## Grammatical Cohesion in the Speeches of His Majesty King Abdullah II of Jordan

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**Abstract**

In full sense of the word the speeches of his majesty, King Abdullah II are not normal speeches. They are eloquent and efficient speeches because the ideas were linked to each other smoothly and they were presented systematically in the speech.

In any discourse, we have two types of cohesion, they are:1) lexical cohesion and 2) grammatical cohesion .The lexical cohesion gives the way in which lexical items are connected and the relation between them namely synonyms, antonyms, meronymy, hyponymy and word repetition. The grammatical cohesion deals with the relations such as substitution, reference, ellipsis, conjunction, etc.

In this article the attempt is made to study the grammatical cohesion of the speeches of the King to study the grammatical cohesion, two of the speeches from each category such

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as local speeches in Jordan, national speeches in any Arab countries and international speeches anywhere in the world are analyzed. The investigator aims to give a statistical analysis of six selected speeches.

**Key words**: grammatical cohesion, substitution, ellipsis, reference and Conjunction.

## 1. Introduction

Communication is a process of sending or receiving information, ideas  from one person to another. It concerns with the nature of meaning and its integrity through the process of dissemination and reception of a message**.**

It is the most important device of transferring information from one entity to another by using verbal or non-verbal modes .Verbal communication continues to be the most important type of interaction with other people. It is another type of communication, which does not involve words. Most of the people think that nonverbal speech implies only to facial gesture, but nonverbal communication includes in vocal sounds that are not words such as grunts, sights, whimpers, etc.

In fact, politicians use the two types of communications (verbal and nonverbal modes) while delivering their speeches in order to attract or persuade the audience.

## 2. Discourse

 In fact, the term discourse is used to refer to a wide range of meanings.

Carter, Goddard, Reah, Sanger, and Bowring, (2005) argue that,

> the basic meaning of 'discourse', in modern ordinary usage, is 'talk'. Originally, the term 'discourse' came from Latin, *discursus,* meaning 'to run', 'to run on', 'to run to and fro'. Historically, it has been applied more to rehearsed forms of spoken language –like speeches, where people 'run on' about a topic-than to spontaneous speeches. The modern meaning of 'discourse' as encompassing all forms of talk has evolved because conversations, like formal speeches, 'run'. This means that speakers make an effort to give their interactions shape and coherence- not consciously, but as an integral part of co-operating with another speaker to make meaning. So when people refer to *talk as discourse* they are drawing attention to *the way talk is a crafted medium*. While it has long been understood that this was true for speeches and another aspects of formal oratory, it has only recently been

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recognized that casual conversation is subtly and skillfully fashioned by speakers as they go along, often at rapid speed. Carter, et al. (2005, p. 141)

There is no agreement among linguists as to the use of the term discourse in that some use it in reference to texts, while others claim it denotes speech which is for instance illustrated by the following definitions: (Crystal,1992: 25) "Discourse is a continuous stretch of (especially spoken) language larger than a sentence, often constituting a coherent unit such as a sermon, agreement, joke, or narrative." According to Cook (1990), novels, short conversation or groans can be called discourse.

Slembrouck  (cited in Alba-Juez, 2009) states that:

> The term Discourse analysis is very ambiguous. Roughly speaking, it refers to attempts to study the organization of language above the sentence or above the clause, and therefore to study *larger linguistic units*, such as a conversational exchanges or written texts. It follows that discourse analysis is also concerned with *language use in social contexts*, and in particular with interaction or dialogue between speakers (p.9).

In the book titled An Applied Linguistic Approach to Discourse Analysis.  (Das, 2010: V) defines "discourse analysis (DA), or discourse studies, is a general term for a number of approaches to analyze written, spoken or signed language use. Discourse analysis is the branch of linguistics that deals with the study and application of approaches to analyze written, spoken or signed language.

## 2.1 Cohesion

In the analysis of any discourse scholars generally talks about cohesion and coherence.

Cohesion is what gives a text texture (Halliday and Hasan, 1976).

According to Narasimhaswamy, 2010,  cohesion is an essential features of any text which might be  lexical or grammatical cohesive  that  connect the text's parts.

## 2.1.1Types of Cohesion

There are two different types of cohesion, which enable the reader or listener to understand or interact with the text as follows:-

1-Lexical cohesion

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2-Grammatical cohesion

## 2.1.1.1 Lexical cohesion

"Lexical cohesion is a guide to the organization of the flow of ideas in the text: Tracing groups of words with related meanings, one sees which semantic domains are used, to what extent and in which patterns… (Klebanov, Diermeier and Beigman:2008:449)".

