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A Positive Discourse Analysis of Empowerment in Selected English Motivational Speeches

A Thesis

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In the Name of Allah, the Beneficent, the Merciful

"O my sons! Go and require respecting Yusuf and his brother, and despair not of Allah's mercy; surely none despairs of Allah's mercy except the unbelieving people. "

Allah Most Great has spoken the truth

(Yusuf : 87)
(Shakir, 1972)

The Examining Committee's Declaration

We certify that we have read this thesis which is entitled "**A Positive Discourse Analysis of Empowerment in Selected English Motivational Speeches**" written by **Mawi'l Firas Abdul-Muni'm Al-Salihi** and, as Examining Committee, examined the student in the content, and that in our opinion, it is adequate as a thesis for the degree of Master in English Language and Linguistics.

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Dedication

To

Prophet Muhammed and his infallible progeny

My Parents

My lovely brother and dear sister

Acknowledgments

Abstract

The Present study is in the field of positive discourse analysis (PDA) which is a new complementary direction to the critical discourse analysis (CDA). PDA highlights the ways in which language is positively used to disclose particular hidden positive ideologies within a given discourse. As far as the present study is concerned, the ideology of empowerment is uncovered in ten English motivational speeches on TEDx program through investigating the discursive strategies that are positively used to make positive social changes. So, the need for investigating the discursive strategies through which positive social changes are made is the problem of the present study. Concerning the aims, the present study aims at identifying the syntactic, semantic, rhetorical and ideological strategies that are positively used to empower the audience.

Depending on the aims above, it is hypothesized that the strategies positively used are syntactic, semantic, rhetorical and ideological ; repetition, interrogation and conditionals are used more frequently than the other strategies ; the semantic strategy that is positively used is lexicalization and repetition is the rhetorical device that is also positively used.

In accordance with the previous hypotheses, methodology of analysis encompasses certain procedures. A theoretical survey about PDA is presented, an eclectic model with some modifications is proposed, then analyzing the motivational speeches quantitatively as well as qualitatively.

The present study has concluded that the discursive strategies that are positively used in the selected English motivational speeches to make positive social changes are, namely; Syntactic (sentence types and conditionals), semantic (lexicaliztion), rhetorical (repetition) and ideological (emphasizing positives and de-emphasizing negatives).

The present thesis is categorized into five chapters. Chapter One presents the problem, aims, hypotheses, limits and

value of the study. Chapter Two includes a theoretical background of PDA, many related concepts and previous studies about PDA. Chapter Three provides a methodological framework for analyzing empowerment in motivational speeches positively. Chapter Four tackles the ideology of empowerment positively and the ways in which it is reflected through the ten selected English motivational speeches according to an eclectic model for analysis. Chapter Five presents the conclusions, recommendations and suggestions for further studies.

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List of Abbreviations

No.	Abbreviation	Full Form
1	CDA	Critical Discourse Analysis
2	CL	Critical Linguistics
3	CT	Critical Theory
4	DA	Discourse Analysis
5	DHA	Discourse Historical Approach
6	IS	Ideological Square
7	PDA	Positive Discourse Analysis
8	SCA	Socio-Cognitive Approach
9	SFG	Systemic Functional Grammar
10	TGG	Transformational Generative Grammar

Chapter One

Introduction

Positive discourse analysis (PDA, henceforth) is a new complementary direction of the critical discourse analysis (CDA, henceforth). It highlights the ways in which language is positively used to reflect or uncover certain positive ideologies.

In the present study, a number of (English You-Tube) motivational videos are collected and selected according to particular criteria since this genre (motivational discourse) best suites the applicability of PDA, especially because of the ideology of empowerment which stands for hope, inspiration, motivation, strength and resistance of oppressed communities. As far as this thesis is concerned, there are various questions that need to be linguistically answered.

1.1 The Problem of the study

The problem of the present study consists of the lack of investigating the ideology of empowerment from a PDA perspective. CDA is not concerned with analyzing discourses that deal with positive ideologies such as *'motivational speeches'*, but it is mainly concerned with those discourses that encompass social inequalities and (social) power abuse. PDA empowers researchers to analyze such kind of speech. In order to analyze a motivational speech critically in a positive manner, a set of questions can be raised as follows :

1. What are the discursive strategies positively used in the selected English motivational speeches to make social changes?

2. How frequently are these discursive strategies used critically in a positive manner to make social changes?

3. What are the syntactic strategies positively used in the selected English motivational speeches through which empowerment is reflected?

4. What are the semantic strategies positively used to empower people in the selected English motivational speeches?

5. What are the rhetorical strategies positively used to empower people in the selected English motivational speeches to achieve positive discourse ideologies?

1.2 Aims of the study

This study aims at :

1. identifying the discursive strategies positively used in the selected English motivational speeches to make social changes.

2. finding out the frequency of occurrence for the discursive strategies positively used in the selected motivational speeches in order to make social changes.

3. identifying the syntactic strategies positively used in the motivational speeches under study.

4. figuring out the semantic strategies positively used in the motivational speeches under discussion.

5. recognizing the rhetorical strategies positively used in the motivational speeches under discussion.

1.3 Hypotheses of the study

It is hypothesized that :

1. various discursive strategies are used in the selected English motivational speeches including syntactic, semantic, rhetorical and ideological strategies.

2. repetition, interrogation and conditionals are used more frequently than the other discursive strategies in the selected English motivational speeches.

3. the syntactic strategies positively used in the selected English motivational speeches are conditionals, interrogatives and declaratives, imperatives and exclamatory sentences.

4. the semantic strategies positively used in the selected speeches is lexicalization.

5. the rhetorical strategies that is positively used in the selected English motivational speeches is repetition.

1.4 Procedures of the study

The following procedures are adopted for the present study :

1. Presenting a theoretical survey about PDA.

2. Designing an eclectic model for analysis.

3. Analyzing the motivational speeches under study according to the eclectic model.

4. Doing a qualitative and quantitative analysis including percentages of occurrence, i.e., the frequency of the discursive strategies used in the motivational speeches.

1.5 Limits of the study

Any piece of work should have limits to avoid derailment and yield more accurate findings. Thus, the present study abides by the following limits :

1. The present study is limited to uncover the ideology of empowerment from a positive discourse analytical perspective in English motivational speeches.

2. It is limited to scrutinize various aspects, namely; syntactic aspects including sentence types and conditionals; semantic aspects in terms of lexicalization; rhetorical aspects encompassing repetition; finally ideological aspects comprising emphasizing positives and de-emphasizing negatives.

3. It is limited to ten English motivational speeches which address two kinds of audience, i.e., the direct audience (the attendants of the occasion in its time) and the indirect audience which include all of the followers on the **YouTube Channel (TEDx)** (**the general public**) to investigate the discursive strategies that are used in these motivational speeches to indicate positivity.

4. Since motivation is mainly a psychological concept and the present study is in the field of PDA, it is limited to the linguistic strategies positively used in the motivational speeches to make a social change rather than to the social change itself.

1.6 Value of the study

The present study is expected to be discursively, psycho-linguistically and pedagogically of some value. Discursively, it attempts to contribute to the field of PDA via analyzing selected English motivational speeches critically in a positive manner making use of various linguistic as well as non-linguistic strategies. Psycholinguistically, it focuses on the concept of motivation which is principally related to psychology, but from a linguistic point of view. Pedagogically, it is hoped to be useful for students, tutors or researchers who are interested in the field of Discourse Analysis.

Additionally, the present study is hoped to be of theoretical and practical significance. Theoretically, it attempts to offer a theoretical background about empowerment from a positive discourse analytical viewpoint in selected English motivational speeches. On the other hand, the present study is of practical value since it is hoped to investigate how the ideology of empowerment is linguistically uncovered in English motivational speeches.

Chapter Two

Literature Review

This chapter sheds light on PDA including its outstanding definitions, and some points of criticism after a theoretical background of CDA, its definitions, aims, principles, approaches and some points of criticism since PDA is complementary to CDA. Additionally, it presents the term 'motivation' and its relatedness to making positive social changes.

Fundamentally, there is a need for identifying discourse analysis (DA, henceforth), critical theory, CDA, then PDA with references to the aims, principles and criticisms of each. Such a need is to be met because PDA is not a completely separate field, but a complementary direction to CDA, that is why it is necessary to trace the origin and development of PDA logically as well as chronologically starting with DA and CDA..

PDA is an approach of DA. The emergence of any theory, field or approach definitely represents a response to the criticism of its previous one. The logical stratification of DA, CDA and PDA is mainly shown in this chapter.

2.1 Discourse Analysis

In the twentieth century, there were several prominent contributions to linguistics and its development at various levels whether social, grammatical, pragmatic or cognitive among others.

Modern linguistics is the scientific study of language that differs from the Traditional Grammar in that the modern linguists give the linguistic authority to the ordinary speakers while the traditionalists give it to the best authors. Also, modern linguistics is descriptive and it does not force languages into the Latin-based framework meanwhile Traditionalists are prescriptive, i.e., adding the notion of correctness, and forcing languages into the Latin-based framework.

Among the most remarkable contributions in the twentieth century is that one of De Saussure who has proposed structuralism. De Saussure applied some principles of structural linguistic analysis to solve a problem that is concerned with reconstructing the Indo-European language family. His great viewpoint is represented by an arbitrary relation between sounds and meanings, and that all languages are essentially structured in a similar way. His contribution has massively influenced European and North American linguists.

Another contribution in the twentieth century is that of Chomsky's Transformational Generative Grammar (TGG), which has added a new dimension to the study of linguistics from a perspective that has not been presented before. It is called generative since there is a possibility for native speakers to produce an unlimited number of utterances from a limited number of sounds, i.e., an endless number of utterances are generated by a fixed number of structures. It is called transformational because there is a set of transformational rules which are concerned with transforming the utterance from the deep structure to the surface structure.

TGG has been criticized for a number of reasons, including that it presents hypothetical rather than realistic sentences. Another point of criticism is that it is sentence-bound whereas a text or a discourse exceeds single sentence boundaries, even if it is complex, compound, or complex-compound. The study of language is claimed by TGG critics to go beyond a single sentence. Thus, there is a need for a new linguistic perspective that goes beyond the boundaries of a single sentence. Accordingly, the term discourse analysis (DA) has been established and the first to give it this name was Zellig Harris (1952).

Kamalu and Osisanwo (2015) point out that it is agreed upon that Harris (1952) is the first linguist who uses the term (Discourse analysis) in his article entitled "*Discourse Analysis*". For Harris, discourse analysis is considered as a method for analyzing connected discourse whether it is written or spoken.

One of the major concerns of Harris was how to examine the language beyond the sentence limit. Another concern was considering both of the linguistic and non-linguistic aspects and their interrelation to each other.

Stubbs (1983:1) identifies DA proclaiming that it is involved with using language beyond the sentence-limit, involved with how language is interrelated to society and vice versa. Also he considers DA as is concerned with the real-life communication in relation to its characteristics interactively or dialogically.

DA is considered as a method of research that is sociologically originated to analyze language depending on its social context. It has been criticized for several reasons, among which DA is merely descriptive. The aim of DA is solely to describe a discourse, e.g., its patterns, rules, concepts and constituents. Accordingly, there is a need for studying language from a functional perspective.

Halliday (1985) introduces a new method to study language, i.e., the cornerstone of Halliday's approach is the functions of language in a given speech community. This approach in which Halliday approaches language from outside (society) rather than inside (grammatical structure) is called Systemic Functional Grammar (SFG).

In addition to the role of functionality, criticality which leads DA to be *critical*, has been presented. So, the need for a new interdisciplinary approach to study language in relation to the participants and their dominant ideologies has been to reality. Such an approach is called Critical Discourse Analysis (CDA). In other words, the critical theory represents the cornerstone of analyzing discourse critically.

2.2 Critical Theory

The term Critical Theory (CT, henceforth) refers to a school of thought that was proposed by the pioneering figures of the Frankfurt School, namely: Max Horkheimer, Theodor Adorno, Erich Fromm, Walter Benjamin, and Herbert Marcuse.

Philosophically and historically speaking, the CT (Horkheimer, 1972:246) has a narrow and a broad meaning. CT in its narrow perspective refers to various German philosophers and social theorists known as the Frankfurt School. According to those philosophers, CT can be differentiated from being a traditional, i.e., the theory is called *critical* to the degree that it tries to help people emancipate themselves from the oppressive slavery from which they suffer to initiate a better world to live which satisfies their needs and necessities. Once such a theory aims to elucidate and change all the conditions that enslave people, the CT in the broader perspective has been improved. It starts to take into account a variety of social movements which specify diverse aspects of the domination of people in modern communities. The CT in its both the broad and the narrow perspectives provides descriptive and standard foundations for social investigations aiming at reducing domination and augmenting freedom for people in the society in which they are.

Guess (1981:125) refers to the point that the CT may be any approach to social philosophy that concentrates on the reflective assessments and the critique of both society and culture for the sake of revealing and challenging dominating structures. It also refers to the point that social structures and cultural presumptions rather than individuals bring social troubles. According to CT, it is demonstrated that the pivotal obstacle to human emancipation is the ideology. In other words, those troubles are made by the traditions, beliefs or ideas in which people believe.

Horkheimer (1982:244) agrees with Guess's viewpoint through describing this theory as **critical** to the extent that what it seeks for is to emancipate humans from being subjugated by the surrounding social circumstances.

Wodak and Meyer (2009:6) state that it is worth-mentioning that a social theory is utilized to criticize the society with attempting to change it for the sake of raising its understanding through collaborating other social fields of science to create the necessary knowledge which enables people redeem

themselves from the dominative attitude in the society in which they live.

It is possible to state that CT paves the way for a new branch of knowledge which is the critical linguistics.

2.3 Critical Linguistics

Fowler et al. (1979:191) points out that there is a tight interconnection between the linguistic structure and social structure. Critical linguistics (CL, henceforth) refers to an approach of studying language with focusing on the interrelationship between language and society.

CL seeks to increase the role of language and certainly that of the manner in which language is used to show how some people are dominated by others in a particular society. Domination in a speech community needs power and such power has different notions or kinds whether physical or emotional etc. The preferable kind of power for CL lies in the implied assumptions within the conventions that underlie everyday-life communication. CL as an approach of language study was first established by Fowler et al. (1979). Such an approach depends on the inseparable relationship between language and society. Fowler et al. (1979) were affected by Halliday, i.e., they aimed at making a combination between the linguistic analysis of texts and social analysis (Chew:1992).

Baker and Ellece (2011:27) state that CL is a social approach to the study of language that was proposed by Fowler and Kress (1979). Halliday's SFG is one of the pivotal bases on which CL depends to identify how various linguistic strategies or devices are used in texts for a variety of purposes, e.g., the use of the pronoun "we" instead of "I" to express pride.

Since language is used in a society, there should be various social changes that are made as a result of the way language is used. Bakk (2011:1) states that CL cannot be considered as an independent social academic theory because it has no scientific principles. So, there is a need for an

interdisciplinary approach that has its own principles on which it is based to study language taking into account power relations and social inequality between social group members in a particular society. Such a need paves the way for the critical discourse analysis.

Finally, CT has two versions when being concerned with linguistics, namely: *the traditional version* which focuses on analyzing a certain discourse through understanding it deeply, and the *modern version* that is firstly demonstrated by Max Horkheimer who is the pioneer of the Frankfurt School of Sociology in one of his well-known essays titled "Traditional and Critical Theory" in 1937. According to the modern version of CT, Horkheimer (1982:244) considers characterizing and rehabilitating the society (making social changes) as the principal aims of the CT as a social theory that was created to resist the oppression and any kind of social inequality in the Western society.

2.4 Critical Discourse Analysis (History and Definitions)

CDA is an approach to language study that differs from DA which is a descriptive research method of language study in terms of interdisciplinarity. Schiffrin (2006:170) points out that a discourse is a mere hierarchy of levels, namely, morphemes, words, clauses and sentences. According to her viewpoint, the role of DA is represented in explaining the internal structural relationships by which the constituents of discourse are connected.

DA as referred to by Fairclough (1989:4) has been improved in the 1960s because of the influence of various branches of knowledge at that time such as sociology and anthropology. Such an improvement represents a preface to the CL which goes side by side with Halliday's SFG in taking into account the relations between language and society in which it is used with ignoring the influence of ideology and power in relation to language.

CDA is differentiated from CL in that CDA is concerned with studying language in relation to a variety of social relations through analyzing a given discourse to identify the speaker's ideology and how that discourse is reproduced in the society to make social changes. In contrast, CL solely focuses on the function of a particular discourse in reflecting ideologies.

It is possible to say that DA contributes to move linguistics from formality to functionalism. In other words, DA changes the study of language from the formal side to the functional side which considers the society in which language is used, but it is still descriptive, the matter that paves the way to establish a new field which shifts linguistics to get a more effective role in the real life.

Fairclough (1992:9) refers to the point that CL suffers from various obstacles. One of these obstacles is its mere focus on the discourse function in the reproduction of ideologies. CDA is the field that studies the relations between language and society in which it is practiced.

Fairclough (1993:135) points out that CDA is a branch of DA that is involved in analyzing implicit as well as explicit relations power, dominance and hegemony as demonstrated in a given discourse. The role of CDA is to investigate opaque relationships of determination between linguistic practices and socio-cultural structures. CDA aims to explore the way in which such relationships are ideologically constructed by power relations and hegemony.

