.

Abstract in French (Résumé)

Le 12 juin 2005, le génie, inventeur, et révolutionnaire du monde de la technologie « Steve Jobs » a délivré un discours dans l'une des meilleures universités du monde « l'université de Stanford » à l'occasion de la remise des diplômes. Cet mémorable événement a changé la vie de certains et poussé d'autres à agir. Ce discours a toutes les caractéristiques d'un discours de motivation. Par conséquent, il a inspiré des millions de personnes à travers le monde, et avait 34 millions de vues sur internet. C'est pour cela, en tant que chercheurs, que nous avons eu la curiosité d'étudier ce discours, et nous avons constaté que l'analyse critique du discours est la meilleure méthode qui peut être utilisée. Ainsi, l'analyse critique du discours nous a conduit vers un modèle d'analyse présenté par Norman Fairclough en 2001. Ce modèle est divisé en trois niveaux d'analyses qui sont : la description, l'interprétation, et l'explication. L'objectif de cette étude est de détecter les stratégies discursives appliquées par Steve Jobs dans son discours, en appliquant le modèle d'analyse de Fairclough. Principalement, comprendre les idéologies et les techniques de persuasion, et mettre en évidence le pouvoir du discours. Les résultats montrent que le modèle convient à notre discours, car il fournit une analyse complète à partir de différentes perspectives telles que la linguistique et la sociologie. Steve Jobs a utilisé un langage persuasif et ses compétences linguistiques pour convaincre le public, il a ainsi réussi à clarifier ses idéologies. En conclusion, tous les éléments du modèle de Fairclough sont pertinents pour prouver que la langue a du pouvoir et peut influencer les gens.

Mots clés: L'analyse critique du discours, idéologie, le modèle d'analyse de Fairclough (2001), le discours de la graduation de Steve Jobs.

Abstract in Tamazight (Agzul)

ass n 12 yunyu 2005 uhric, amesnulfuy, anazbay n umadal n tfukas mass (Steve jobs) yefka-d yiwen n udiwenni deg yiwet gar tesdswiyin yufraren deg umadal (tasdawit n Stanford) ilmend n tfaska n tukci n yigerdasen . anedruy-a ara yeqqimen di cfawat ibeddel tamughli n walba3d, wiyad kkren-as i tigawt. adiwenni-a ila akk tulmisin n udiwenni imsbghes. seg tama ijbed-d tamughli n wazal n 34 n yimelyan n yimezriyen deg lintirnet ghef waya s nekkni s yimassanen yewwi-d ad nezrew adiwenni-a nufa-d d akken tasledt talqyant n udiwenni d tarrayt yufraren yelhan I usemres annect-a igh-yewwin gher ughanib n tesledt yedfer fairclough iressan f tegzi n tmughliwin d tfukkas n uxemmem akked uzayar unnig yes3a udiwenni . igmad seknen-d d akken aghanib-a n udiwenni yemgarad ghef wayla-nnegh acku yettak-d tasledt yebnan f tmughliwin tidnilsanin d tesnalest .

Awalen igejdawen: tasledt asenqedh n udiwenni, Tasnakta, Ahric n tasledt (Fairclough 2001), udiwenni Aseglu n steve jobs.