We can see that, lexical cohesion can be done by various relations such as:- synonyms, antonyms, meronymy, hyponymy and word repetition.

## 2.1.1.2 Grammatical cohesion

Grammatical cohesion is the study of grammatical devices, which organize the flow of ideas in a text through substitution, ellipsis, reference and conjunction, etc.

According to McCarthy (1991), both written and spoken discourses show grammatical links between individual clauses and utterances; therefore, he has differentiated grammatical cohesion into three kinds: - reference or (co-reference), ellipsis/ substitution and conjunction.

## 2.1.1.2.1 Substitution

"Substitutes means the noun (or the verb or clause) in question can be found in the preceding text. Using a substitute thus creates a strong link between one part of a text and an earlier part, and help to make the text cohesive (Salkie 1995:35-36)". He added that both noun and verb substitutes are used when the writer or speaker aims to contrast between two noun phrases and verb phrases which are identical and different partially (Salkie 1995).

Substitution is a process where a writer or speaker substitutes one item for another in a particular text. This can often involve long  phrases, replaced by useful smaller items such as the single words '*do*' or '*so*', and is very characteristic of spontaneous spoken discourse. One important function of this type of substitution is to make texts more economic by avoiding tedious repetition. For example:

> A: Has the agent for your house *put it in the local paper*?
>  B: I think he must have *done*, because Terry saw It advertised around his chips from the chip shop.
>  A: *That must have been a bit of a shock* if you hadn't told him.

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B: I think *so*.

Substitution can also involve nouns, and here we often make a substitution in order to redefine the original item. For instance:

> He looked at the potatoes, and picked *out the large ones*.
> Please read through the contracts, and sign *the duplicate one* ( Carter et al 2005).

Salkie (1995) differentiated between two main types of substitution; 1- substitutes (noun substitute), 2- more substitutes (verb and clause substitute). According to Carter, et al (2005), substitution can categorized as; verb, noun, and clause.

## 2.1.1.2.2 Ellipsis

Richards, Platt and Weber (1985) defines ellipses is omitting word or phrase rather than repeat it. Moreover, there are two categories of ellipsis; subject ellipsis and verb ellipsis as in the following example:

> The man went to the door and (he) opened it. (subject ellipsis).
> Mary ate an apple and Jane (ate) a pear. (verb ellipsis).

Richards et al. (1985) classified ellipsis into two types subject and verb ellipsis. Whereas McCarthy (1991) and Salkie (1995) classified ellipsis into three types Noun, verb and clause ellipsis.

In his book discourse (1990, 156) Cook defined "ellipsis as an omission of clauses, phrases, or words which can be recovered from context or form elsewhere in the discourse". It regards one of the vital aspects, which have its own role in the matter of grammatical cohesion of any text.

Sometimes we do not even need to provide a substitute for a word or phrase which has already been said. We can simply omit it, and know that the missing part can be reconstructed quite successfully. Instead of answering,*would you like a glass of beer?* with *Yes, I would like a glass of beer* we can just say *Yes, I would* knowing that like a glass of beer will be understood. Or if someone says *what are you doing?* We can just answer '*Eating a mango'*instead of*'I am eating a mango'* because we know that '*I am'* is understood and does not have to be said. Omitting Part of sentences on the assumption that an earlier sentence or the context will make the meaning clear is known as ellipsis (Cook, 1990:20).

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By standing on Salkie's (1995, p.56) example on Ellipsis:

"Both Mr. Major and Douglas Hurd, the foreign secretary, are engage in a damage limitation exercise, eager to ensure that the sanctions question does come to dominate this meeting as it has dominated the last three**…**"

In the above example, he leaves out the word **meetings**. Which is called ellipsis.
Another example:

"To learn a new language you've got two options: either you study grammar, vocabulary and phonetics for months and months, or you can go back to the way you learnt things as a child. A child learns to speak almost 'by chance ' He imitates his parents without knowing why…. ."

Therefore, there is an ellipsis after **why** (imitates from his parents).

We can sum up that, ellipsis and substitution are similar to each other so, they are referring back to something mentioned earlier in a text, in addition both of them having three categories namely *noun, verb,* and *clause*, but a bite distinguish between them that Substitution a specific word refers back, whereas in Ellipsis there is a 'gap 'Occur in the text which refers back (salkie 1995).