CDA as explained by Wodak and Mayer (2001:2) is a branch of linguistics that studies language through investigating the relations between the discursive and non-discursive (social) practices. It has a vital role in analyzing language with considering the language itself and the context in which the language is used and how they are interrelated.

Van Dijk (2001:352) points out that CDA is a discourse analytical research that is concerned with analyzing language to uncover how social power abuse, dominance and any kind of

social inequalities are reproduced in a given discourse whether written or spoken in relation to the context on which it occurs. Operationally, Van Dijk's definition of CDA is adopted for the present study, as the following:

> Critical Discourse Analysis (CDA) is a type of discourse analytical research that primarily studies the way social power abuse, dominance, and inequality are enacted, reproduced, and resisted by texts and talk in the social and political context. With such dissident research, critical discourse analysts take explicit position, and thus want to understand, expose and ultimately resist social inequality.

Paltridge (2012:186) pinpoints that CDA as a research method explores the interrelations between the language and the social context in which it is used. It also investigates a variety of social issues gender, ethnicity and ideology, etc. and how they are reproduced in a given discourse. In addition, it is also concerned with investigating how language constructs and is constructed by the social interrelationships.

CDA as a research method has aims, principles, approaches and criticisms as in the following items.

2.4.1 Aims of CDA

CDA is an interdisciplinary research method of language study that has a variety of aims for which it is found. Concerning the aims of CDA, Van Dijk (2003, 352-371) points out that CDA :

A. is problem-oriented in that, any theoretical research method is relevant since it has the ability to study relevant social problems like sexism, racism, and social inequalities.

B. is considered as an interdisciplinary approach that is principally concerned with the relation between discourse and society for the sake of studying social problems sufficiently.

C. is neither a field, nor a sub-discipline of DA, instead, it is considered as an explicit critical approach of studying written as well as spoken discourses.

D. highlights the social relations of power, dominance and inequality between the dominant and dominated social groups, and how such relations are reproduced or resisted by these groups through language whether written or spoken.

E. is mainly concerned with the implied ideologies that have a pivotal role in reproducing or resisting some social relations such as racism, dominance, discrimination or social inequality.

F. seeks to uncover, reveal or disclose what is implicitly hidden or even what is not immediately evident in relation to the notion of dominance that is enacted discursively. In other words, CDA especially emphasizes the various discursive strategies to influence human minds directly and make social changes indirectly.

G. tries to reveal the discursive strategies of mental controlling and social effect in which an oppositional stance against the powerful group members, especially those who abuse their social power is implied.

H. attempts to elicit an overall perspective of solidarity with dominated groups through working out various strategies for enacting and developing the counter-ideologies in practices of challenge and resistance for the dominated social groups.

Wodak and Meyer (2009:36) refer to the point that CDA aims to analyzing a given discourse through dispersing matters which have been muddled in that discourse. In other words, CDA is concerned with analyzing a discourse by separating matters that are bound together confusingly. In addition, CDA aims at the quantitative and qualitative analyses of a discourse in relation to what is written or said in a given social context. Also, CDA seeks for the discourse evaluation and criticism.

Accordingly, CDA exposes the social processes of language use and the ways in which language is practices in a given social situation through investigating the discursive strategies that are used by social group members to reflect certain implicit ideologies

such as dominance and social inequality and to resist such ideologies, so as many social changes are made.

An interdisciplinary approach of studying language by analyzing a given discourse in relation to how power and society are interrelated, having all these aims above such as CDA should have a set of scientific principles to be based on.

2.4.2 Principles of CDA

CDA is an approach that is concerned with language analysis through identifying the relation between language and society in lights of various power relations and any kind of social inequality. Such an approach needs a set of scientific principles that distinguish CDA from CL in order to make it a well-based approach of studying language. Fairclough and Wodak (1997:271–80) suggest the following principles of CDA :

A. CDA addresses social problems.

B. Power relations are discursive.

C. Discourse constitutes society and culture.

D. Discourse does ideological work.

E. Discourse is historical.

F. The link between text and society is mediated.

G. Discourse analysis is interpretative and explanatory.

H. Discourse is a form of social action.

2.4.3 Approaches to CDA and PDA

CDA has a variety of approaches through which discourse could be analyzed critically. There are three major approaches, namely, Fairclough's Socio-cultural Approach (1989, 1992); Van Dijk's Socio-cognitive Approach (2014), and Wodak's Discourse Historical Approach (2001). These approaches are applicable to PDA (Sultan:2022) in that they can be adopted to do a PDA since CDA and PDA are both discourse analyses, but with different

concerns. Sultan and Rapi (2020) adopted the Discourse-Historical Approach in their article to prove the workability of CDA approaches in doing PDA.

2.4.3.1 Fairclough's Socio-Cultural Approach

Fairclough is one of the pioneering figures who have highlighted how language and power are mutually interrelated, and considering a discourse as a social practice. Society and culture are the most pivotal concepts in Fairclough's approach to CDA. Fairclough (1989:24) considers text not as a product rather a process. In other words, the text represents the product of the producing process of a given text. He proposes a three-dimensional model of CDA including three phases, namely: description, interpretation, and explanation.

Fairclough (1992: 110-12) points out that CDA of a particular text or discourse should pass through a three-dimensional framework in which there are three phases, namely, description, interpretation and explanation. At the first stage **(description)**, the critical discourse analyst focuses on describing the formal properties of the discourse he/she analyzes ,e.g., grammatical rules, vocabularies and any other structural features of that discourse. The second stage which refers to **(interpretation)** encompasses the relationship between the discourse and the discourse practice in the society (interaction). The final stage of Fairclough's CDA approach is the **explanation** which is concerned with how the way discourse is practiced in a given society is related to the social context in which it occurs. Consider the following figure (Dahl, Andrews and Clancy: 2013) :
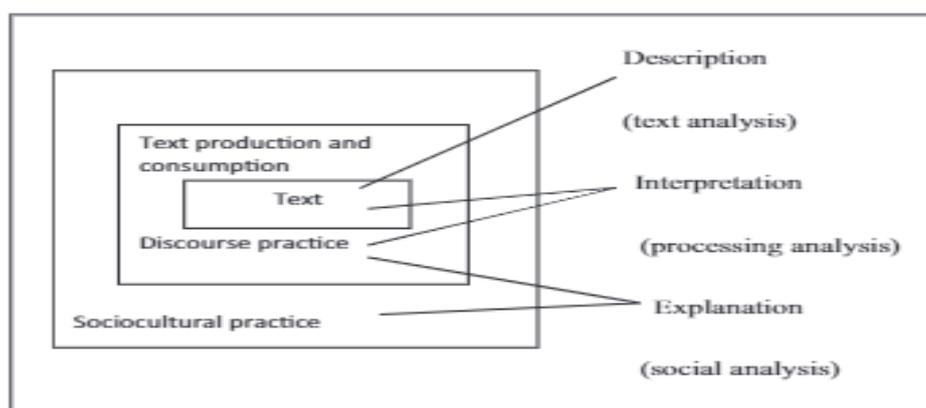
Figure (1) : Fairclough's three-dimensional framework for analysis of discourse

In the Socio-cultural approach to CDA, Fairclough (1992) identifies three kinds of value that belong to the formal features of a given discourse, namely, **experiential value**, **relational value** and **expressive value**.

The **experiential value** is the first kind of value in which the discourse producer's social and natural experience is symbolized through the discourse itself as personal knowledge and beliefs. Secondly, the **relational value** is concerned with how the social relationships are created by the text in the discourse being analyzed. Thirdly, the **expressive value** is that kind of values in which the discourse producer evaluates a side of reality or social identities. Fairclough (1992) refers to the point that these values determine the choice of vocabulary, grammar and textual structures to form the formal features of a discourse.

Al-Ghazali (2007) refers to the point that what is most worth-mentioning in Fairclough's approach to CDA is that it is not limited to describing a given discourse investigating its discursive strategies (doing a mere DA to a particular discourse), but also it takes into account the interpretive and explanatory dimensions of the way discourse is shaped by social power relations and ideologies.

2.4.3.2 Wodak's Discourse-Historical Approach

The Discourse-Historical Approach (DHA, henceforth) is established by Ruth Wodak (2009) and a group of Viennese researchers as an approach of analyzing a given discourse critically from a historical perspective.

Wodak (2010: 18-33) DHA was firstly established for a specific study that analyzed the constitution of anti-semitic stereotyped images when they were unfolded in public discourses in the 1986 Austrian presidential campaign of former UN general secretary Kurt Waldheim who had kept his National Socialist past secretly.

Wodak and Reisigl (2017: 8) point out that the DHA is three-dimensional in that the stage of investigating the discursive strategies occurs after having identified the particular topics of a particular discourse. Then, the examination stage of linguistic means and specific context-dependent linguistic realizations takes place.

The DHA is characterized by being concerned with the following areas as Reisigl (2017: 6) states that :

A. Discourse and discrimination (such as racism and sexism).

B. Language barriers in various social institutions (such as hospitals, courts and media).

C. Discourse and politics (such as politics of the political commemoration and migration).

D. Discourse and identity (such as national and linguistic identity).

E. Discourse and history (such as National Socialism and history of discourse studies).

F. Discourse in the media (whether classical print or new social media).

G. Organizational communication (such as in institutions of the European Union)

H. Discourse and ecology (such as climate change).

Additionally, Wodak and Reisigl (2017: 9) suggest various features and principles for the DHA. They point out that the DHA is characterized by having the following features :

A. Interdisciplinary and certainly historical aims and interests.

B. Team work.

C. Triangulation as a methodological principle.

D. An orientation towards application.

The DHA has also a variety of **principles** on which it is based. Wodak and Reisigl (2017: 9) suggest ten of the most notable principles as follows:

A. Since the DHA is an interdisciplinary approach, interdisciplinarity includes theory, methods, methodology, research practice and practical application.

B. The DHA is problem-oriented.

C. A variety of theories and methods are integrated whenever integration leads to an accurate explanation of the research object.

E. Fieldwork and ethnography are incorporated in the research where such an incorporation is required for a thorough analysisof the object under study.

F. It is necessary for the research to move recursively between theory and empirical data.

G. Plentiful genres are studied as well as the intertextual and interdiscursive relationships.

H. The historical context is considerable in texts and discourses interpretation. Since the DHA has a historical orientation, it is permissible to reconstruct how *recontextualization* plays a pivotal

role in the process of linking texts and discourses through intertextuality and interdiscursivity over time.

I. The discursive tools are not fixed once and for all. It is a must for them to be elaborated for each analysis in accordance with the problem under study.

J. (Grand theories) sometimes symbolizes a foundational base for the analysis. In some specific types of analyses, (middle-range theories) frequently offer a better theoretical basis than the grand ones do.

K. Applying the results is a highly-important goal. The results should be available to and applicable for the experts and able to be communicated to the general public.

According to Wodak and Reisigl (2017: 11), an entire discourse-historical analysis follows eight steps. Those eight steps are recursively fulfilled, as in the following order:

A. Activation and consultation of preceding theoretical knowledge (such as recollecting and reading previous research).

B. Systematic collection of data and context information.

C. Selection and preparation of data for specific analyses.

D. Specification of the research question and formulation of assumptions.

E. Doing a Qualitative pilot analysis.

F. Detailed case studies (of a whole range of data, qualitatively as well as quantitatively).

G. Formulation of critique (interpreting the results).

H. Applying the detailed analytical results.

2.4.3.3 Van Dijk's Socio-cognitive Approach

The Socio-cognitive approach (SCA, henceforth) is an interdisciplinary approach that is attributed to Van Dijk (1993). In this approach, Van Dijk considers a discourse as a social practice,

but does not merely focus on the discourse practice, rather, he focuses on the discourse as a way mediation between language and society since the discourse is considered as a social cognition. He takes into account various mental processes such as interpretation or thinking.

Van Dijk (2006: 131) points out that his SCA to CDA takes into consideration the well understanding of ideological structures and the social relations that are hidden within the discourse such as power, domination and social inequality. In other words, the SCA is concerned with the implied within the discourse and various kinds of social inequality, the matter that results in various social power relation.

The SCA (Van Dijk, 2014:12) is a multidisciplinary approach in that it is concerned with a variety of social issues such as ideology and context. Van Dijk designs a triangular framework that draws a connection between discourse, cognition and society. In other words, Van Dijk believes that a discourse is a social practice whose production and interpretation processes are determined by the social context in which it occurs and the cognitive mental operational capabilities of human beings in that society. Notice the figure below (Daghigh et al.: 2018) :
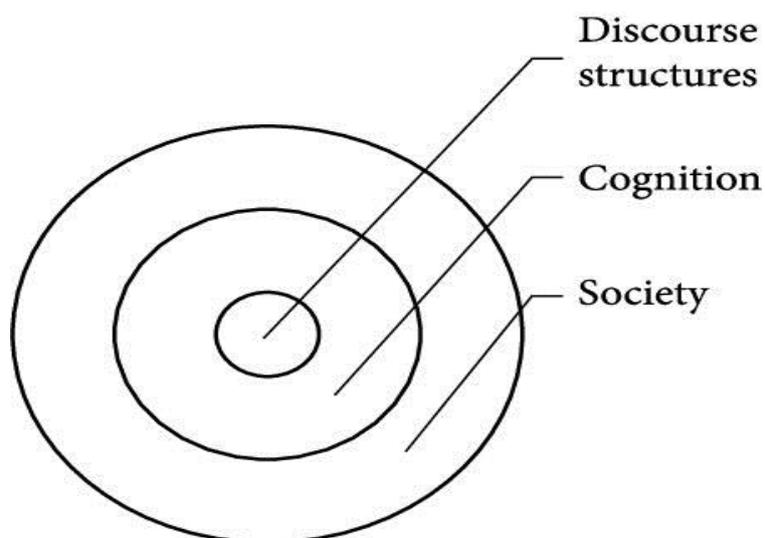
Figure (2) : Van Dijk's Socio-Cognitive Approach to CDA

There are two levels of analysis as Van Dijk (2001:354) points out, namely, macro and micro analytical levels. The macro level takes into account power relations, domination, social inequality or injustice between social groupings whereas the micro analytical level is concerned with the discourse itself, language use and verbal interaction. In other words, the micro level refers to the linguistics issues while the macro is related to any extra-linguistic issues such as power relations and ideologies.

Since Van Dijk's SCA makes use of social, cognitive and discourse analyses to uncover the embedded ideologies in a given discourse, Van Dijk (1998:276) offers a methodological framework for analyzing a discourse, especially the political discourse. This analytical framework includes two major strategies, namely, *positive self-representation* (maximizing the positives of the in-group)and *negative other-representation* (maximizing the negatives of the out-group). Accordingly, a particular group prefers to accentuate the positives of the in-group "us" and the negatives of the out-groups "them". The analytical framework has been called the "*Ideological Square*" since it is used to unfold the hidden ideologies in a given discourse in the social context in which it occurs with a special reference to the power relations or social inequality between the social groups members.

CDA as a research method of language study has a set of shortcomings for which it is criticized.

2.4.4 Criticism to CDA

CDA, as every approach of language study, has been criticized for a variety of points.

Breeze (2011:498) points out that the natural heterogeneity of CDA's intellectual inheritance creates a sort of difficulty for the researcher with the exact tracing of what the justification for a certain stance could be. Accordingly, some critics accuse CDA of being randomly operated and governed by personal desire rather than scientific principle. In other words, CDA suffers from

selectivity and subjectivity, i.e., a critical discourse analyst selects intentionally the discourse he desires and doing a critical analysis for that discourse according to his/her own viewpoint.

Hammersley (1997: 237-248) criticizes CDA in that he accuses Fairclough and others of emphasizing the need for a critical approach as if such a need was clear and unproblematic. Hammersley (ibid.) refers to the point that the Orthodox Marxist theory is discredited nowadays, and it has been neglected by philosophers and historians who have repudiated most of Marx's beliefs because of being mechanistic and irrelevant to an understanding of the society nowadays.

CDA has been criticized also by Rogers (2004:2), as follows :

A. Critical discourse analysts can use many social as well as linguistic theories in analyzing a given discourse critically. In other words, CDA has no specific theory or methodology to do such a DA for a given discourse, the matter that leads to the point that CDA is not a stable, rather a changeable, research method since the analyst is free to adopt whatever critical stance he/she likes.

B. CDA is unable to analyze a given discourse in its social context while any theory can do so. So, there is nothing to distinguish CDA from any other theory.

C. Most recently, CDA has been strongly concerned with the way in which ideology works within discourse to hold or resist unequal power relations. CDA emphasizes the self-image as a critical force meanwhile such an emphasis is negative since CDA presents an inevitable impression. As a result, CDA preserves unequal power structure since it concentrates on the concept of self-image.

Finally, CDA is also criticized since it ignores the importance of the positive aspect in analyzing a given discourse. It solely sees the negative aspect through focusing on social inequality, social power abuse and dominance in the society in which language is used. Thus, there is a need for a new research

method that complements the role of CDA to enable it to have an thorough eye-view of a given discourse.