## 2.1.1.2.3 Reference

The Penguin *Concise English dictionary* defines 'to refer' as 'to send for information', 'to seek information'. "The principle of **reference** within texts is exactly that: it tells the reader that they can only make a complete sense of the word or structure they are looking at if they look elsewhere in the text to get a fuller picture. (Carter et al, 2005:158)".

Reference is very important branch of cohesive devices, which creates the grammatical cohesion in a text.

Salkie (1995), Carter et al. (2005) classified reference into three kinds as follows:-

1-personal pronoun reference
2-Demonestrative reference
3-Comparative reference

## 1- Personal pronoun reference

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In fact, all of the personal pronouns*, I, he, she, it, you, they, and we*, as well as their objects forms (me*, him, her, it, them,* us, you), along with their possessive *(my, your, her, its, their, our*) and *mine*, *him*, *hers, its, theirs, ours)* known as reference words (Salkie 1995)

Personal pronoun references are words that can substitute for nouns, and are as follows:

I, you (singular), he, she, it, we, you (plural) they and one

When one of these pronouns occurs in a text, the reader expects to have to link it with something-either an item has already been mentioned or something that's coming up. The fact that these pronouns are called personal pronouns gives an indication of their reference function-they will mainly be referring to people; however, the words 'it' and 'they'/'them' can also be used to refer to non-human animates, inanimate objects and abstract ideas.

If the pronoun is referring back to something, this is called anaphoric referring back to something, this called **anaphoric reference**; if the pronoun is referring to something coming later, is called **cataphoric reference**. Here is an example of each:

*Tom* said that *he* was going home (anaphoric reference).
*I could not believe it-the house was a complete wreck* (cataphoric reference).
(Carter et al 2005:158-59).

## 2-Demonstrative reference

The words (*this, that, these* and *those*) are Known demonstratives, generally the use of *this* and *these* is to indicate to a thing which is Closer, whereas *that* and those to point to something which is far away (Salkie1995).

Demonstrative reference is another type of reference, which acts as a cohesive tie is carried by the following terms:

*the, this, that, these, those, here, there.*

These terms demonstrate where something is; they are **deictic** term-they are 'verbal pointer'.
 As with personal pronouns, demonstrative reference can work backwards (anaphoric) or forwards (cataphoric). Here is an example of each:

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*I went to Italy last year, and I went to go there again soon* (anaphoric)
*But the problem is this*: *how can I afford it*? (cataphoric).

## 3-Comparativereference

In fact there are two different types of comparisons which make the text cohesive, one is **General comparison** Which use for comparing two things without details, the other type is **specific comparison** which used to compare two things with respect to a specific property(Salkie, 1995 :68).

According to (Carter, 2005:174) "Comparative reference tells that reader not just to 'look elsewhere for information', but to look elsewhere with a particular aim in mind-to *compare* the items that are being linked".

> "The most common way in English to mark grammatically that two items are being compared as to add '*er*' to an adjective: for example, *taller*, *nicer*, *healthier* . It's also possible to suggest comparison with more than item, by adding '*est*': for example, *tallest, nicest,* and *healthiest*".

> "Comparison can involve ideas about quantity and number: these meanings are carried by words like '*more*', '*fewer*', '*another*',

In many cases, we are given the reference point for the comparison being made, for example:

> Annie is taller than Sue.
> This sweater is nicer than that one.
> Salad is healthier than fried bread". (Carter et al, 2005:168)

> "It is important to grasp the difference between reference and substitution. Reference is a relation between the meaning of a word and its environment, where the environment can be the text or the real world. Substitution is a relation between words: a substitute such as one replaces another word or phrases. This means that there is no such thing as situation substitution or to put it more concretely, a verb substitute like do cannot refer to anything outside the text, but only to words in the text. Also reference words are words looking for meanings, substitutes are words looking for partners" (Salkie, 1995 : 65-66).

## 2.2.1.2.4 Conjunctions

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Conjunction is joining words use for connecting the sentences or clauses   together. According to Salkie, he named conjunction (Connectives) and they are four types:-

 1-Addition connectives (AC) for example, and
2-Opposition connectives (OC) for example, yet
3-Cause connectives (CC) for example, therefore
4-Time connectives (TC) for example, then.

According to Sharma and Shankaranarayana ( 2008: P 5-6 ) conjunctions are 'joining words. They join words; phrases and clauses, there are two types of conjunctions, first *coordinate conjunctions* which join words or group of words of similar types, second *subordinating conjunction* which joins a subordinate clause to an independent clause.
In a sense, all the aspects of cohesion are about joining or linking items together, but conjunction refers specially to words and phrases, which express *how* items should be linked. (Carter, 2005:178)

## 3. Aim of the study

The speeches of the politicians have a fantastic communicative strategy, which has its own way in attracting and convincing an audience. Therefore, the study of the clauses, sentences and expressions are very important to understand the smooth flow of connected ideas.