2.5 Positive Discourse Analysis (Need and Definition)

Kress (1996:15) points out that the critical linguistic studies are still concerned with doing critiques of discourses and the social practices that are realized in these discourses. He suggests that if critical linguistic studies contribute to improve reasonable theories, they would be capable of shifting from deconstruction to production.

Instead of mere critiquing a given discourse and social practices, there is a movement from deconstructive towards constructive or productive activities. Martin (1999:51-52) believes that it is necessary for any discourse analyst to select discourses that motivate, energize and empower social group members in a particular society to emancipate their freedom from the domination of the oppressive attitude of the dominant powerful group in that society. He (ibid.) states that :

> If discourse analysts are serious about wanting to use their work to enact social change, then they will have to broaden their coverage to include discourse of this kind – discourse that inspires, encourages, heartens; discourse we like, that cheers us along. We need, in other words, more positive discourse analysis (PDA?) alongside our critique; and this means dealing with texts we admire, alongside those we dislike and try to expose.

Luke (2002: 98) agrees with Martin referring to the point that there is a need to create a positive research method about analyzing discourses and the productive manner in which power is positively used in order to design a positive character of the culture in a particular society in which the discourse is used in a productive way for emancipatory needs.

The viewpoint of Kress (1996) leads Martin (2004) to suggest a new complementary field of analyzing discourse critically in a positive manner. PDA is a linguistic term that is

firstly established by James Martin (2004) in his paper entitled "Positive Discourse Analysis: Solidarity and Change".

Martin (2004:1) reveals that CDA is highly-concerned with language and semiosis in serving power and dominance in that it has a deconstructive tendency to emphasize the ideological governing of the social discrimination, taking into account various social variables such as ethnic identity, sex and social class. He asserts that PDA is a highly-pivotal ideologically-oriented perspective for doing a DA because it does not merely focus on the deconstructive aspect of language for the sake of power relations, rather, it focuses on attempting to make successful social changes in the society in which language is used. Accordingly, Martin (ibid) calls such a perspective *PDA*.

Martin's (2004:7) PDA is suggested as a complementary perspective to CDA, whose main function is to make the surrounding world a better place to live in. In other words, the relationship between CDA and PDA is complementary since PDA complements CDA in taking the positive aspect into consideration, rather than contradictory since there are no two conflicted social groups as in CDA concerns. Consider the following quotation of Martin (2004:7) :

> I prefer theoretical complementarity to contradiction, and evolutionary as opposed to revolutionary rhetoric, so want to be understood as flagging a yin/yang perspective here – **deconstructive** and **constructive** activity are both required. But we need to consider just how much work remains to be done studying the subversion of power and developing understandings which can energise social change. I do suggest that the main focus of CDA work has been on hegemony – on exposing power as it naturalises itself in discourse and thus feeling in some sense part of the struggle against it. [emphasis mine]

Macgilchrist (2007: 74) refers to the point that PDA is a new direction of CDA that is concerned with describing what a given text does well and gets right in the eyes of participants. In addition, she points out that PDA depends on the same premises of critical approaches that is why it is not considered as a separate

field, but a new complementary direction of CDA. In other words, positive discourse analysts are interested in doing analyses which have effects on the social world, i.e., making positive social changes.

Hughes (2018:196) defines PDA as a branch of CDA that aims at the study of the subversion of power and promoting the understanding that can be able to energize positive social changes. She pinpoints that PDA focuses on positive discourses which contribute in making the world a better place, and countering oppressive social structures in a particular society. In other words, PDA is not an alternative to CDA since the social problems such as social inequality and racism are not solved, but a fundamental complement to the critical (negative) studies aiming at making progressive social changes.

Hughes (2018:197) proclaims that though PDA offers a beneficial approach to do a positive critique, it faces notable challenges. Firstly, she considers the use of these two concepts (positive) and (negative) as the ultimate undermination of the objectives of PDA. Secondly, Bartlett (2012:7-9), as cited in Hughes (2018:197), argues that PDA works often :

A. lack a fully-detailed analysis of context.

B. fail to take into consideration the ways in which the social position of interlocutors influences the meaning of texts.

C. neglect the potential for the uptake of resistant texts.

D. depend heavily on the evaluation of the analyst instead of the assessments of the social group members.

Sultan and Rapi (2020: 254) agree with Macgilchrist (2007: 74) in considering PDA as new additional modification of CDA since it seeks to make social changes in the society in which language is used. He claims that the term "positive" refers to a set of phases that are needed to enhance social changes in order to make the surrounding world a better place to live in.

Sultan (2022)[i] asserts that the ideology with which PDA is concerned is the ideology of empowerment in that PDA works to promote hope, inspiration, motivation, strength and resistance of oppressed communities against the oppressive attitude of the dominant social group in a particular society. In addition, Sultan declares that when doing a PDA of a particular discourse, the positive discourse analyst is allowed to adopt one of the models of CDA since both PDA and CDA share the same purpose which is making social changes, or develop a new model for analysing a discourse positively.

2.6 PDA vs CDA

Both PDA and CDA are approaches to DA, but with some distinctions. Macgilchrist (2007:74) refers to the point that PDA is based on the same premises of the critical studies in that PDA is boosted by the ability for an analysis to positively influence the surrounding social world. In other words, PAD has the same principles and approaches of CDA.

Another point of similarity is *criticality*, i.e., using language in order to make social changes, but with an eminent difference concerning the positivity and negativity of these social changes. CDA seeks analyzing a given discourse through investigating dominance, social inequality, hegemony and negative social power relations while PDA is concerned with analyzing a particular discourse through uncovering and investigating various strategies such as motivation, inspiration and resistance against oppression in order to make the social world a better place through making positive social changes.

Sultan and Rapi (2020:254) mentions that PDA differs from CDA in that CDA strongly focuses on uncovering the hidden ideologies of the discourse producers through investigating the ways in which a discourse is manipulated, hegemony is implied and ideology is naturalized by the dominant social group in a particular society while PDA focuses on disclosing the ideology of empowerment in order to promote hope, inspiration,

motivation, strength and resistance of oppressed communities against the oppressive attitude of the dominant social group.

PDA is considered as a development for CDA where ideology is a cornerstone. So, the other point of resemblance between CDA and PDA is the full dependence on an implicit ideology, but the highly-pivotal differentiation is the way language is used to reveal the hidden ideology of the discourse producer whether wishing to oppress, or motivate the addressee.

2.7 Major Concepts in PDA

There are various related notions that are related to PDA. These notions on which PDA is based as follows :

2.7.1 Ideology

PDA is ideologically oriented since ideology plays a vital role in doing a positive analysis for a given discourse. PDA aims at uncovering and disclosing the hidden ideologies of the discourse producers through analyzing discourse critically in a positive manner. Accordingly, it is necessary to know what the term 'ideology' means.

Ideology refers to a set of opinions or ideas that arise from a particular material interests. In addition, unions and the coalition of particular social groups symbolize the basis on which ideology is built (Fairclough, 1989:94).

Van Dijk (1995: 243-289) points out that there are seven features of ideology, namely: (1) ideology is cognitive, (2) ideology is social, (3) ideology is socio-cognitive, (4) ideology is a belief-system that is neither true, nor false, (5) ideologies vary in their complexity, (6) ideologies vary in their contextual manifestations and (7) ideology is abstract and general.

Van Dijk (1998:78) looks at the notion of ideology from a three-dimensional perspective including three different pivots, namely, cognitive, social and discursive eye-view. In other words, ideology represents a set of ideas that undergoes mental processing, social practice and ability to be conveyed via language

use. In addition, Van Dijk defines ideology as a group of ideas that are adopted by a particular group of people, and exchanges or practiced throughout using language in the society in which these people live.

Ideology according to Simpson (2004:28) refers to the matrix of beliefs that people from one social group use for the sake of comprehending the surrounding world as well as the value systems by which interaction of these people is made in the society to which they belong.

According to Bloor and Bloor (2007:10), ideology refers to a set of ideas, beliefs or attitudes upon which members of a certain social group agree. Normally, any discourse produced by any member of a particular group is ideologically-governed.

Mazid (2014:35) associates ideology with Marxism, saying that ideology has two senses to be understood; neutral and critical. In relation to the neutral sense, ideology is a set of beliefs, values and ways of thinking on which the perception process of human beings depends. Ideology from a critical sense is connected with the authoritativeness and manipulation beside an attempt of one participant to control or redirect mental as well as behavioral attitudes of others.

After presenting all the definitions above of ideology Van Dijk's definition is adopted as the operational definition for the present study.

2.7.2 Stance

One of the related concepts to PDA is the *stance* which refers to an attitude or a particular viewpoint regarding particular issues. In other words, stance generally represents a certain point of view.

Stance is also identified by Du Bois (2007:163) as a public act that is achieved by a particular social actor through dialogues via various means of communications. Such an act aims at evaluating things in a simultaneous way, locating (self and others)

beside the alignment with other subjects concerning any prominent dimension of the socio-cultural field.

Accordingly, stance is considered as an act taken by a discourse producer for expressing a certain point of view through an attitudinal behavior. The discourse producer (writer or speaker) takes a particular stance through evaluating himself/herself and others under the auspice of certain socio-cultural criteria.

Al-Shunnang (2014:71) points out that the function which stance performs emphasizes the importance of that stance. Simply, the function of stance means that a stance is used as a tool by discourse producers for the sake of expressing their feelings, thoughts and desires. Additionally, stance-taking represents a highly-pivotal issue of language production since there is no discourse whether written or spoken with no voice of subjectivity. That subjective voice refers to the stance that is taken by the discourse producer regarding the issue in hand.

2.7.3 Critique

The term *critique* is central in critical studies. It has been tackled from different perspectives, i.e., philosophically, practically and socially.

Historically speaking, critical studies that deal with the relationship between political activities and society might be related to Marxism. Breez (2011:496) proclaims that being critical is the shared aspect between Marxism and the critical studies in that Marxists has judgmental and prescriptive aims meanwhile the majority of the other social scholars have interpretive and observable aims.

Karl Marx (1859:3) adds a new perspective from which a critique can be tackled. This perspective is a practical one rather than merely philosophical as was before Marx's development. For Marx, critique is considered as a practical-critical activity after being tackled solely philosophically. In other words, critique has been improved to be an activity whose practical applications help

in making social changes through affecting both people and realities.

Horkhmeir (1975:8) adds a social dimension in tackling the term critique in that he points out that critique cannot be seen merely philosophically and practically, but even socially. In other words, critique is portrayed with a special relation to the surrounding society.

Since critique has a deep relationship with the society, it refers to the social relationship between the participants (discourse- producer and receiver). Each participant should take into account the limits of his/her relationship with the other participant for the sake of getting awareness of not being misunderstood.

Fairclough (2010:7) declares that critique which has a sort of normativity asserts what is counted as wrong and how that wrong may be changed. Further, critique is a term that is used referring to a social element used for the sake of changing the society in lights of ethical and moral values.

2.7.4 Reproduction

Generally speaking, social changes are made either through producing the discourse at the first time or, otherwise, discourse needs to be reproduced to achieve the targeted social change whether positive or negative.

Baker and Ellece (2011:39) refer to the point that reproducing a given discourse is necessary when the social conventions are changed. In such a case, changing the social conventions is an outcome of the dominant group's discourses, the matter which leads language users to reproduce their discourse when necessary.

Concerning conventions, it is stated that depending on the socially created conventions, the discourse producers can reproduce their own discourses for the sake of fitting a particular situation (Fairclough, 1989:118).

Additionally, discourse producers may wish to reproduce their discourse through changing its form in various contexts for achieving their implicit purposes.

2.7.5 Power

Power is considered as a social factor that affects the linguistic structure, i.e., there is a strong relation between language use and power. Van Dijk (2011:33) refers to the point that there are various sources of power in the society such as parents, school, mass media, politicains and media corporations. Such sources collaborate altogether to build the knowledge society.

One of the major differences between PDA and CDA is the way a discourse producer uses the social power to make a social change in the life of other social groups. Concerning PDA, Martin (2004:1) points out that PDA makes use of social power to make the world a better place. On the contrary, Fairclough (1992:12) points out that CDA is concerned with revealing and disclosing the hidden ideologies as well as power relations in the society where language is used. In addition, Van Dijk (1993:96) agrees with Fairclough proclaiming that the pivotal role of CDA is making explicit the ways in which various kinds of social inequality and domination are enacted, reproduced and expressed via social power abuse. Thus, PDA and CDA are mainly and highly concerned with doing a DA in the light of social as well as discursive power use/abuse.

Accordingly, social power represents how a particular social group controls and dominates other social groups. Such control can be social or even cognitive. It is social since it contributes in making social changes and creating enormous social distance between the social groups. It is also cognitive in the sense that the dominant group produces discourse to affect the beliefs and the mentalities of the dominated groups through convincing them to make them obedient when being ordered to do something.

2.7.6 Empowerment

Patricia Lotich (2019) refers to the point that empowerment is "giving or granting power or authority enabling and authorizing someone to do something". (Web source 22)

The term 'empowerment' is defined in the Cambridge English Dictionary (2022) as "the process of having freedom and power to achieve what someone needs or desires, in addition to controlling what happens to him/her" (Web source 23).

Holly Martinez (2022) asserts that the gist of empowerment theory is to empower, enable, motivate and energize individuals and whole societies to have personal, interpersonal and political authorized power in order to make their life better and their world a better place to live in. In other words, empowerment as an ideology helps social members to challenge the oppressive social as well as political systems that prevent these groups of social citizens from achieving their desires.

2.8 Motivation

Motivation refers to the process of energizing and encouraging human beings and reinforcing their behaviors (Santrock, 1987: 662). In other words, motivation is concerned with the way in which people create the intentional actions for reaching certain targets. Another area of concern in relation to motivation is the reason or purpose behind reaching a particular goal.

The term motivation is psychologically oriented. The psychologist Nevid (2013: 288) defines motivation stating that it "refers to factors that activate, direct, and sustain goal-directed behavior… Motives are the 'whys' of behavior—the needs or wants that drive behavior and explain what we do".

Ellison and Gilden (2017:77) refer to the point that being emotional for the motivational public speakers about the topics under use is necessary because positive changes have been created in their lives leading to have good outcomes. In other words, they

encourage the audience to galvanize their emotional as well as psychological power.

Motivation represents the reason behind the initiation of certain behaviors at a particular time by humans as well as animals. Additionally, motivation has a leading role in activating humans to do what they desire (Wasserman , 2020:93-101).

There are two major types of motivation: **intrinsic and extrinsic motivation**. The criteria of such classification is the initiator of motivation whether insider or outsider. First**,** the intrinsic motivation is the type of motivation that a person get within him/herself, without any outside pressure. Such motivation is done because that person desires and likes to do it. For example, a group of children playing a particular video-game may have the wish to win and earn the rewards offered in that game because they are interested in doing so. So, they are intrinsically motivated. In other words, it is also called self-motivation.

Secondly, the other major type is the extrinsic motivation. It is initiated externally rather than internally in that it could be an outcome of a promise or kind of doing a task for the sake of having a reward. For example, a student gets a full-mark in the exam to get the reward that the teacher offers for those who get a full-mark. Here, the teacher's offer initiates an external motivation for the student. So, the extrinsic motivation is done when there is an external factor. (Vallikat: 2020, b)

Vallikat (2020,a) points out that motivation has the following minor types :

1. Achievement Motivation

2. Creative Motivation

3. Physiological Motivation

4. Reward Motivation

5. Fear Motivation

6. Social/ Affiliation Motivation

7. Competence Motivation

8. Attitude Motivation

9. Expectancy Motivation

10. Power Motivation

2.8.1 Motivational Discourse

Discourse has various types, but the pivotal type for the present study is the "motivational discourse". Barot (2021) identifies the motivational discourse as a type of discourse that is used intentionally for persuading or motivating the audience to be energized for doing needs or desires.

Motivational speech represents a public speech that is produced intentionally to inspire a particular audience to create some changes in their lives. It usually includes an obvious goal, a individual's life-story addressed for a certain audience including finally a call to be activated. Motivational speeches are used for a variety of purposes such as reinforcing personal developments, inspiring people to take action for doing a specific task, giving a new perspective, created a well-based self-confidence and enhancing humans' performance at their work (Indeed Editorial Team: 2020).

Motivational speeches can be analyzed critically because they aim at making positive social changes although there is no social inequality or injustice due to concentrating on the positive side. In other words, there is no conflict between two contradictory groups since there is no negative side at all, but there is only a positive one that can be analyzed positively to make a positive social change. Making social changes does not necessarily require having two conflicting groups (in-group and out-group) and different types of social inequality.

CDA which deals with different types of social inequalities analyzes texts to make a social change while PDA is found for those discourses which deal with revealing hidden ideologies through positive rather than negative discourse

production. So, PDA is useful for analyzing the motivational speech which has no negative side (social inequality) but only positive one (motivation) to make the targeted social change. For that reason, PDA is not considered a separate field of CDA, but a new complementary direction.

2.8.1.1 Types of Motivational Discourse

The purpose of motivational speech is not only to emotionally arouse an audience whether feeling scared, sad or joyful, but also to motivate, inspire, energize and empower that audience to do something with that emotional arousal. In persuasive speech, the speaker tries to persuade the audience to buy a particular product or believe in a particular ideology while a motivational speech tries to inspire and encourage the audience to do something they think that they are unable to do. As such, motivational speech is a specific form of persuasive speech. Slutsky and Aun (1997) point out that *The Toastmasters International Guide to Successful Speaking* categorizes motivational speech into four types: hero, survivor, religious, and success as follows :

A- The Hero Speech

The hero speech is a motivational speech that is presented by someone who is classified as a hero in the society to which he belongs, e.g., military leaders, political or diplomatic figures, and professional athletes. In other words, this speech is influential because the speaker has the social authority which makes him a well-trusted and believable.

B- The survivor speech

The survivor speech is a motivational speech that is performed by a speaker who has experienced a tragic survival. The speaker here speaks according to a personal tragedy or a serious adversity which has faced and overcome. Such tragic experience helps the speaker to be more believable and the speech more reliable.

C- The Religious Speech

The religious speech is a motivational speech that makes use of religious beliefs in motivating people. It aims at incorporating religious ideals of a particular social-group members into a motivational package to encourage and empower the audience to reconsider or change some aspects of their religious lives.

D- The Success Speech

The success speech is a motivational speech that is performed by a person who has successfully passed some challenges in life, then telling others how they too can be successful when facing similar challenges. In other words, the speaker motivates the audience through giving them the process or steps he follows to overcome his obstacle so that people will get benefit from such a successful experience in their authentic situations.

2.8.1.2 Elements of Motivational Discourse

An influential motivational speech has three obligatory elements which must be woven by the speaker. These element are trust, desire and clarity (Web Source 24).

1. Trust

It is a must for the audience to feel that the speaker worth their trust; otherwise, his speech will lose its motivational influence. The audience needs to believe that the speaker is believable.

When performing a motivational speech, the speaker can make the audience trust him in three ways; being knowledgeable, sharing similarities and showing empathy.

2. Desire

The audience must have a great interest and desire to reach the goal that the discourse producer is trying to motivate them for. They must feel that depending on what they have been told, there is a solution for the challenge they face, and the future they have

portrayed will be better than anything they have experienced previously.

This desire can be created while delivering a motivational speech in three ways; by meeting a need that the audience have, using logic as well as emotion to make the speaker's case, and promising to provide the speaker's help along the way to make the audience feel that they are not alone.

3. Clarity

The absolute clarity must be felt by the audience about their role in reaching the targeted goal. The audience need to know and be able to decide what is the next step to achieve that goal. Additionally, they must believe in themselves and that their role is decisive in reaching their goals. They need to feel that they have something distinctive such as an ability to reach what they desire.

The motivational speaker can make the role of the audience and their next step clear while delivering a motivational speech by being concrete in anyway instead of using abstract ideas.

Finally, If the motivational speaker makes his audience **trust** him, **desire** a future he has envisioned for them and have absolute **clarity** about the next step they must follow, s/he will be skillful in constructing motivational speeches that positively affect others in order to help them achieve their important goals.

2.9 Previous Studies (about PDA)

There are some previous studies in PDA. They are going to be chronologically stated :

2.9.1 Martin's (2004)

James Martin's study entitled "*Positive discourse analysis: power, solidarity and change*" (2004) represents the pioneering study in which he develops the notion of PDA. Martin proposes

PDA as a complementary field to CDA in that he compares PDA and CDA as Yin and Yang relationship.

The autobiography of Nelson Mandela in Martin's analysis is inspirational since it carries a message of hope and wisdom that is why Martin has chosen it in his study. According to Martin, the notion of complementarity plays a pivotal role since Martin does not use PDA interchangeably with CDA. In other words, Martin's PDA broadens the limits of CDA focus from being merely limited to social inequalities and social power abusive attitudes to analyze discourses that are powerful and inspirational to rehabilitate the world to be a better place to live.

2.9.2 Li Qi's (2017)

In 2017, LI Qi has published his paper that is entitled "Positive Discourse Analysis of Hillary Clinton's Concession Address" in the *Journal of Literature and Art Studies*. LI Qi (2017:1326) considers PDA as a new field of DA that increasingly arouses the attention of the linguistic scholars at that period.

LI Qi asserts in his paper that CDA focuses on social deconstruction while PDA highly focuses on the social construction and peaceful solutions to the social problems in the society where language is used.

The paper takes into account the analysis of Hillary Clinton's Concession address with a special reference to the appraisal theory in which there are three phases, namely: attitude, engagement and graduation.

2.9.3 Hughes' (2018)

Jessica M. F. Hughes has published her article "Progressing Positive Discourse Analysis and/in Critical Discourse Studies: reconstructing resistance through progressive discourse analysis" in *Review of Communication* in 2018.

Hughes' article (2018:193) takes into consideration the increasing emphasis on resistance in CDS in addition to some

calls for PDA. She considers PDA as a branch of CDA with the focus on progressive rather than oppressive discourses.

Hughes, in her article, has chosen 'a critical action implicative discourse analysis of neurodiversity discourse' as a model of PDA. Such a model may be useful for scholars who have an intense interest in positively analyzing progressive discourses.

2.9.4 Macgilchrist's (2018)

Felicitas Macgilchrist (2018) has published a work in the field of PDA that is entitled " *Positive Discourse Analysis: Contesting Dominant Discourses by Reframing the Issues*". In this piece of work, Macgilchrist investigates strategies for propelling discourses that are marginalized and decentralized into the mainstream news media.

Macgilchrist (2018:74) focuses on counter-discourse. She has made a case study to identify five strategies used in the data under study besides proposing new suggested general explanations for the sake of finding reasons behind the work of 'radical reframing' strategy. These strategies are : Logical inversion, parody, complexification, partial reframing and radical reframing.

2.9.5 Sultan and Rapi's (2020)

Sultan and Rapi (2020) have published their work that is entitled "Positive Discourse Analysis of the Indonesian Government Spokesperson's Discursive Strategies during the Covid-19 Pandemic". They have applied PDA as an approach to DA for the sake of investigating how language is used to convey anxiety and fear to people during the period of Covid-19 in Indonesia.

The Discourse-Historical Approach (DHL) has been adopted in Sultan and Rapi's piece of work. Such an approach includes three stages, namely: Identification, Interpretation and Explanation.

As a result of this work, Sultan and Rapi (2020:251) have found that the spokesperson uses various discursive strategies such as 'nomination, prediction, argumentation, perspectivization, intensification and mitigation. All of these discursive strategies are used for the sake of conveying information to the public.

2.9.6 Duaa' Al-Muttalibi's (2022)

Al-Muttalibi's unpublished MA thesis (2022) entitled "A Positive Discourse Analysis of American and British Speeches about Covid-19 Pandemic" highlights the positive side of discourse analysis in selected American and British speeches presented by doctors about Covid-19 pandemic. It aims at identifying the linguistic ways including structural, lexical, rhetorical and pragmatic ways through which the positive side of DA is achieved.

The model of analysis is an eclectic model. It includes a variety of levels, namely; structural, lexical, rhetorical, pragmatic and ideological level. Structurally, the study deals with tenses. Lexically, it is concerned with lexical triggers such as nouns, verbs, adjectives and adverbs. Rhetorically, it is limited to litotes and hyperbole while pragmatically with positive politeness strategy. Finally, it deals with two ideological tools, they are emphasizing goods and de-emphasizing bads.

Al-Muttalibi has conclude that present tenses, lexical triggers, hyperbole and positive politeness strategy are suitable to order or give instructions to the audience about general truths. American and British doctors aim at revealing positive ideologies by which solidarity, empowerment and unity are reinforced via emphasizing goods and de-emphasizing bads.

After all the studies mentioned previously, there is a gap that still needs to be filled. This gap represents how the role of motivations affects the audience positively resulting in a positive social change in the life of that audience. In other words, how the audience can be empowered through the positive language use. Dealing with the concept of motivation has not been tackled by

any of the previous studies mentioned earlier. So, the present study is concerned with doing a PDA of selected English motivational speeches to show how empowerment is reflected.

Chapter Three

Methodology

Introductory Remarks

This chapter presents the methodological framework of the study. In this chapter, sentence types, conditional sentences, lexicalization, repetition, emphasizing positives and de-emphasizing negatives are theoretically presented. Additionally, the criteria of data selection and data description are also manifested .

3.1 Data Selection

Since the present study is about "motivation", the data that is going to be analyzed includes ten English motivational speeches for different motivational speakers. These speeches are : Angela Lee Duckworth's "Grit: the power of passion and perseverance", Lisa Bu's "How books can open your mind", Thomas Suarez's "A 12-year-old app developer", Candy Chang's "Before I die I want to...", Matt Cutts' "Try something new for 30 days", Stella Young's "I'm not your inspiration, thank you very much", Graham Hill's "Less stuff, more happiness", Derek Sivers' "Keep your goals to yourself", Richard St. John's "Success is a continuous journey", Elizabeth Gilbert's "Success, failure and the drive to keep creating".

Selecting motivational speeches to be the data for analysis is not for no reason. These speeches are rather selected because they best suit the core of PDA since they are full of positivity disclosing positive ideologies among which is empowerment.

The motivational speeches chosen for the present study are not randomly selected, but rather according to particular criteria, namely: type, length, audience and source. Consider Table (1) :

Table (1) : The Criteria of Data Selection

Speech No.	Title	Type	Speaker	Audience	Length (-10 min)	Source
1	Grit: the power of passion and perseverance	Success	Angela Lee Duckworth	General Public	6:13	TEDx
2	How books can open your mind	Success	Lisa Bu	General Public	6:17	TEDx
3	A 12-year-old app developer	Success	Thomas Suarez	General Public	4:41	TEDx
4	Before I die I want to...	Success	Candy Chang	General Public	6:20	TEDx
5	Try something new for 30 days	Success	Matt Cutts	General Public	3:27	TEDx
6	I'm not your inspiration, thank you very much	Success	Stella Young	General Public	9:17	TEDx
7	Less stuff, more happiness	Success	Graham Hill	General Public	5:50	TEDx
8	Keep your goals to yourself	Success	Derek Sivers	General Public	3:46	TEDx
9	"Success is a continuous journey"	Success	Richard St. John	General Public	5:08	TEDx
10	Success, failure and the drive to keep creating	Success	Elizabeth Gilbert	General Public	7:18	TEDx

3.2 Data Description

All of these speeches are taken from the programme **TED**x on **YouTube**. TEDx is a TV programme in which many people are invited to talk about their own experiences in real-life situations in order to motivate, encourage and energize the listeners empowering them to reach success and overcoming any obstacles they may face. This programme is an American-Canadian social-media platform on which international talks are posted online. It aims at posting videos about the motto "ideas worth spreading". Richard Saul Wurman and Harry Marks esablished TEDx in 1984, then in 1990 it becomes annually presented (Web Source 25).

TEDx-Talks is characterized by being the best performances performed by many successful thinkers to talk about their real-life success in not more than 18 minutes. These talks look for talkers who are interested in various fields such as Technology, Entertainment and Design, science, business, global issues, etc. (Web Source 26).

The selected motivational videos are of different themes but of one type (success motivational discourse) because TEDx videos reflect the success journey of each speaker in their real life so as the success motivational speeches are selected for the present study. Another pivotal aspect is the time. All of the ten selected motivational speeches are less than 10 minutes because if a motivational speaker kept taking for a longer time, the audience would feel bored. So, the videos selected for the present study are short in order to be brief and to avoid making the speech boring.

3.3 The Model

The motivational speeches, that are selected according to the criteria shown in (3.1), are going to be analyzed linguistically according to an eclectic model with some modifications. So, all of the discursive strategies are presented theoretically in this section. In general, a discourse is a group of sentences that are coherently as well as cohesively tied. Each single sentence consists of a

group of clauses and phrases which by turn consist of a group of single words whether lexical or grammatical. So, each level of the analysis need its own unit of analysis.

3.3.1 The Micro Level

Matthews (2002) points out that when dealing with micro linguistics, language is limited to the abstract mental elements of syntax and phonology. It is differentiated from macro linguistics in that meanings are included especially with sociolinguistics that is concerned with studying the way in which meaning functions within human social life.

The unit of the analysis at the micro level is the linguistic items that are within the sentence boundary. In other words, analyzing a discourse at the micro level requires classifying the discourse into a number of sentences which means that when doing an analysis at the micro level, syntax and semantics are of much concern as far as the present study is limited.

3.3.1.1 The Syntactic Level

Analyzing a given discourse syntactically means dealing with the structure of the sentences which that discourse consists of. So, there is a need for analyzing the selected motivational speeches through identifying the sentence types with a reference to their functions.

3.3.1.1.1 Sentence Types

There are different classifications of sentences. The classification that is adopted for the present study is the four forms (declarative, interrogative, imperative and exclamatory). Since each form has its own usual function, the declarative sentence normally functions as a statement, the imperative sentence functions as an order or command, interrogative sentence functions as a question and exclamatory sentence is used to make exclamations.

3.3.1.1.2 Conditionals

Syntactically, a conditional sentence consists of two clauses that are interrelated in terms of occurrence. In other words, the action in the first clause occurs only if that of the second clause occurs and vice versa. For example, (If you run fast, you will be thirsty). In this example, running fast is related to thirst. Thus, if the addressee doesn't run fast, thirst won't occur.

3.3.1.2 The Semantic Level

Crystal (2008 : 428) points out that semantics is a branch of linguistics that refers to the study of meaning of words and sentences. It uses the relations between the linguistic forms and non-linguistic concepts and mental representations to show how sentences are understood by native speakers.

3.3.1.2.1 Lexicalization

The unit of analyzing the selected motivational speeches is a single lexical item as far as the present study is concerned. In other words, the sentences are categorized into a number of words, then, the lexical words only will be tackled in order to investigate how they are positively used to motivate the audience.

3.3.2 The Macro Level

In contrast with micro linguistics which studies the internal structure of language, macro linguistics studies the external structure of language (Coulmas, 1998: 4). In other words, when doing a discourse analysis at the macro level, the unit exceeds the sentence-limit which means that the unit of analysis is more than one single sentence as far as the present study is concerned. Rhetorical devices can be positively used to motivate the audience empowering them to do what the speaker wants them to do.

3.3.2.1 The Rhetorical Level

Rhetorical devices are included in the macro level since they are not sentence-bound. In other words, a reader reads more than one single sentence to reach the rhetorical device that's used

in the discourse. As far as the present study is limited, repetition is the rhetorical device that is going to be positively analyzed in order to investigate how it is positively used to make a positive social change.

3.3.2.1.1 Repetition

Orators prefer repetition as a rhetorical device since it helps to emphasize a particular point of view in addition to making a particular speech easier to be understood. It is positively used by motivational speakers to empower the audience through the power of persuasion. Repeating a positive phrase or even a word can convince the audience of its truth. It is also used by orators to make their language rhythmical (Web Source 10).

3.3.3 The Ideological Level

Van Dijk (1998) proposes a model of analysis which he refers to as 'Ideological Square' (IS, henceforth). It is concerned with two strategies namely: 'Positive in-group representation' and 'Negative out-group representation' through which the ideology of the discourse producer is disclosed. These two strategies are realized through tools which: (1)emphasize the in-group positives and the out-group negatives, and (2)de-emphasize the in-group negatives and the out-group positives.

The tools of 'emphasizing positives' and 'de-emphasizing negatives' are selected from the 'IS' since there are no two conflicted groups, i.e., there are no in-group and out-group, but the two groups become one single group. This modification is done by the researcher since the motivational speaker considers the audience as in-group members. That means, the discourse producer and discourse receiver are members of on single group. So, there is no need for the conflicting reciprocal representation.

3.3.3.1 Emphasizing Positives

Motivational speakers use different tools to make a positive social change in the life of their audience. Some of these tools are ideologically oriented. 'Emphasizing positives' is a tool

where ideology is a cornerstone. The motivational speaker emphasizes various opinions that s/he considers as positive since he believes in the ideology s/he is attempting to convey implicitly. So, many positive ideas and things are emphasized by the motivational speakers in order to motivate and inspire the audience to make a positive social change.

3.3.3.2 De-emphasizing Negatives

The role of motivational speakers is not only to emphasize positive ideas or practices, but also they can motivate their audience through de-emphasizing negative practices they have experienced in order to make the audience aware of the negative consequences of doing such negative issues. 'De-emphasizing Negatives' is an ideological tool which is ideologically-oriented in that deciding whether a particular idea or practice is negative differs from one to another since each person has his own ideologies in which s/he believes.