The main objective of this study is to analyze the grammatical links in the six selected speeches of His Majesty, King Abdullah II.

## 4. Method of the study

 King Abdullah II is the current king of Jordan since 1999 has delivered 208 speeches of three different types as; local speeches (in Jordan), national speeches (in the Arab countries), and international speeches (in the international platform). Therefore, this paper deals with six speeches of the King in order to observe the range of the usage of grammatical cohesion in these speeches:-

The two local speeches were delivered in **Jordan** in the years (1999- 2006), the two national speeches were delivered in; (**Kuwait** 2008), and (**Bahrain** 2010) whereas the two international speeches were delivered in (**Britain** 2010) and (**United states** 2008).

## 5. Results and discussions

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King Abdullah used grammatical cohesion in his local, national and international speeches so, there are some examples, which illustrate that as follows:-

As regarding **substitution**, there are three types in kings speech as follows

Noun substitution
Verb substitution
Clause substitution

| | Speeches | Substitution | | |
|---|---|---|---|---|
| | | Noun | Verb | Clause |
| Local | 1 | 1 | | 1 |
| | 2 | | | |
| National | 3 | | | 1 |
| | 4 | 2 | | |
| International | 5 | | 1 | |
| | 6 | 3 | | |

Table (1) *Frequency of substitution*

The above table (1) shows the frequency of substitution; so, his majesty used 2 times in his local speeches as 1 noun and 1 clause substitutions, 3 times in the national speeches as 2 nouns and 1 clause substitutions, and 4 times in his international speeches 3 nouns and 1 verb substitution. So, His Majesty used noun substitution more than the other two types especially in his international speeches.  Figure (1) illustrates the frequency of substitution.
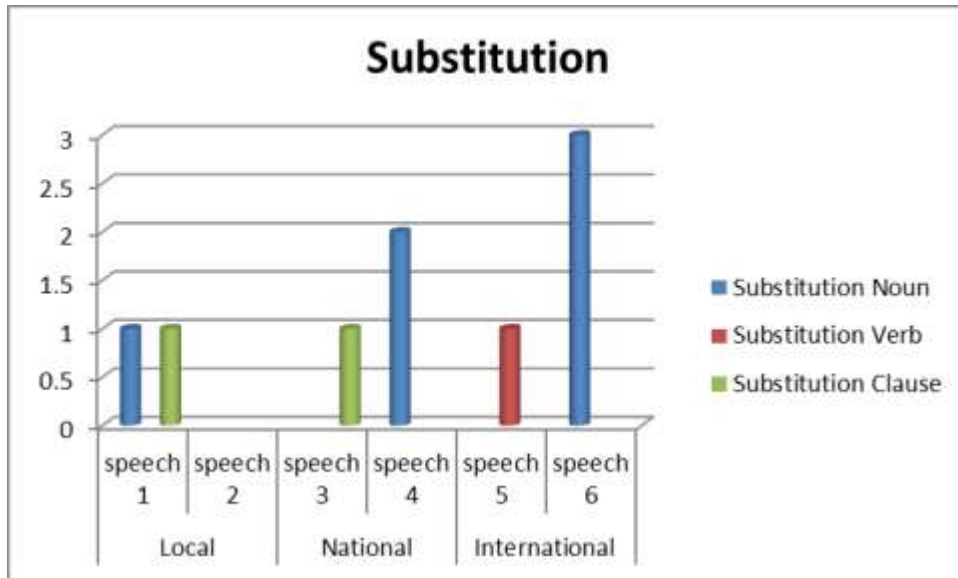
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*Figure* (1) Frequency of substitution

For examples, from the speeches of the king on substitution

1-Noun substitution

 In all this work, we seek to advance a **global dialogue**, **one** that can help redirect the course of our future, away from hostilities and towards peace (U.S.A 2008).

The word **one** substitutes for **global dialogue**.

 It is you who will create a future of **true global progress** ... **one** that engages all countries and cultures in mutual respect; **one** that opens opportunity to all (Kuwait 2008).

In the above example, the words **one** substitute for **true global progress**.

2-Verb substitution

 Frankly, it is time that the anti-terror coalition **works** together as effectively as the terrorists **do** (Britain 2010).

The word **works** substitutes by the verb **do**.

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3-Clause substitution

> Israel would not extend the moratorium on settlement buildings … And the Palestinians could not remain engaged in negotiations, while new settlements were changing facts on the ground, and compromising the viability of the future Palestinian state. We can, and must, **end the deadlock**. **To do so**, we do not need new solutions. We need will, we need commitment, and we need courage to make hard decisions (Bahrain,2010).

The word **to do so** is substituted by the clause **end the deadlock.**

Another example:

> This is a blessed day, dear to the heart of every Jordanian, man and woman, the descendants of the founding generation who **sacrificed immensely for the independence of the nation and the liberation of the Jordanian individual's will**. On this day, it is our right and our duty to remember, with pride and appreciation, the founding fathers, all of the pioneers, who contributed to the building of this homeland. They did **so** in the face of many challenges over the past sixty years and persevered in spite of a scarcity of resources and material capabilities, and of the tragedies and wars to which this region was subjected (Jordan 2006).

According to the mentioned example, the word **so** substitutes the clause **sacrificed immensely for the independence of the nation and the liberation of the Jordanian individual's will.**

As regarding ellipsis was not used by the King in His speeches.

As regarding **reference** can be classified into three categories:

> Personal pronoun
> Demonstrative and
> Comparative reference

1-personal pronoun reference

| Speeches | Personal Pronouns | | | | |
|---|---|---|---|---|---|
| | They | we | you | he | it |
| Local | 1 | 4 | | | 3 |

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| | | | | | | |
|---|---|---|---|---|---|---|
| | 2 | | | | 2 | |
| National | 3 | 3 | | 2 | | 4 |
| | 4 | 1 | 5 | 1 | | |
| International | 5 | 8 | 14 | | 1 | 6 |
| | 6 | | 1 | | 1 | 15 |

Table (2) *Frequency of personal pronouns*

The above table (2) shows the occurrences of personal pronoun references, so, in the international speeches His Majesty used personal pronoun 46 times as 8 *they*, 15 *we*, 2 *he* and 21 *it* , in the national speeches 16 times 4 *they*, 5 *we*, 3 *you*, and 4 *it*, and 9 times in the local speeches as 4 *they*, 2 *he* and 3 *it*, the below figure shows the frequency of personal pronoun reference so, the King used the massive portion of personal pronoun references in his international speeches followed by national and local speeches because the international speeches are very important than the other two types of the speeches . The observation is that the international speech number 5, which was delivered in the parliament of the U.K and North Ireland, has the biggest portion of personal pronoun references whereas the less personal pronoun references were in the local speech number 2, which was delivered in the passing of his father King Hussein.
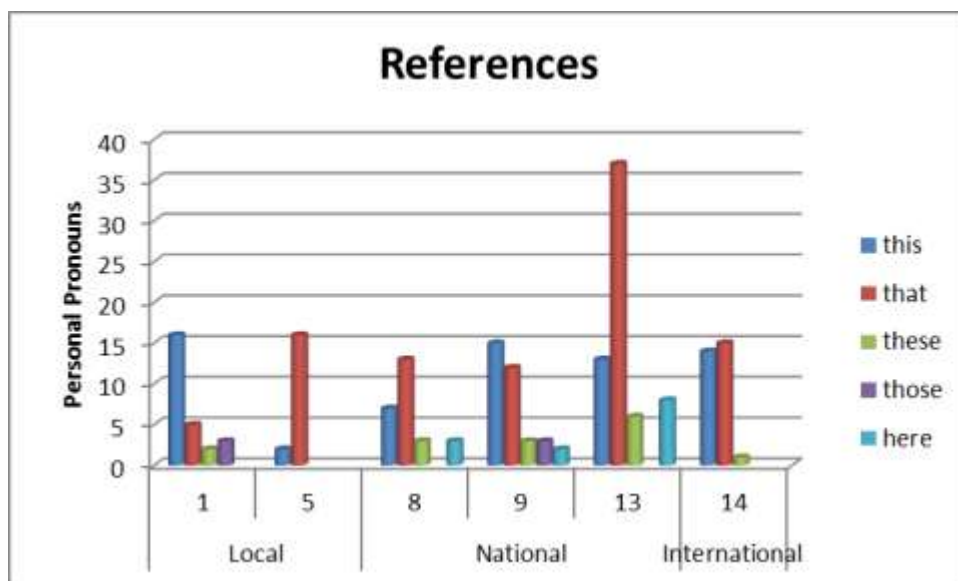


*Figure* (2) Frequency of personal pronoun reference

For example, from the speeches of His Majesty about personal pronoun reference:

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In return, we have a responsibility towards **youth**, and **they** are entitled to education and training that equips them to face any challenge and build the future we seek; the future with which youth were entrusted (Jordan 2006).