3.3.4 Framing the Model

The model of analysis is framed as shown in the following figure :
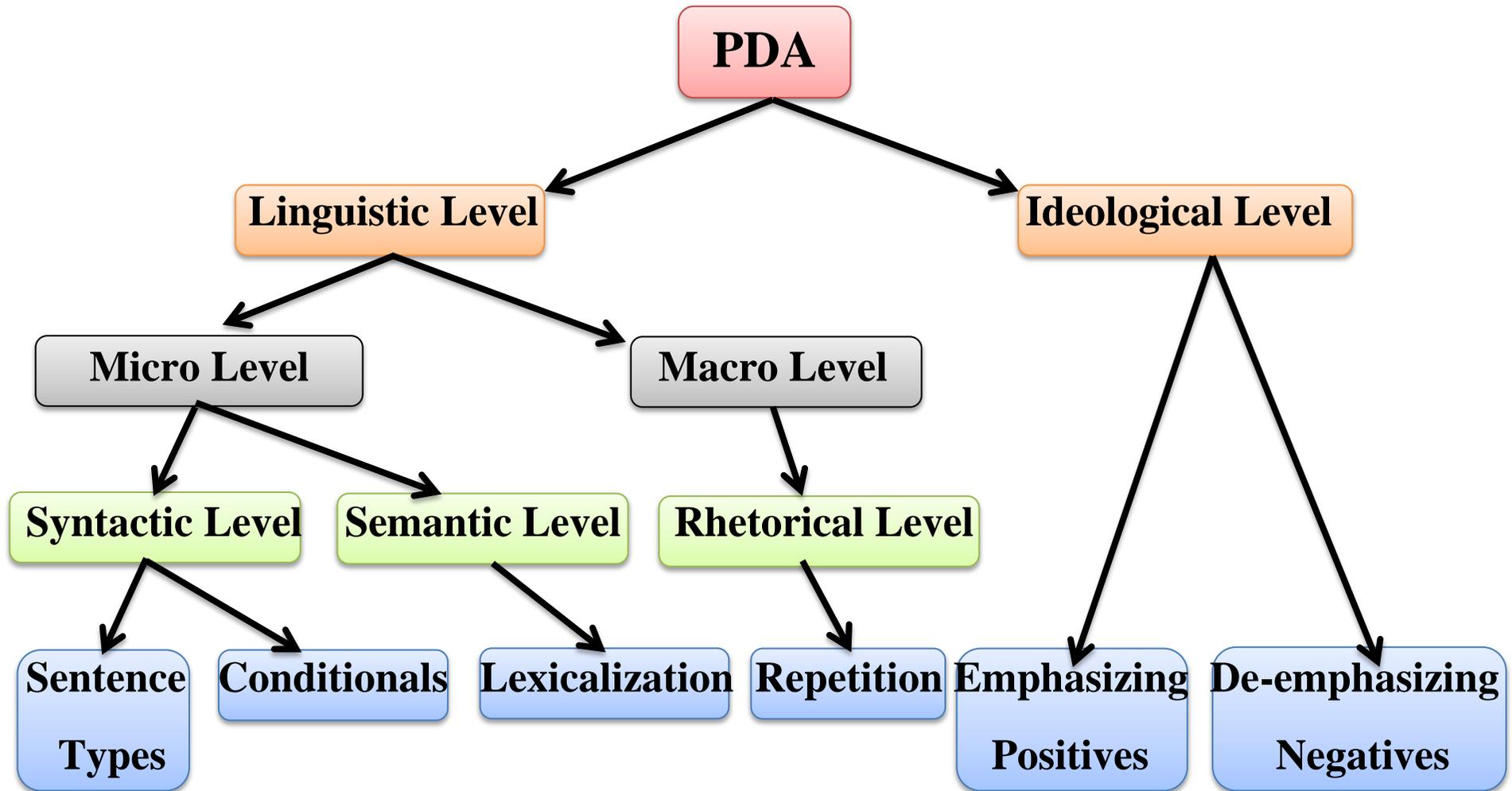
Figure (3) : An Eclectic Model for PDA

Chapter Four

Data Analysis and Discussion

In this chapter, the ten selected motivational speeches are analyzed critically in a positive manner according to the eclectic model presented in Figure (3) in which three levels are established, namely : micro, macro and ideological.

4.1 The Micro Level

Since the analysis of a particular discourse at the micro level is within the sentence-limit, there is a need to classify the discourse into a number of sentences to investigate how each sentence type functions positively to make a positive social change.

4.1.1 The Syntactic Level

Syntactically speaking, analyzing a particular discourse means dealing with the structure of the sentences that construct the whole discourse. So, the selected motivational speeches are analyzed through identifying qualitatively as well as quantitatively the sentence types with a reference to their positive functions.

4.1.1.1 Sentence Types

The sentences are classified according to function in that four forms are included, namely: declaratives, interrogatives, imperatives and exclamatory sentences. Since each form has its own function, the sentences of each motivational speech are classified qualitatively as well as quantitatively according to these four types.

As far as the selected English motivational speeches are concerned, there are many examples of each sentence type. Some samples of each are shown below:

A- Declarative Sentences

- **Speech 1**

1. We need to take our best ideas, our strongest intuitions, and we need to test them.

2. In other words, we need to be gritty about getting our kids grittier.

- **Speech 2**

1 Books have given me a magic portal to connect with people of the past and the present.

2. I know I shall never feel lonely or powerless again.

- **Speech 3**

1. I've always had a fascination for computers and technology, and I made few apps for the iPhone, iPod touch, and iPad.

2. I've gotten a lot of interest and encouragement from my family, friends, teachers and even people at the Apple Store, and that's been a huge help to me.

- **Speech 4**

1. There are a lot of ways the people around us can help improve our lives.

2. I've realized that preparing for death is one of the most empowering things you can do. Thinking about death clarifies your life.

- **Speech 5**

1. I also noticed that as I started to do more and harder 30-day challenges, my self-confidence grew.

2. You might be sleep-deprived, but you'll finish your novel.

- **Speech 6**

1. We are here to inspire.

2. "Your excuse is invalid." Indeed. Or this one: "Before you quit, try!".

- **Speech 7**

1. We've got to clear the arteries of our lives.

2. I'm not saying that we all need to live in 420 sq. ft. But consider the benefits of an edited life.

- **Speech 8**

1. Well, you could resist the temptation to announce your goal.

2. The repeated psychology tests have proven that telling someone your goal makes it less likely to happen.

- **Speech 9**

1. I learned that success isn't a one-way street. It doesn't look like this; it really looks more like this. It's a continuous journey.

2. Reaching success, I worked hard, I pushed myself.

- **Speech 10**

1. For me, going home meant returning to the work of writing because writing was my home, because I loved writing more than I hated failing at writing.

2. In other words, I had to find a way to make sure that my creativity survived its own success. And I did, in the end, find that inspiration.

B - Interrogative Sentences

- **Speech 1**

1. who's going to earn the most money?

2. But what if doing well in school and in life depends on much more than your ability to learn quickly and easily?

- **Speech 2**

1. So I thought, well, if comparative reading works for research, why not do it in daily life too?

2. Nobody around to teach me?

- **Speech 3**

1. But what if you want to make an app?

2. Where do you go to find out how to make an app?

- **Speech 4**

1. How can we share more of our hopes for our vacant storefronts, so our communities can reflect our needs and dreams today?

2. How can we share more memories of our abandoned buildings, and gain a better understanding of our landscape?

- **Speech 5**

1. Have you ever wanted to write a novel?

2. What are you waiting for?

- **Speech 6**

1. But what if you are that person?

2. So is it really fair to objectify them in the way that we do, to share those images?

- **Speech 7**

1. What's in the box?

2. Is that really going to make me happier? Truly?

- **Speech 8**

1. Doesn't it feel good to say it out loud?

2. So audience, next time you're tempted to tell someone your goal, what will you say?

- **Speech 9**

1. Why do so many people reach success and then fail?

- **Speech 10**

1. Why did I suddenly feel like I was her all over again?

2. And you know what happened with that book?

C - Imperative Sentences

- **Speech 6**

1. Before you quit, try.

To illustrate the sentence types, consider Table (2) :

Table (2) : The Analysis of Sentence Types

Text No.	Sentence Types								
	Total sentence No.	Declaratives		Imperatives		Interrogatives		Exclamatives	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%
1	52	45	86.5 %	0	0 %	7	13.5 %	0	0 %
2	65	62	95.4 %	0	0 %	3	4.6 %	0	0 %
3	37	34	91.9 %	0	0 %	3	8.1 %	0	0 %
4	42	38	90.5 %	0	0 %	4	9.5 %	0	0 %
5	34	31	91.2 %	0	0 %	3	8.8 %	0	0 %
6	91	83	91.2 %	1	1.1 %	7	7.7 %	0	0 %
7	62	49	79 %	0	0 %	13	21 %	0	0 %
8	35	28	80 %	0	0 %	7	20 %	0	0 %
9	67	66	98.5 %	0	0 %	1	1.5 %	0	0 %
10	52	48	92.3 %	0	0 %	4	7.7 %	0	0 %
Total	537	484	90 %	1	0.3 %	52	9.7 %	0	0 %

Table (2) shows the sentence types used in the ten selected motivational speeches which represent the data of the present

study. In Table (2), sentences are classified into four types, namely: Declarative, Imperative, Interrogative, and Exclamatory. The frequency of occurrence of each type has been counted and its percentage has also been provided. The percentage of using each type positively is going to be justified in order to uncover the ideology of empowerment via using such types.

As it is shown in Table (2), the declarative sentences are the most frequently used type in the ten motivational speeches under study. Out of 537 sentences, 484 declarative ones are found in all of the selected motivational speeches, that makes, (90%). This means that the declarative sentence is the type that most meets the need of the motivational speaker in motivating the audience.

The high frequency of occurrence of the declarative sentences is not arbitrary which means that there is a need for a justification. Motivational speakers use declarative sentences in a greater proportion than the rest of the types since they are concerned with conveying information directly and informing the addressee explicitly. Syntactically, declarative sentences function as statements. Thus, the motivational speaker can gain the audience's trust through giving them the targeted information directly.

Interrogative sentences are also among the sentence types that motivational speakers prefer, but they use them less frequently than declarative sentences. Such a preference is going to be justified.

In Table (2), motivational speakers in the ten selected motivational speeches use 52 interrogative sentences out of 537 sentences making (9.7%). This percentage makes it the second type mostly used in motivational speeches.

The motivational speaker sometimes uses interrogation for a rhetorical purpose rather than to know something new as a normal direct question does. A set of rhetorical questions need to be employed in order to excite the audience, attract their attention and get them to agree with what he says i.e. admitting their weaknesses that they need to overcome. So, the interrogative

sentences are used since they meet a necessary need that cannot be met by any other type. That is how interrogation is positively used to create a social change in the life of the audience.

The reason behind the smaller percentage of using interrogative sentences is that if the motivational speaker uses more and more rhetorical questions, they will lose their influence on the recipient, hence, the listener will feel bored for the repetition of questions raised by the motivational speaker simply because the listener doesn't come to hear questions only. So, using interrogation less than declaration is to maintain the effectiveness of the rhetorical questions being used during the motivational speech.

As illustrated in Table (2), the motivational speakers rarely use imperative sentences in all of the selected ten videos. One imperative sentence is used out of 537 sentences making (0.3%). An ample justification of such percentage will be provided.

Undoubtedly, this percentage is not arbitrary. The motivational speaker's rare use of imperatives in motivational speeches is due to the absence of familiarity that allows the speaker to direct orders and prohibitions to the audience, the matter that leads to the listener's annoyance and failure in making social change.

Motivational speakers prefer to use imperative sentences very rarely to send a specific message to the audience, and this depends on how much they trust the motivational speaker who is addressing them. This is how imperative sentences are positively used to make a social change.

As in Table (2), there are no exclamatory sentences in the ten selected speeches making (0%). The reason behind not using exclamatory sentences is their function. In other words, this type reflects the speaker's sense of strong emotional feelings about a particular thing meanwhile the audience does not necessarily have the same feeling. Moreover, the use of exclamation is a personal preference that is limited to the person's feeling about something. As far as the data of the present study is concerned, the

motivational speaker does not use the exclamatory sentence, meaning that it cannot be used positively except some rare cases that are not found in the selected motivational speeches.

4.1.1.2 Conditionals

The motivational speeches include conditional sentences that are positively used to motivate and inspire the audience in order to make positive social changes. In this section, conditional sentences in each motivational speech are qualitatively described and quantitatively counted. Here are some samples of conditionals in the motivational speeches under analysis:

- **Speech 1**

1. I was firmly convinced that every one of my students could learn the material if they worked hard and long enough.

2. But what if doing well in school and in life depends on much more than your ability to learn quickly and easily?

- **Speech 2**

1. So if you know a foreign language, it's also fun to read your favorite books in two languages.

2. if comparative reading works for research, why not do it in daily life too?

- **Speech 3**

1. But what if you want to make an app?

- **Speech 4**

1. Together, we've shown how powerful our public spaces can be if we're given the opportunity to have a voice, and share more with one another.

- **Speech 5**

1. If you really want something badly enough, you can do anything for 30 days.

2. If I meet John Hodgman at a TED party, I don't have to say, "I'm a computer scientist."

- **Speech 6**

1. I wasn't doing anything that could be considered an achievement if you took disability out of the equation

- **Speech 8**

1. So if this is true, what can we do?

2. But if you do need to talk about something, you can state it in a way that gives you no satisfaction.

- **Speech 9**

1. I couldn't care less if clients ever called

2. if we want to avoid "success-to-failure-syndrome," we just keep following these eight principles.

- **Speech 10**

1. if I had given up writing, I would have lost my beloved vocation.

2. if you're wondering what your home is, here's a hint: Your home is whatever in this world you love more than you love yourself.

Consider Table (3) :

Table (3) : Conditional Sentences

Text No.	Total Sentence No.	Conditionals	
		Freq.	%
1	52	2	3.846 %
2	65	3	4.615 %
3	37	1	2.702 %
4	42	1	2.38 %
5	34	3	8.823 %
6	91	2	2.197 %
7	62	0	0 %
8	35	3	8.571 %
9	67	2	2.985 %
10	52	5	9.615 %
Total	537	22	4.096 %

In Table (3), the conditional sentences that are used in each of the ten selected motivational speeches are numbered with calculating percentages. Noticeably, there are only 22 conditional sentences out of 537 sentences making (4.096%). There must be a justification for the use of conditionals in motivational speeches because certainly they are not arbitrarily used.

Syntactically speaking, the conditional sentence connects two phrases that are linked to each other in terms of occurrence, i.e., the first clause is achieved once the second is achieved and vice versa. For example, (If you study hard, you will succeed). In

this example, success is connected to studying hard. In other words, if the addressee doesn't study hard, success will not be reached.

Conditional sentences are positively used by motivational speakers through comparing phrases of success to the conditional phrases for reaching that success to motivate, encourage and inspire the audience to succeed by reaching the conditions that are presented by the motivational speaker. Thus, the ideology of empowerment is disclosed by the positive use of conditional sentences in motivational speeches.

4.1.2 The Semantic Level

Analyzing a given discourse semantically is limited to the meaning of a single word and how such word is positively used by the motivational speaker to make a positive social change. So, lexicalization is of much concern in the semantic level of analysis.

4.1.2.1 Lexicalization

Concerning analyzing the motivational speeches under study lexically, various lexical items are taken from each motivational speech to be analyzed through investigating how these lexemes positively function to make social changes via motivating and inspiring the audience empowering them to reach their goals.

- **Speech 1**

1. Success

In this speech, Angela Lee Duckworth uses the term 'success' because the notion of 'success' is the main purpose of motivational speeches. The term 'success' is used to indicate that a person must overcome all the difficulties facing him in order to be able to achieve the success he aspires to, and this is the role of the motivational speaker who motivates people in many ways including making use of positive terminologies with a motivational content to make a social change.

2. Marathon

The term 'Marathon' is used in this motivational speech by Duckworth to indicate that life is like a race in which people race to achieve their goals. Duckworth uses the term 'marathon' to motivate the listeners by describing life as a race that must be won, otherwise they will fail in their life and won't be able to achieve what they aspire to achieve.

- **Speech 2**

1. Supported

Lisa Bu uses the term 'supported' in her motivational speech because 'support' is one of the basic foundations of motivation. The general idea of motivational speeches is based on supporting others by motivating and empowering them so that they can achieve their goals that they aspire to.

2. Inspired

The term 'Inspired' is used by Bu in this motivational speech to refer to the concept of 'inspiration' which is one of the most prominent motivational means that empowers the listeners to overcome all obstacles that prevent them from achieving their goals. Inspiration is one of the positive things that any motivational speaker provides through his speech to empower the audience to achieve what they think is impossible to achieve.

- **Speech 3**

1. Fascination

Thomas Suarez uses the term 'Fascination' to refer to a highly-necessary point that a person must like what he does in order to do what he likes. Suarez believes that if a person likes his work, he excels in it and achieves what he could not achieve if he did not like his work. Thus, the term 'Fascination' is positively used to motivate the audience.

2. Encouragement

Suarez aims at being a great app developer through putting his apps on the Apple Store but that needs paying fees. He convinced his parents to pay the fees for uploading the apps on the Apple store. Then, he was encouraged by his parents, friends, teachers and even the people on the Apple Store to keep designing more and more apps. This is how the term "encouragement" is positively used to motivate the audience.

- **Speech 4**

1. Help

Candy Chang uses the term 'help' to refer to the role of empowerment in the motivational speech through which the listeners are encouraged and motivated to achieve success by providing them with assistance with advice, experiences and real life experiences. In this way, the term 'help' is positively used in this motivational discourse.

2. Empowering

The term 'empowering' is inflected from the verb 'empower'. It is used in this motivational speech by Chang to refer to the ideology of empowerment that is reflected in motivational speeches through the use of some linguistic tools. The term 'empowerment' refers to how to encourage others and enable them to achieve the goals they seek to achieve.

- **Speech 5**

1. Try

The verb 'try' is used in this motivational speech by Matt Cutts to refer to the concept of persistence, perseverance, and continuity in trying to achieve the desired goals. The use of the verb 'try' indicates renunciation of despair and frustration and resistance to repeated failure through repeated attempts until reaching the goal that a person aspires to.