The personal pronoun **they** refers to the word **youth**.
To my one Jordanian family

**Hussein** was a father and a brother to every one of you, just as **he** was my father (Jordan 1999).

In the mentioned example, the personal pronoun **he** stands for **Hussein**.

2-Demonestrative reference

| | Speeches | Demonstrative reference | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | this | that | these | those | here | there | Such |
| Local | 1 | 16 | 5 | 2 | 3 | 0 | 0 | 1 |
| | 2 | 2 | 0 | 0 | 1 | 0 | 0 | 0 |
| National | 3 | 7 | 2 | | | 3 | 0 | 0 |
| | 4 | 15 | 2 | 3 | 3 | 2 | 3 | 1 |
| | 5 | 13 | 12 | 6 | | 8 | 6 | 1 |
| International | 6 | 14 | 3 | 1 | | 0 | 1 | 2 |

Table (3) *Frequency of Demonstrative reference*

The above table (3) illustrates  the occurrences of demonstrative  reference; out of 138 times his Majesty used  demonstrative  reference in  the international speeches 67 times as 27 *this*, 15 *that,* 7 *these*, 8 *here*, 7 *there* and 3 *such*.  In the national speeches the King used demonstrative reference 41 times as 22 *this*, 4 *that*, 3 *these*, 3 *those*, 5 *here*, 3 *there* and 1 *such*. In the local speeches demonstrative references were 30 times as 18 *this*, 5 *that*, 2 *these*, 4 *those*, and 1 *such*, the observation on the usage of demonstrative reference is that the massive portion was occurred in the international speeches followed by national and local speeches, it is clear that the King used many demonstrative reference in the  international speech number 5  which was delivered in the parliament of U.K and North  whereas the less concurrencies of demonstrative reference was in the local speech number 2. the below figure (3) shows the frequency of demonstrative references.
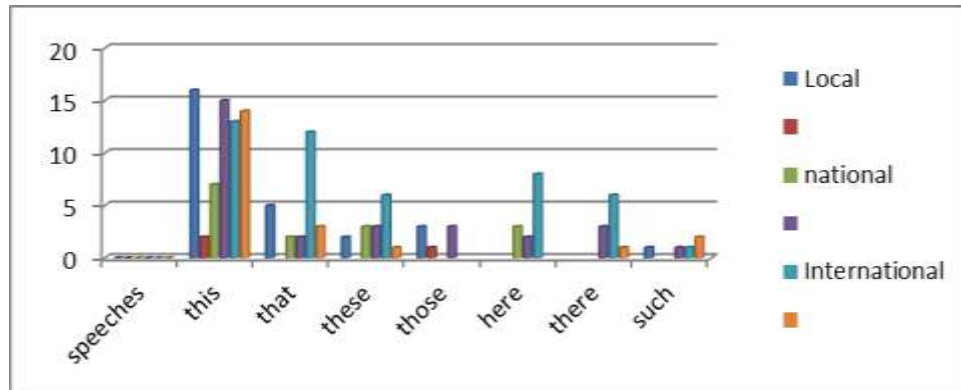
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*Figure* (3) Frequency of demonstrative reference

For example, from the speeches about demonstrative reference:

> I would like to start by thanking His Highness the Amir Sheikh Sabah Al Ahmad Al Jaber Al Sabah for his brotherly invitation to me to participate in **this** distinguished conference (Kuwait 2008).

The word **this** is a demonstrative it refers to the word **distinguished conference**

Another example:

> I pray that Jordanians, Arabs, Muslims and **those** who loved King Hussein, leaders and peoples alike, will be patient (Jordan 1999).

The word **those** is a demonstrative reference refers to **who loved King Hussein.**
 3-comparative reference

|  | Speeches | Comparative |
|---|---|---|
| Local | 1 | 2 |
|  | 2 |  |
| National | 3 | 1 |
|  | 4 | 1 |
| International | 5 | 4 |
|  | 6 | 4 |

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Table (4).*Frequency of comparative reference*

The above table (4) illustrates  the occurrences of comparative  reference in his speeches as follows; out of 12 times his Majesty used  comparative references in  the international speeches 8 times as the massive portion ,  and 4 times for each the national and  the  local speeches,   so, His Majesty used the biggest portion of comparative reference in His international speeches the below figure (4)  shows the
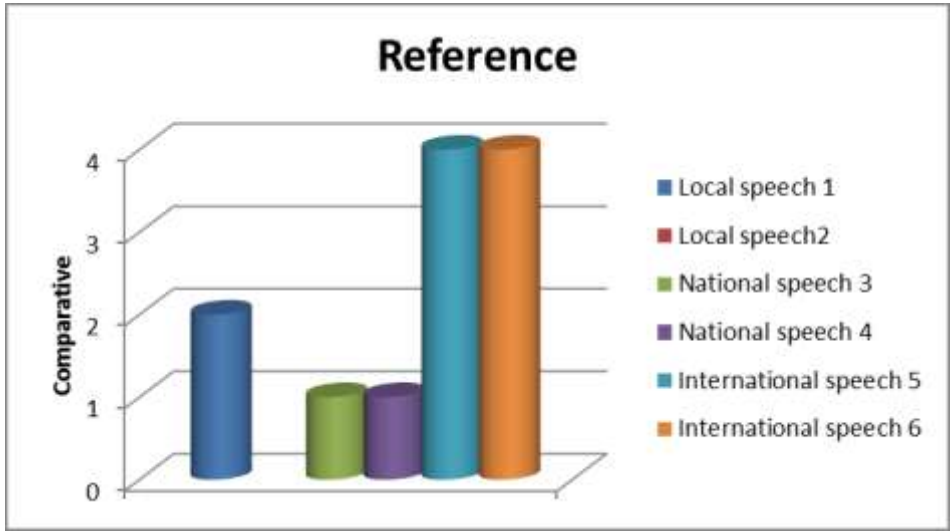


*Figure*(4).Frequency of comparative reference

 For example, from the speeches about comparative reference:-

As for those rumors doubting the soundness of our march and the ability of this homeland to meet the challenges of national and international circumstances, those who do not love the homeland and do not wish it well are the source of such talk. Jordan is stronger than all challenges, and **stronger than** all circumstances, and with your will and resolve it will always be Jordan First, Jordan always, and Jordan the role model (Jordan 2006).The word **stronger than** is a comparative reference.

The Arab Peace Initiative offers **more than** just an end of conflict (Bahrain 2010). The word **more than** is a comparative reference.

Finally, as regarding conjunctions, which were occurred in the speeches of the King:-