2. Self-confidence

Cutts uses the term 'self-confidence' because this term is closely associated with motivational speeches. In other words, motivation alone is not enough, but a person must have high self-confidence in order to be able to overcome the obstacles and difficulties that hinder him from achieving success. Thus, the term 'self-confidence' is positively used to motivate the general public for the purpose of empowering them to achieve more achievements.

3. Sleep-deprived

Sleep-deprivation is used by Cutts in his motivational speech to refer to hardworking which indicates the price a person must pay in order to achieve his desired goals. Cutts points out that success requires staying up late, i.e., lack of sleep. In other words, taking advantage of time is absolutely essential to winning the race of life, which Duckworth refers to as a marathon.

- **Speech 6**

1. Wheelchair

Stella Young uses the term 'wheelchair' to refer to disabled people. In this motivational speech, she criticizes some societal practices and the class discrimination between the healthy and disabled people. Through using the term 'wheelchair', disabled people are motivated and enabled to gain high self-confidence and thus achieve the success they aspire to because most of them believe that this wheelchair restricts them and prevents them to achieve their goals. Thus, Young positively uses the term 'wheelchair' to make social changes in the life of the disabled.

- **Speech 7**

1. Stuff

Graham Hill uses the term 'stuff' in his motivational speech to refer to everything that occupies space in a person's life whether things or people. Using this term, Hill invites listeners to get rid of everything that is not of importance in their life to make way for what is more important or just to reduce the burdens on

them and find time for rest and organize life matters according to importance. Hill empowers the audience to be organized. Thus, the ideology of empowerment is expressed in this motivational speech.

- **Speech 8**

1. Satisfaction

The term 'satisfaction' is used in this motivational speech by Derek Sivers to refer to an important pivot in the motivational aspect of the audience. Sivers criticizes a person's sufficiency with a certain limit of ambition. Instead, a person's ambition should be unlimited, which enables him to achieve what he deems impossible.

2. Personal biggest goal

The phrase 'personal biggest goal' is used by Sivers in his speech as an invitation to the listeners to define for themselves a series of goals that they seek to achieve, but the biggest personal goal must be defined. Thus, the term 'personal biggest goal' is positively used to motivate the listeners by enabling them to set for themselves the personal biggest goals and to make a double effort for the purpose of achieving it.

- **Speech 9**

1. Anti-depressants

Richard St. John uses the term 'anti-depressants' to refer to the point that even though money cannot buy happiness, it can by an anti-depressant that helps changing depression into happiness. Richard St. John failed in managing the company which leads him to be depressed and go to the doctor asking for a solution. John believes that he is able to buy anything except happiness. The doctor told John that money can buy 'Prozac' which is an anti-depressant that helps him to treat that depression. So, the social change is tried to be made through empowering the audience to find what may help them to overcome their own problems.

- **Speech 10**

1. Devotion

Elizabeth Gilbert uses the term 'devotion' to refer to the importance of devoting and exerting efforts in order to achieve the desired goal. She motivates her audience by using positive phrases and terminologies such as 'devotion' persuading them to do their best to achieve what they want to achieve.

2. Catapults

Elizabeth Gilbert uses the term 'catapults' metaphorically to show the impact of persistence and perseverance on achieving success. Thus, a person can make a huge leap as if he was catapulted from failure to success. In this way, Gilbert positively uses 'catapult' to convince the general public of the real shift that could occur if a person exerted his utmost efforts in order to achieve his desired goal.

4.2 Macro Level

Analyzing a particular discourse at the macro level means that the analysis is not sentence-limited. In other words, the unit of analysis is bigger than one single sentence. In motivational speeches, rhetorical devices can positively function to motivate the listeners through empowering them to reach success.

4.2.1 Rhetorical Level

Rhetorical devices are related to the macro linguistic level of analysis because they are not sentence-limited. In other words, it is necessary for a reader to read more than one single sentence to reach the rhetorical device that is positively used. As far as the present study is concerned, repetition is the rhetorical device that is analyzed in this section to investigate how it is positively used to make a positive social change or how they contribute to empower the audience encouraging them to do what they think they are not able to do.

4.2.1.1 Repetition of Lexical Items

The repeated grammatical items are going to be analyzed and discussed at the end of this section because some of them are the same in more than one speech in the ten selected motivational speeches. At first, the repeated lexical items will be quantitatively analyzed with their percentages of occurrence. See Tables (4- 13) :

Table (4) : Repetition in Speech 1

Total no. of lexical items	Repeated Lexical Items	No.	%
504	Grit	15	71.5 %
	Successful	2	9.5 %
	Talent	2	9.5 %
	Perseverance	2	9.5 %
	Total	**21**	**100%**

- **'Grit'**

The term 'Grit' is repeated 15 times out of 21 making (71.5%) in this motivational speech "Grit: the power of passion and perseverance". Since this term is repeated more than once, this indicates its importance and its close relationship to the subject of the motivational discourse. Such large percentage is not arbitrary but comes for a reason. Angela Duckworth uses this term 'perseverance' to refer to patience and enduring harsh conditions that can lead a person to succeed and achieve goals.

- **'Successful'**

The adjective 'successful' is used twice out of 21 recurring terms making (9.5%) by Angela Duckworth in "Grit: the power of passion and perseverance". The repetition of this term represents emphasizing the role of success, which is represented by achieving goals and reaching what a person aspires to achieve.

Repeating the term 'successful' in motivational speeches is due to its close relationship with the purpose of the motivational speeches because this kind of speeches is designed to motivate, encourage and support frustrated people who are unable to achieve success by entrenching positive terms such as the term (success) in their minds.

- **'Talent'**

The term 'talent' is used by Duckworth in her motivational speech "Grit: the power of passion and perseverance" twice out of 21 repeated terms recording a percentage of (9.5%). Since repetition is a rhetorical device, it is certainly used purposefully. The reason behind repeating the term 'talent' in the motivational discourse is to make people believe that they have talents of their own, but these talents need to be enhanced and reinforced. Therefore, Duckworth needs to use the term 'talent' more than once to convince people of their talents and empower them to develop their talents in order to achieve their desired goals.

- **'Perseverance'**

The term 'perseverance' is the basis of the first motivational discourse "Grit: the power of passion and perseverance", in which Duckworth focuses on the concepts of patience, persistence, enduring the surrounding circumstances, and challenging the obstacles that hinder achieving goals. It is repeated twice out of 21 repeated terms making (9.5%). The repetition of the term perseverance empowers the general public to believe in their ability to resist the external factors that affect achieving success in their daily lives.

Table (5) : Repetition in Speech 2

Total no. of lexical items	Repeated Lexical Items	No.	%
554	Dream	**6**	**46.1 %**
	Happiness	2	**15.4%**
	Honor	2	**15.4%**
	Purpose	3	**23.1%**
	Total	**13**	**100%**

- **'Dream'**

The term 'dream' is repeated 6 times out of 13 by Lisa Bu in her motivational speech "How books can open your minds" making (46.1%). Bu needs to use the term 'dream' more than once because people's goals represent their desired dreams that they seek to achieve, but sometimes some external obstacles and circumstances hinder the realization of these dreams. Here is the role of the motivational speaker in encouraging and energizing the audience through repeating 'dream' frequently in front of the audience to make it deeply-rooted in their minds. Thus, Bu uses this term to remind people of their dreams that are represented in their desired goals, and they empower them to achieve their goals.

- **'Happiness'**

In "How books can open your minds", the term 'happiness' is repeated twice out of 13 making (15.4%). The notion of happiness is closely related to the achievement of goals. Therefore, Bu uses the concept of "happiness" via repeating a reference to the result of achieving delayed goals. In other words, if a person accomplishes his tasks and achieves his goals, he will feel happy, otherwise, he won't feel happy, instead, he will be worried and frustrated.

- **'Honor'**

Lisa Bu uses the term 'honor' twice in "How books can open your minds" making (15.4%). Since this percentage is not for no reason, one of the results of success for us as human beings is feeling proud of our achievement that leads to the concept of honor. In other words, if a student achieves success, he will honor himself and his parents with this success. Therefore, 'honor' according to Bu here is one of the motivational motives that encourages a person to persevere and succeed.

- **'Purpose'**

The term 'purpose' is repeated in "How books can open your minds" 3 times making (23.1%) by Bu purposefully. In general, the purpose of the motivational speech is to encourage and motivate the listener through empowering him/her to achieve the goal he/her aspires to. The repetition of the word 'purpose' can be positively used by emphasizing the term 'purpose', which leads to creating a persistence and perseverance in the heart of the listener so as motivates him/her to achieve his/her desired goals.

Table (6) : Repetition in Speech 3

Total no. of lexical items	Repeated Lexical Items	No.	%
390	Share	3	23 %
	Programming	5	38.5%
	Apps	5	38.5%
	Total	**13**	**100%**

- **'Share'**

The verb 'share' is repeated in "A-12-year-old-app-developer" by Thomas Suarez three times making (23%) as shown in Table (6). Since repetition must be justified, there is a need for justifying this percentage in this motivational speech.

As far as the researcher is concerned, Suarez uses verbs that promote group-spirit and cooperation between people, such as the verb 'share'. Sharing things or even information between people can contribute to motivating others and enabling them to achieve their goals that they did not achieve because of frustration and despair.

- **'Programming / Apps'**

The terms 'programming' and 'apps' are repeated in "A-12-year-old-app-developer" five times out of thirteen repeated terms making (38.5%) for each. Suarez uses these two terms "programming" and "apps" frequently, referring to his specialization in which he has excelled and achieved great success despite his young age, and tries to motivate the audience by conveying his success-story in the field of software. The ideology of empowerment is expressed by repeating the words 'programming' and 'apps' because they represent the speaker's motivational emphasis on self-development and the possibility of each person to be creative in his specialty that he likes. In addition to that, these two terms are repeatedly used because they refer to the career Suarez aspires to be but here are some restrictions that affects achieving that goal such as the parents refuse to pay the fees at first but then they were convinced.

Table (7) : Repetition in Speech 4

Total no. of lexical items	Repeated Lexical Items	No.	%
470	Hopes	3	14.285 %
	Want	10	47.619%
	Life	3	14.285 %
	Death	5	23.809%
	Total	**21**	**100%**

- **'Hopes'**

In "Before I die I want …", Candy Chang used the term 'hopes' three times out of 21 recurring terms making (14.285%). if there must be a justification for this percentage, it is possible to say that Chang attempts to portray the hopes that every member of the audience aspires to. Thus, when Chang repeats 'hopes', each of the listeners will remember the goal that he hopes to achieve. Thus, Chang succeeds in motivating the audience and supporting them morally and psychologically. So, the ideology of empowerment is reflected by repeating the term 'hopes' in "Before I die I want …".

- **'Want'**

As shown in Table (7), Chang uses the verb 'want' ten times out of 21 frequently-mentioned terms making (47.619 %). This percentage indicates creating will and ambition among the general public. Success cannot be achieved without a person having the will to achieve it. In other words, Having a goal is not enough to achieve it, but there must be sufficient will to achieve that goal. Therefore, when Chang repeats what she wants in her speech "Before I die I want …", i.e., she motivates the individuals who have goals but lack the will to achieve these goals to enable them to have the will they need. In this way, the ideology of empowerment is reflected through the use of the term "**want**" because it contributes in motivating the frustrated and desperate people and enabling them to possess the will they lack.

- **'Life'**

As shown in Table (7), the term 'life' is used by Chang three times out of 21 terms (14.285 %) in her motivational speech "Before I die I want …". According to the researcher's viewpoint, the term 'life' is positively used to refer to ambition and to combat the spirit of despair and frustration that hinder people from achieving their goals. Therefore, people need to promote the concept of life, and this is what the motivational speaker does by many means, one of which is emphasizing the term 'life' through

repeating it more than once in order to motivate, energize and encourage them to live their life as it should be via achieving their targeted goals which they aspire to achieve.

- **"Death"**

Not only the term 'life' is of a positive connotation. The term 'death' can also be positively used in motivational speeches, and this is what Chang does in "Before I die I want …". The term 'death' is used five times out of 21 making (23.809 %). The positive use of the term 'death' in this motivational speech is done by reminding frustrated people who constantly postpone their work that life, no matter how long it takes, will end in death. All people will die one day, so a person should use the time in the best way to achieve his goals and avoid delaying, procrastinating and wasting time. Chang in this speech says (Before I die, I want), that is, she knows that she will inevitably die one day, but she sees this as a reason to take advantage of the time and work hard in order to achieve the goals she aspires to.

It is usual that death is a negative thing and is related to fear and despair, but Chang here uses the concept of 'death' positively by portraying it as a means that invites people to invest time in the best way and exploit opportunities to achieve the desired goals and objectives. Thus, Chang succeeds in using the concept of 'death' positively to reflect the ideology of empowerment.

Table (8) : Repetition in Speech 5

Total no. of lexical items	Repeated Lexical Items	No.	%
286	30 days	9	69.230 %
	Challenges	4	30.769 %
	Total	**13**	**100%**

- **'30 days'**

        As shown in Table (8), Matt Cutts uses the term '30 days'
nine times out of 13 recurring terms in his speech "Try something
new for 30 days" making (69.230 %). If this repetition is not
redundancy, it can be concluded that Cutts refers to the necessity
of a continuous period of time from practicing a new activity for
the individual to get used to it and become one of the repeated
habits in the life of that individual. According to the best of the
researcher's knowledge, Cutts uses the term '30 days' to motivate
the listeners to continuously practice their work through which
they achieve their goals. The ideology of empowerment in this
motivational discourse "Try something new for 30 days" is
reflected through using the term '30 days' repeatedly because it
enables them to realize the importance of continuous practice of
specific work for the purpose of achieving the desired goals.

- **"Challenges"**

        The term 'challenges' appears in "Try something new for
30 days" 4 times out of 13 making (30.769 %). The reason behind
this percentage is to focus on the role of challenges that human
being faces in achieving his goals. Cutts points out that achieving
goals is not easy, but the individual must prepare to face the
challenges he may face at various levels. The ideology of
empowerment is reflected in the use of the term challenges
through its positive use as a means of educating the general public
and enabling them to realize the challenges that prevent them
from achieving their goals.

Table (9) : Repetition in Speech 6

Total no. of lexical items	Repeated Lexical Items	No.	%
702	Inspiration	5	25 %
	Achievement	3	15 %
	Disability	12	60 %
	Total	**20**	**100%**

- ## 'Inspiration'

Stella Young uses the term 'inspiration' five times out of 20 making (25%) in her motivational speech "I'm not your inspiration, thanks you very much". Young tries to motivate the audience by inspiring them with positive thoughts that enable them to overcome all the problems and obstacles they face. Motivational speeches are closely linked with the concept of 'inspiration'. There is no motivation without inspiring the listeners with ideas that help them overcome the difficulties they face in their lives in various aspects. The ideology of empowerment is strongly represented in the term 'inspiration' due to its role that is intimately related to the concept of motivation, which leads to make social changes in the life of the general public.

- ## 'Achievement'

The term 'achievements' appears in "I'm not your inspiration, thanks you very much" 3 times out of 20 making (15%) by Young. According to the researcher's viewpoint, Young uses the term 'achievements' frequently because the motivational discourse in general is originally linked to encouraging frustrated and desperate people and enabling them to achieve new achievements so as many positive social changes are made in their lives. In this way, the ideology of empowerment is revealed through the positive use of the term 'achievements' repeatedly, because this repetition contributes to the consolidation of the idea of achievement in the listener's subconscious.

-   **'Disability'**

As shown in Table (9), the term 'disability' is repeated by Young 12 times out of 20 making (60%). There are two justifications for this percentage, namely: First, Young is one of the physically-incapacitated, the matter that represents the main motive for repeating the term 'disability'. Additionally, Young attempts to convey to people how hard the suffering she suffers is in her life. But, she continued to cope with disability and managed to live as normal as possible.

Secondly, Young refers to the way to reach success and the presence of obstacles and difficulties in his path always and that a person must overcome these obstacles in order to be able to achieve his goals and achievements, and she gives an example of herself as a disabled person and how she was able to live despite the physical disability which represents the biggest obstacle a person may face in his life. Thus, the ideology of empowerment is reflected through the repetition of the obstacle that Young herself suffers from, and who is able to overcome it and live a normal life with great self-confidence.

Table (10) : Repetition in Speech 7

Total no. of lexical items	Repeated Lexical Items	No.	%
464	Want	7	33.3%
	Freedom	2	9.5%
	Space	12	57.2%
	Total	21	**100%**

-   **'Want'**

Graham Hill mentions the verb 'want' seven times out of 21 items making (33.3%). The reason behind repeating this verb is to empower the audience to want through asserting their will. Concerning his motivational speech "Less stuff, more happiness", he tries to enable the listeners by mentioning things

that are needed in the real life to make it better such as things that are going to be loved and also space efficiency. In this way, the verb 'want' is positively used to reflect the ideology of empowerment.

- **'Freedom'**

Hill uses the term 'freedom' in his motivational speech "Less stuff, more happiness" twice out of 21 terms making (9.5%). As far as the researcher is concerned, Hill repeats the term 'freedom' to refer to motivating the audience by avoiding the idea of restricting the ways of thinking. Rather, a person must have sufficient freedom to think and act in order to achieve the targeted goals and hopes to achieve

- **'Space'**

As shown Table (10), 'space' is used by Hill twelve times out of 21 making (57.2%) in his "Less stuff, more happiness". This repetition indicates the importance of getting rid of the worthless things in a person's life and replacing them with more valuable things that can contribute in developing skills and abilities. Thus, the ideology of empowerment is positively reflected through the use of the term 'space' in motivating the listeners to provide enough time and space in their lives for what is more important than the things that waste time and disperse efforts.

Table (11) : Repetition in Speech 8

Total no. of lexical items	Repeated Lexical Items	No.	%
289	Achieve	2	13.3%
	Goal	13	86.7%
	Total	**15**	**100%**

- **'Achieve'**

  Derek Sivers uses the verb 'achieve' twice out of fifteen making (13.3%) in his motivational speech "Keep your goals to yourself". Such repetition implies that only having a goal is not enough, but a person must strive to achieve that goal, rather than merely saying "I want", instead, he must strive to achieve what he wants. Thus, Sivers positively uses the verb 'achieve' to motivate the audience by enabling them to understand the difference between setting a goal and achieving it.

- **'Goal'**

  As shown in Table (11), the term 'goal' is repeated in Sivers' motivational speech "Keep your goals to yourself" thirteen times out of fifteen making (86.7%). This percentage indicates the close link between role of motivation and the goals that a person seeks to achieve in his life. In other words, the purpose of motivational speeches is to motivate, encourage, inspire, and enable people to achieve their goals that despair and frustration hinder them from being achieved. Thus, the term 'goal' is positively used to enable the general public to realize the importance of setting goals and working to achieve them.

Table (12) : Repetition in Speech 9

Total no. of lexical items	Repeated Lexical Items	No.	%
356	Success	13	72.223 %
	Reaching success	5	27.777 %
	Total	**18**	**100%**

- **'success'**

Richard St. John has repeated the term 'success' thirteen times out of eighteen making (72.223%) in his motivational speech "Keep your goals to yourself" as shown in Table (12). Using such term frequently here refers to its close relationship with the purpose of motivational speech which are designed to motivate, encourage and support frustrated people, who cannot achieve success, by entrenching positive terms such as 'success' in their minds.

- **'Reaching success'**

The term 'reaching success' is mentioned five times out of eighteen making (27.777%). According to the researcher's viewpoint, such repetition is used purposefully to motivate the audience through empowering them to distinguish between 'success' and 'reaching success'. In other words, it is very easy for a person to say "I want success", but it is difficult to reach the success he/she wants. Thus, John motivates the audience by using the term 'reaching success' positively.

Table (13) : Repetition in Speech 10

Total no. of lexical items	Repeated Lexical Items	No.	%
792	Success	6	40 %
	Failure	6	40 %
	Creativity	3	20 %
	Total	**15**	**100%**

- **'Success'**

The term 'success' is mentioned six times out of fifteen making (40%) in Elizabeth Gilbert's motivational speech "Success, failure and the drive to keep creating". She links success

with creativity in that each one needs to make sure that their creativity survived its own success. She also uses this term to refer to the fates that are made if success is achieved, taking into consideration that these fates may be seen as either bad or good. So, Gilbert uses the term 'success' positively in order to empower the audience to be successful and keep trying to achieve success.

- **'Failure'**

As shown in Table (13), Elizabeth Gilbert uses the term 'failure' six times out of fifteen making (40%) in her motivational speech "Success, failure and the drive to keep creating". There must be a justification for this percentage that prompts Gilbert to repeat 'failure' more than once. As far as the researcher is concerned, failure is the basis for success. Gilbert motivates and encourages the audience by showing the importance of failure in a person's life, because failure itself leads to success since there is no success without failure. In other words, if failure does not exist, the person will not succeed. The ideology of empowerment is revealed through the frequent use of the term 'failure' in Gilbert's motivational speech to convince the general public that failure is the first step to success. Thus the term 'failure' is positively used.

- **'Creativity'**

The term 'creativity' was repeated in "Success, failure and the drive to keep creating" as illustrated in Table (13) three times out of fifteen times making (20%). Repeating positive terms such as 'creativity' has a great role in motivating the audience and making them believe in their hidden abilities that they may not know they possess. Mentioning such term also has a great impact on strengthening the listeners' self-confidence, then being able to achieve the desired goals. Thus, the ideology of empowerment is reflected through the using positive inspirational terms that increase the listeners' self-confidence.

4.2.1.1.1 Repetition of Grammatical Items

Similar to the lexical items, there are many grammatical items that are used frequently by the motivational speakers in all of the speeches under analysis. Using function words helps the speaker make his speech cohesive and worth-listening because these words are of great grammatical value; however, when they are repeated more than once, they must have another inspirational purpose as far as the data is concerned. Many of these repeated grammatical words are used in more than one speech. Regarding the percentages shown in Table (14), the repetition of the grammatical items all over the ten selected motivational speeches will be discussed altogether in this section. Consider the following table :

Table (14) : Frequency of Repeated Grammatical Items in Speeches (1-10)

Text \ Item	I	you	your	So	They	With	But	Can	For	We	Need to	Because	Then
1	20	3	3	5	0	0	0	0	0	0	0	0	0
2	29	2	0	17	0	0	0	0	0	0	0	0	0
3	15	5	0	0	3	7	0	0	0	0	0	0	0
4	38	0	0	6	0	0	4	11	10	0	0	0	0
5	26	9	0	0	0	0	0	2	8	0	0	0	0
6	39	30	0	0	0	0	0	0	0	13	0	0	0
7	9	11	0	0	0	0	0	0	0	15	0	0	0
8	3	15	0	0	0	0	4	5	0	0	3	0	0
9	54	0	0	7	0	0	0	4	0	12	0	10	0
10	76	28	0	0	0	0	0	4	0	4	0	9	3
Total	309	103	3	35	3	7	8	26	18	44	3	19	3

- **'I'**

Motivational speakers in the discourses selected for the current study use the pronoun 'I' a lot. Certainly, this repetition is not for no reason. Repeating the pronoun 'I' refers to the speaker's feeling of true success that s/he is trying to convey to the audience empowering them to achieve success like the one he achieved. Thus, the ideology of empowerment is reflected in repeating the pronoun 'I'. Another reason behind repeating the pronoun 'I' exaggeratedly is that the motivational speakers who participate in the TEDx program convey their realistic and authentic personal experiences, i.e. real stories from their daily-live situations and the great challenges they faced and overcame before achieving their goals despite all the obstacles they faced.

- **'You'**

Motivational speakers use the pronoun 'you' to indicate that the biggest role in achieving success is due to the listener himself while the role of the motivational speaker is complementary, motivational, encouraging no more, no less. It is not enough for a person to listen to the speech and say "I want to succeed", but rather s/he must accomplish his/her tasks and duties facing and overcoming the difficulties in order to achieve the success s/he aspires to. Using the pronoun 'you' repeatedly is to empower the general public to be aware of their role in developing themselves and not to entirely rely on wishes and motivational speeches only. This repetition indicates that the mere motivation is not sufficient to achieve goals, but it must be accompanied by perseverance and hard work.

- **'Your'**

As shown in Table (14), the motivational speakers frequently use the possessive pronoun 'your' in their motivational speeches. The reason behind this repetition is to motivate the audience by empowering them to feel ownership of something. In other words, when the listener feels that s/he possesses the things that the speaker attributes to him, s/he is motivated and

encouraged, then works hard to possess these things in real life. Thus, the ideology of empowerment is reflected by positively repeating the pronoun 'your' more than once.

- **'So'**

Motivational speakers use the linking tool 'so' to explain the results of some of the hypotheses they put into their speeches to the listener. In other words, the motivational speaker needs to use 'so' repeatedly because naturally in motivational speeches, the listener is tried to be convinced that s/he has some mistakes by presenting some expected negative hypothetical results if he persists on his way of thinking. In the same time, the speaker presents some other positive hypothetical results that can be achieved by the listener as a result of correcting their mistakes. Thus, the motivational speaker can visualize what will happen to him according to all of the hypotheses presented. Thus, "so" is positively used as a tool through which the ideology of empowerment is reflected.

- **'They'**

The pronoun 'they' is not frequently used in the selected motivational speeches for the present study. It is used only in one speech (A 12 year-old app developer) out of ten motivational speeches. The reason behind the repeating the pronoun 'they' is that it refers to the people who are present in the environment surrounding the person influencing him whether negatively or positively. Thomas Suarez, gives an example of parents. He believes that parents deal with their children as judgmentally through determining his destiny. If the parents take care of the talent of their child and support him empowering him to develop it, he will excel in this field while if the parents put many obstacles in their child's life, he will be frustrated and will not be able to succeed in his whole life.

- **'But'**

Motivational speakers use the conjunction 'but' to indicate contradictions. In other words, the motivational speaker

needs to present some negative facts that the listeners believe in, then showing their negative consequences. This needs to use a linking tool that connects two contradictory sentences to enable the audience to imagine future results of what they decide to do in the present. In this way, the ideology of empowerment is reflected in repeating the linking tool 'but' in the selected motivational discourses.

- **'Can'**

The modal verb 'can' is repeated many times in the selected motivational speeches as shown in table (14). Grammatically, the function of the verb 'can' is to give the meaning of possibility, meaning that the speaker enables the addressee to do something that he could not do. Rhetorically, the repetition of 'can' is a tool that is intended to empower the listener to believe in his abilities and capabilities to do what he finds difficult in order to achieve success and reach his desired goals. Thus, the ideology of empowerment is reflected through the positive frequent use of 'can'.

- **'For'**

In the selected motivational speeches for the current study, as shown in Table (14), the preposition 'for' is mentioned frequently. The reason behind such repetition refers to the function of this preposition in that it helps the motivational speaker indicate the expected future results. The preposition 'for' is also positively used purposefully to give reasons for a phenomenon that the motivational speaker had implicitly addressed in his speech. Thus, the preposition 'for' is positively used to motivate the listeners by enabling them to have a positive or negative impression of the data available at their present time. Thus, the ideology of empowerment is reflected in the repetition of the preposition 'for'.

- **"Need to"**

The motivational speaker uses the modal verb 'need to' to express necessity. In other words, repeating 'need to' more than

once is to express the need to do some things in order to achieve the goals that a person seeks, i.e., the motivational speaker attempts to motivate the audience by empowering them by convincing them of the need to pay the price of the goal they seek to achieve . For example, the motivational speaker Sivers says: "Any time you have a goal, there are some steps that need to be done, some work that needs to be done in order to achieve it". Thus, the ideology of empowerment is reflected in the positive frequent use of the verb 'need to' in the selected motivational speeches.

- **"Because"**

Motivational speech, by its nature, should be free from coercion and domination among the participants. Therefore, the motivational speaker must succeed in creating a positive social change in the life of the audience by persuading them with positive thoughts instead of negative ones that hinder them and keep them unable to achieve their goals. One of the means of persuasion is giving reasons for everything the speaker says. The motivational speaker uses the linking tool 'because' to enable the listeners to know the disadvantages or benefits of the thing they proposes to them. Thus, the ideology of empowerment is reflected in using the linking tool 'because' more than once.

4.3 Ideological Level

There are various ideological strategies that can be positively used to make positive social changes through motivating the audience such as 'emphasizing positive' and 'de-emphasizing negatives'. These two twin tools are intentionally selected from the 'IS' since there is no conflict between groups. Instead, the relationship between the in-group and out-group is cooperative rather than conflictive. So, the present study in this section investigates how these tools are positively used by the motivational speakers to motivate their audience in order to make positive social changes. As far as motivational speeches are concerned, the audience's reaction to a certain part of the speech is considered as a criterion to identify the extracts that are to be

analyzed. That reaction may by clapping, laughing, shouting, shedding tears and whistling.

4.3.1 Emphasizing Positives

Some of the tools, that motivational speakers use to make a positive social change in their listeners' real life, are ideologically oriented. The ideology plays a pivotal role in 'emphasizing positives' which represents an ideological tool used to uncover the hidden ideologies of the discourse producer. The motivational speaker emphasizes positive ideas. So, many positive ideas are emphasized by the motivational speakers in order to motivate the audience. In the motivational speeches under analysis, there are various extracts that are purposefully selected to be ideologically analyzed since they emphasizes many positive thoughts, as follows :

- **Speech 1 :**

1. "What struck me was that IQ was not the only difference between my best and my worst students."

The ideology of empowerment is reflected through the Duckworth's sense of surprise to conclude that students' IQ is not the only criterion for distinguishing between good and bad students. In other words, a student does not have to be smart in order to become distinguished. There may be a student of average intelligence, but he is smart and studies hard for a long time and is classified as distinguished. In this extract, Duckworth motivates the audience by focusing on other criteria in the classification of human competence other than the level of intelligence, i.e., she motivates them to discover the strength they have.

2. "I was firmly convinced that every one of my students could learn the material if they worked hard and long enough."

Duckworth motivates the audience in this extract through her personal experience as a teacher that any student can learn the subject and master it perfectly only if s/he studies harder for a longer time, regardless of his/her level of intelligence. The

ideology of empowerment is reflected in this extract through the Duckworth's reference to the point that working hard despite various obstacles can help you achieve your desired dreams.

3. "After several more years of teaching, I came to the conclusion that what we need in education is a much better understanding of students and learning from a motivational perspective, from a psychological perspective."

In this extract, Duckworth refers to the role of motivation in students' lives as an important and essential factor in obtaining a sound education. She also refers to the psychological aspect of the student by examining problems that hinder his study, the desires that he tends to reach, and the motives that drive him to these desires. The ideology of empowerment is reflected in this extract through the emphasis of Duckworth on the role of psycho-therapy with people in general and students in particular in order to obtain a more understanding of the student's personality , then dealing with him properly.

4. "Grit is passion and perseverance for very long-term goals. Grit is having stamina. Grit is sticking with your future, day in, day out, not just for the week, not just for the month, but for years, and working really hard to make that future a reality. Grit is living life like it's a marathon, not a sprint."

In this extract, Duckworth motivates the audience by focusing on the concept of perseverance by defining it as passion and continuous work in order to achieve the goals that a person aims for. Any motivational speaker can inspire his audience by inspiring them to have patience and persistence so that they can live in a non-stop life that gives its rewards only to those who walk at its pace.

- **Speech 2 :**

1. "After surviving the Cultural Revolution, they firmly believed there's only one sure way to happiness: a safe and well-paid job. It is not important if I like the job or not. But my dream was to become a Chinese opera singer."

Lisa Bu motivates the audience by emphasizing the role of safe and well-paying work. She also motivates people through encouraging them to achieve their dreams, even if they do not like their work. By emphasizing the choice of profitable work despite being enjoyable or not, the ideology of empowerment is reflected in this extract as a reference to motivating people to persevere in order to achieve the desired goals.

2. "Encountering a new culture also started my habit of comparative reading."

In this extract, Bu motivates her audience by emphasizing the confrontation of new cultures as a means of coexistence with people who belong to different cultures and civilizations. For Bu, she believes that the orientation of a new culture motivates her personally to acquire the habit of comparative reading as she studies about the new civilization and attempts to know its customs and traditions. According to Bu's viewpoint, dealing with cultural differences acts as an incentive for self-development. Thus, the ideology of empowerment is reflected in this extract.

3. "So if you know a foreign language, it's also fun to read your favorite books in two languages."

In this extract, Lisa Bu demonstrates one of the benefits of learning a foreign language. This benefit is that whoever learns a new foreign language can enjoy reading his favorite books in two languages. The ideology of empowerment is reflected by motivating people and encouraging them to develop themselves in order to obtain the privileges that require mastering a second foreign language.

4. "I know I shall never feel lonely or powerless again."

Bu motivates the audience in this extract by focusing on avoiding feelings of loneliness and vulnerability. Who feels lonely usually suffers from psychological disorders, and who feels weak believes that s/he is unable to achieve any goal s/he desires to obtain. Thus, s/he lives a life full of failure and frustration. Bu

empowers people here to achieve their desired goals by avoiding negative feelings of weakness and loneliness.

- **Speech 3 :**

1. "I've always had a fascination for computers and technology, and I made few apps for the iPhone, iPod touch, and iPad. I'd like to share a couple with you today."

In this extract, Thomas Suarez motivates the audience by referring to creativity and innovation, as he presents realistic examples from his life, represented by a group of mobile-related programs. Suarez emphasizes another point that a person must have an interest in the degree of his passion for his works in order to have a motive that empowers him to achieve his goals that he aspires to.

2. "I've gotten a lot of interest and encouragement from my family, friends, teachers and even people at the Apple Store, and that's been a huge help to me. I've gotten a lot of inspiration from Steve Jobs, and I've started an app club at school, and a teacher at my school is kindly sponsoring my app club."

The ideology of empowerment appears very clearly in this extract through two points that Suarez emphasizes in his speech, namely: first, the motivational role of the people around the person, such as family, friends, and the teacher, and the subsequent positive effects motivate the individual and enable him to achieve his goals. Secondly, the role of well-known people who specialize in the field of the individual's work, as Suarez says about himself when he mentioned Steve Jobs, whom he met and who inspired him with many ideas that helped motivate him and correct his path, which led to achieving great success in a short time.