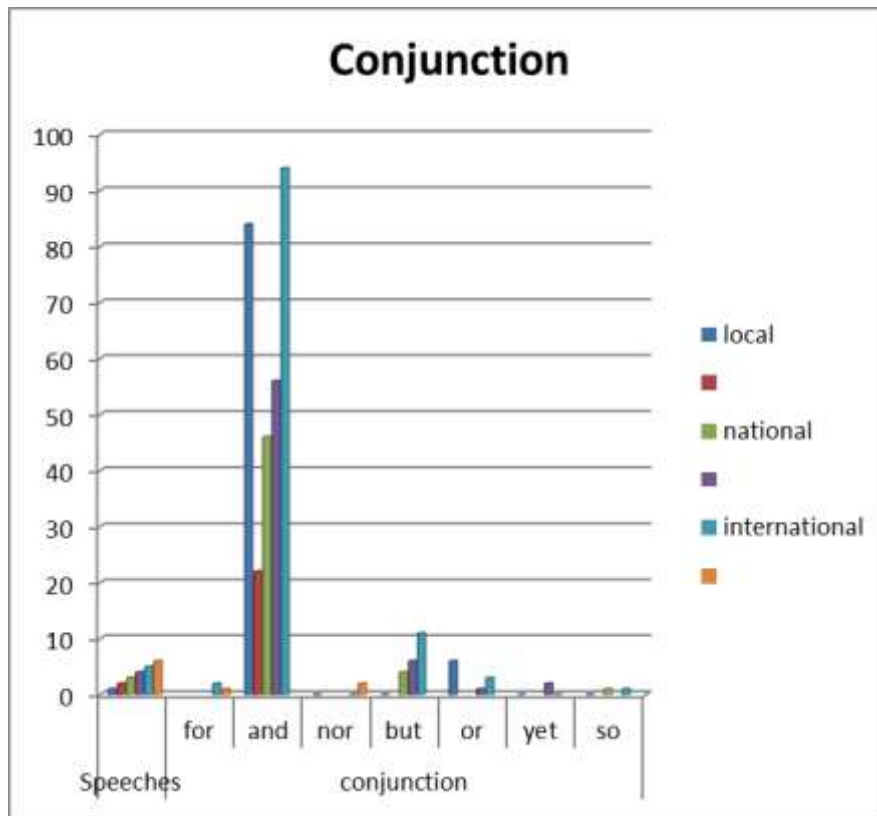| Speeches | Conjunction |
| --- | --- |

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|  |  | For | and | nor | But | or | Yet | so |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Local | 1 | 0 | 84 | 0 | 0 | 6 | 0 | 0 |
|  | 2 | 0 | 22 | 0 | 0 | 0 | 0 | 0 |
| National | 3 | 0 | 46 | 0 | 4 | 0 | 0 | 1 |
|  | 4 | 0 | 56 | 0 | 6 | 1 | 2 | 0 |
| International | 5 | 2 | 94 | 0 | 11 | 3 | 0 | 1 |
|  | 6 | 0 | 57 | 0 | 0 | 0 | 0 | 0 |

Table (5).*Frequency of co-ordinate conjunctions*

As regarding co-ordinate conjunctions the king mentioned; *and* 151times, *but* 11 times, *or* 3 times, *so* 1 time, *for* 2 times, *nor* and *yet* 0 time in his international speeches; whereas, *and* 102, *but* 10, *yet* 2 times, *or* 1, *so* 1 time and *for* , nor 0 time in his national speeches, as regarding the local speeches *and* 106, *or* 6, and *but, for*, *yet, nor* and *so* 0 time. The observation on the co-ordinate conjunctions is that The King used the biggest portion of co-ordinate   conjunctions in his international speeches rather than his national or local speeches so, out of 396 co-ordinate conjunctions His Majesty used 168 times in His international speeches followed national speeches 116, and the meager portion was for the local speeches as 112 times. Moreover, among all co-ordinate conjunctions, the conjunction *and* was having the massive concurrencies especially in the international speeches.

*Figure* (5).Frequency of co-ordinate conjunctions

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For example, from the speeches of the King on co-ordinate conjunctions ( **f a n b o y s**):-

> This is a blessed day, dear to the heart of every Jordanian, man **and** woman, the descendants of the founding generation who sacrificed immensely for the independence of the nation **and** the liberation of the    Jordanian individual's will (Jordan 2006).

The above conjunction **and** is a co-ordinate conjunction.

>  Our governments, companies, and development leaders must support innovation, with the same deliberate approach that we apply to building infrastructure or attracting investment (Kuwait 2008).

In the above example, the conjunction **or** is a co-ordinate conjunction.

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Most of our economies have seen their GDP rise at rates well above the global average **yet** we all know it: our countries' unmet potential is still far too large (Kuwait 2008).

In the above example, **yet** is a co-ordinate conjunction.

This is what has given me determination and strength to achieve your ambitions and provide **the** conditions for a decent life for you: for you are **the** people of dignity and pride (Jordan 2006).

In the above example, the conjunction **for**   is a co-ordinate conjunction.

These Houses led the fight, in defense of freedom, when the world was faced with catastrophe not once, not twice, but many times, and at times, for long years, alone. (Britain 2001).

The conjunction **but** is regarded as a co-ordinate conjunction.

**So** let me speak for my people:

As a human being, as a father, as a Jordanian, and most of all as a Muslim what happened on that day was evil (Britain 2001).

## 2. 5.  Conclusion

In this paper, we described the grammatical cohesion that occurred in the six selected speeches of King Abdullah II (Locally, nationally and internationally). So, the investigator has given some example for each categories of grammatical cohesion if it was occurred in the speeches of the King namely, **substitution, reference** and **conjunction**, The following are the findings:

1. The result of substitution has shown that the king used **noun substitution** more than **clause and verb substitution** especially in his international speeches,  also verb substitution occurred only in the international speeches, whereas clause substitution where not occurred in the international speeches.

2. The result of ellipsis showed that His Majesty did not use **ellipsis** in his speeches.

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3. The result of reference showed that His Majesty used the **reference** in all of its categories (**personal pronoun reference, demonstrative reference** and **comparative reference).**

The King used the massive portion of personal pronoun references in his international speeches followed by national and local speeches because the international speeches are very important than the other two types of the speeches.

4. The result of co-ordinate conjunctions was  that His Majesty used a lot of co-ordinate conjunctions in the three types of His speeches  so,  The King used the biggest portion of co-ordinate   conjunctions in his international speeches rather than his national or local speeches Moreover, among all of co-ordinate conjunctions, the conjunction **and** was having the massive concurrencies especially in the international speeches.

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