3. "I'd like to finish up by saying what I'd like to do in the future. First of all, I'd like to create more apps, more games. I'm working with a third party company to make an app. I'd like to get into Android programming and development, and I'd like to

continue my app club, and find other ways for students to share knowledge with others."

Suarez finishes his speech with this extract in which the ideology of empowerment is evident through his emphasis on the role of ambition and planning for future goals that he aspires to achieve. For example, Suarez personally aspires to program many programs and games in the future. In addition to the above, Suarez emphasizes the role of helping students interested in the field of electronics and motivating them to achieve their dreams by providing them with important information about the specialty.

- **Speech 4 :**

1. "There are a lot of ways the people around us can help improve our lives."

In this extract, Candy Chang emphasizes the role of hope in human life. Chang gives a space of hope to the audience who suffer from despair and frustration to enable them to achieve their goals and dreams that they aspire to achieve. In addition, Chang indicates that choosing the environment in which a person works represents a very important influencing factor because if the people around the person are positive, they will motivate as well as enable him to progress and achieve goals, no matter how difficult they are. Thus, people contribute to the development of the individual's life.

2. "And I thought about death a lot. And ... this made me feel deep gratitude for the time I've had. And ... brought clarity to the things that are meaningful to my life now."

Although it is common for death to be a negative thing, the Chang uses the concept of death positively in this extract by pointing out that just thinking about death prompted her to feel gratitude for the time she spends to achieve goals, the matter that pushes her more to achieve more goals and achieve many dreams before she dies.

3. "Before I die, I want to be tried for piracy." "Before I die, I want to straddle the International Dateline." "Before I die, I

want to sing for millions." "Before I die, I want to plant a tree." "Before I die, I want to live off the grid." "Before I die, I want to hold her one more time." "Before I die, I want to be someone's cavalry." "Before I die, I want to be completely myself."

In this extract, Chang refers to the importance of achieving the dreams and goals that a person aims for in his life, and the urgency in striving to achieve them, because life is temporary and he does not know when death will come. Chang draws the attention of the audience again in this motivational speech to the presence of death and its sudden arrival at any moment. Thus, Chang motivates his audience by encouraging them to rush and continue to achieve goals as long as they are breathing.

4. "but I've realized that preparing for death is one of the most empowering things you can do. Thinking about death clarifies your life. Our shared spaces can better reflect what matters to us, as individuals and as a community, and with more ways to share our hopes, fears and stories, the people around us can not only help us make better places, they can help us lead better lives."

In this extract, Chang indicates that she realized that preparing for death is one of the most empowering things for a person by making him make excellent use of time and achieve her goals successively and continuously. Chang believes that thinking about death gives transparency and purity to life. She also refers to the role of the people surrounding the individual and their positive influence on him. These people have an active and essential role in helping the individual to have a better life. In this way, the ideology of empowerment is uncovered in this extract.

- **Speech 5 :**

1. "Think about something you've always wanted to add to your life and try it for the next 30 days."

In this extract, the audience is stimulated in this clip by enabling them to think well about their goals that they have always wanted and aspire to achieve. After that, Matt Cutts refers to the necessity of practice and its positive role in helping the individual achieve goals. He asks the audience to practice the things they always love for a period of 30 days to lead them to achieve their goals because success in a specific field requires the practice of special work in that field. Thus, the ideology of empowerment is expressed clearly in this extract.

2. *"I also noticed that as I started to do more and harder 30-day challenges, my self-confidence grew."*

In this extract, there is an indication of one of the results of the practice that Cutts refers to previously which is that he noticed that his self-confidence increased as a result of mastering work and constantly facing various challenges throughout the 30 days in which he practiced his work. By referring to the increase of self-confidence and the abundance of production in this extract, the ideology of empowerment is obviously reflected.

3. *"You might be sleep-deprived, but you'll finish your novel."*

Matt Cutts, in this extract, depicts one of the difficulties of working for thirty days, which is lack of sleep or sometimes sleep deprivation. At the same time, he refers to the result of this deprivation represented in achieving the goal that that person wants to reach. Foe Cutts, despite the difficulties, a person will achieve his goal, but the presence of difficulties adds a sense of victory as well as motivation when achieving the goal despite the difficulties that person faced.

4. *"So here's my question to you: What are you waiting for? I guarantee you the next 30 days are going to pass whether you like it or not, so why not think about something you have always wanted to try and give it a shot! For the next 30 days."*

In this extract, there is a question and an offer. Cutts poses a rhetorical question to the audience, inviting them to take advantage of time and not waste opportunities to reach the goals

they aspire to. Cutts stresses that the next thirty days will pass. Therefore, Cutts presents a presentation inviting them to think about practicing something new that they would like to add to their lives in the next 30 days, and not to let it go in vain.

- **Speech 6 :**

1. "We are there to inspire."

In this extract, a direct and explicit reference is made to the role of motivation, inspiration, empowerment, encouragement, and moral support. There is an implicit reference to the amount of self-confidence that Stella Young possesses and tries to show it to the audience, especially because she is disabled. The ideology of empowerment is reflected through the use of frankness and directness in presenting information and also through demonstrating high self-confidence by a disabled person that many healthy people do not possess.

2. " "Your excuse is invalid." Indeed. Or this one: "Before you quit, try!" "

In this extract, Young refers to a major problem that people face in their daily lives, which is excuses. There is an indication that excuses are unacceptable because they are just an illusion that a person creates for himself as a justification for his failure to achieve his goals. Young calls on the person who decides to surrender and withdraw to postpone the decision to withdraw and just try in the hope that he will succeed in achieving what he desires.

- **Speech 7 :**

1. "So I'm going to suggest that less stuff and less space are going to equal a smaller footprint. It's actually a great way to save you some money. And it's going to give you a little more ease in your life."

In this extract, Graham Hill motivates his audience by inviting them to get rid of everything that occupies their lives without benefit, because the many details of life may hinder a

person from achieving the goals he aspires to. Hill also refers to the need to allocate time so that the person can make the best use of it as well as save money and effort that were spent on things that are not important. Thus, the ideology of empowerment is reflected in this extract.

2. "First of all, you have to edit ruthlessly. We've got to clear the arteries of our lives. And that shirt that I hadn't worn in years? It's time for me to let it go. We've got to cut the extraneous out of our lives, and we've got to learn to stem the inflow."

In this extract, Hill refers to the importance of modifications in our lives. He calls for removing everything that deserves to be removed without hesitation. He gives an example of his old shirt, which he has not worn for a while, that he should do without it because it has become old and is no longer appropriate to wear. The ideology of empowerment is reflected in this extract by the invitation of Hill to remove extraneous matters from human life and replace them with matters of importance that contribute to human development and enable him to achieve what he aspires to.

3. "So I'm not saying that we all need to live in 420 sq. ft. But consider the benefits of an edited life."

Hill asserts, in this extract, that it is not necessary for a person to reduce the details of his life to the extent of harming himself. For example, living in a small room. Instead, a person should be moderate in choosing the things or people that enter his life. At the same time, Hill points out the negativity of exaggerating the details of life by inviting the audience to take into account the benefits and positives of a modified life. Thus, the ideology of empowerment is reflected in this extract.

- **Speech 8 :**

1. "Everyone, please think of your biggest personal goal."

In this extract, Derek Sivers emphasizes that a person needs to have a personal goal, then s/he must strive to achieve it because it is impossible to achieve a goal without focusing on it

firstly. It is clear in this passage that the speaker describes this type of goal as personal and larger. This includes that a successful person has many goals of different importance, some of which are personal, while others are not. Sivers believes that a person must choose the biggest personal goal among all the goals that s/he aspires to achieve and that he strives to achieve it first and then move on to other goals. In other words, Sivers in this extract adds an important pivot which is organizing the sequence of goals according to importance. Thus, the ideology of empowerment is reflected in this extract.

2. "Now, those who kept their mouths shut worked the entire 45 minutes on average, and when asked afterward, said that they felt that they had a long way to go still to achieve their goal."

The ideology of empowerment is reflected when the Sivers motivates his audience in this extract by encouraging them to be discreet. Where he refers to the importance of working in silence without telling others about his achievements. Sivers gives an example of people who work without mentioning details of their work, and when someone asks them about those details, they say that they have a long way to succeed. In addition, this concept is evident in Islamic culture because Islam invites people to conceal their achievements in order to avoid envy.

3. "So audience, next time you're tempted to tell someone your goal, what will you say? Exactly! Well done."

In this extract, Sivers asks his audience a rhetorical question which is that after they knew the importance of concealing their goals that they aspire to and its role in helping the individual in progress and development, if someone asked them about their goals, what would they answer? The audience's answer to this question was **silence**. What makes us sure about the correctness of this answer is exactly the expression that Sivers said after the silence of the audience and his question. In this way, Sivers enables the audience in an interesting way to understand the concept of discretion. Thus, the ideology of empowerment is reflected in this extract.

- **Speech 9 :**

1. "Reaching success, I worked hard, I pushed myself."

In this extract, Richard St. John emphasizes achieving success in practice. That is, thinking about success alone is not enough, but a person must devote his efforts, skills, and everything he possesses in order to reach his goal. John explicitly indicates that he worked hard and involved himself in many difficulties until he was able to achieve his success.

2. "I learned that success isn't a one-way street. It doesn't look like this; it really looks more like this. It's a continuous journey."

John motivates the audience by describing success as an endless journey rather than a one-way street. In other words, success can be followed by another failure or success greater than it because there is no limit to success that a person can reach and be satisfied with. In the success journey, there is no satisfaction since success generates ambition for another success and so on. That is how empowerment is uncovered in this extract.

3. "And if we want to avoid "success-to-failure-syndrome," we just keep following these eight principles, because that is not only how we achieve success, it's how we sustain it."

In this extract, John emphasizes a very important idea by enabling the audience to avoid the disease of failure after success. The ideology of empowerment is reflected through this idea which refers to the point that success needs to be continued, persevered, and prolonged in order to maintain it. On the contrary, success will turn into failure. In other words, the goal is not only to achieve success, but to maintain success after achieving it.

- **Speech 10 :**

1. "For me, going home meant returning to the work of writing because writing was my home, because I loved writing more than I hated failing at writing, which is to say that I loved

writing more than I loved my own ego, which is ultimately to say that I loved writing more than I loved myself."

In this extract, Gilbert stresses the importance of a person loving what he does in order to do what he loves. For example, Gilbert likes writing and considers it her home to which she turns when she feels bored, that is, she likes her work as a writer to the point that she enjoys writing, loves it, and hates failure in it. Gilbert motivates the audience by suggesting that a person should love his work more than himself.

2. "Success catapults you just as abruptly but just as far way out over here into the equally blinding glare of fame and recognition and praise."

Gilbert motivates the audience in this extract by enabling them to envision their future after achieving success. In other words, Gilbert believes that success suddenly moves a person to another place where fame and praise occur. Thus, the ideology of empowerment is clearly reflected in this extract.

4.3.2 De-emphasizing Negatives

In this section, many extracts, in which the motivational speakers de-emphasize negative thoughts and practices, are selected and analyzed ideologically, as follows :

- **Speech 1 :**

1. "In education, the one thing we know how to measure best is IQ."

In this extract, Duckworth de-emphasizes a negative point that hinders the educational process, a major disability that may negatively influence the student's charisma and weaken his self-confidence. That negative point is the total dependence on the intelligence level as a criterion for measuring the competence of the student and distinguishing between the best and the worst because there are some students with limited intelligence, but they are superior because they study hard longer. The ideology of empowerment is reflected in this extract by motivating the

audience through de-emphasizing adopting the intelligence level as a criterion for classifying students.

2. "What I do know is that talent doesn't make you gritty. Our data show very clearly that there are many talented individuals who simply do not follow through on their commitments."

Duckworth, in this extract, points out that talent alone is not enough. Talent is an instinctive readiness in a particular field, if it is not accompanied with practice and development, it will be lost. There is a reference to patience and perseverance in carrying out tasks that lead a person to achieve his goals that satisfy his ambition. As Duckworth believes, if a person does not practice his talented work, he will fail and lose the talent as well. Therefore, Duckworth attempts to empower the audience by creating a sense of perseverance and self-development. Thus, the ideology of empowerment is reflected in this extract.

- **Speech 2 :**

1. "I was afraid that for the rest of my life some second-class happiness would be the best I could hope for. But that's so unfair."

In this extract, Lisa Bu motivates the audience by de-emphasizing putting limits for ambition. Bu believes that ambition should be unlimited since success is an endless progressive process that requires absolute inspiration. Bu de-emphasizes anxiety about the future and what may lead to the rest of life. At the end of the extract, Bu concludes that it is not fair for a person to exert his efforts and to persevere to achieve his goals and not to obtain a satisfactory return and success that is proportional to his efforts. Thus, the ideology of empowerment is reflected in the Bu's motivational speech.

- **Speech 3 :**

1. "These days, students usually know a little bit more than teachers with the technology. Sorry. So this is a resource to teachers, and educators should recognize this resource and make good use of it."

Thomas Suarez de-emphasizes the level of technological information of the majority of teachers. Also, he refers, in this extract, to the importance of developing the technological aspect of teachers and educating them more in the field of electronics. This is simply because many students have more technological information than their professors. This extract indicates a direct invitation from Suarez to the teachers for self-development and gaining additional information about modern technology because the teacher is targeted to be questioned by the students and his role as a teacher requires him to answer any question raised, otherwise he will fail in his work as a teacher. In this way, the ideology of empowerment is reflected in this extract

- **Speech 4 :**

1. "But I struggle to maintain this perspective in my daily life."

In this extract, Candy Chang attempts to show the role of negative thinking among some people and the defeatist spirit they have. Chang motivates her audience through inviting them to endure and face difficulties and not allow them to hinder their success in achieving what they want to achieve.

2. "Death is something that we're often discouraged to talk about, or even think about. "

Chang de-emphasizes the role of fear that dominates people's thinking about death and their avoidance of talking about it. Since death is an inevitable fact that must happen, a person must prepare for it, make the best use of time and strive to achieve all the targeted goals before death. Thus, the concept of death is positively used as a means through which the ideology of empowerment is reflected.

- **Speech 5 :**

1. "A few years ago, I felt like I was stuck in a rut."

In this extract, Matt Cutts de-emphasizes the fact that a person gets stuck in a fixed daily-routine. Keeping doing the same things everyday will generate boredom, frustration, and lack of the

pleasure of success. Cutts invites the audience not to get stuck in fixed daily activities, and instead advises the audience to practice a new activity that they would like to practice for 30 days. Thus, the ideology of empowerment is reflected in this extract.

2. "By the way, the secret is not to go to sleep until you've written your words for the day."

Cutts de-emphasizes postponing today's work until tomorrow. He also indicates that to avoid this phenomenon, a person should not go to sleep before he has completed his tasks for the day. He believes that the secret of success lies in overcoming the challenges that hinder success. For this reason, Cutts invites his audience not to postpone their work, but to finish it at the appointed time. This is how the ideology of empowerment is reflected in this extract.

- **Speech 6 :**

1. "For lots of us, disabled people are not our teachers or our doctors or our manicurists. We're not real people."

In this extract, Stella Young de-emphasizes the fact that people with disabilities do not have good job or positions in society. In other words, there are no disabled teachers, engineers or doctors because society considers them unreal people who do not exist. Young's de-emphasizing this idea motivates the audience by enabling the audience to change the prevailing idea in society. In Young's words, there is an invitation to give the disabled people their simple rights to own a functional entity and an independent career in society.

2. "Yeah, we've been sold the lie that disability is a Bad Thing. It's a bad thing, and to live with disability makes you exceptional. It's not a bad thing, and it doesn't make you exceptional."

The audience is motivated by Young's words in this extract by de-emphasizing a lie that everyone believes, which is that disability is a very bad thing and living with it makes its owner exceptional. According to Young, this idea is wrong and

must be corrected because he believes that disability is not a bad thing and does not make the person exceptional. In this extract, the ideology of empowerment is clearly reflected.

3. "I use the term 'disabled people' quite deliberately, because I subscribe to what's called the social model of disability, which tells us that we are more disabled by the society that we live in than by our bodies and our diagnoses."

In this extract, Young uses the word "**disabled people**" intentionally, rather not arbitrarily. This is because she believes that society is more intellectually handicapped than physically handicapped people. Young belittles the society's opinion of marginalizing disabled people and preventing them from practicing their rights as well as possessing respectable professions in that she describes the society as being more disabled than the bodies of the disabled themselves.

4. "People, when they say, "You're an inspiration" they mean it as a compliment. And I know why it happens. It's because of the lie, it's because we've been sold this lie that disability makes you exceptional."

Young, in this extract, repudiates to consider disabled people as a source of motivation and inspiration for healthy people. Simply because she believes that this is a compliment and people with disabilities do not need that courtesy, but this spread because of the lie that society believed in the fact that the disabled are exceptional, and the truth is quite the opposite. Empowerment is reflected by underestimating deeming disabled as a source of inspiration for others because they are not.

5. "I really want to live in a world where disability is not the exception, but the norm."

In this extract, there is a voice of suffering in the Young's motivational speech because she wishes to live in a society without social discrimination among the social members. Young de-emphasizes considering disability as an important element in society and desires to live in a society that treats people

with disabilities as any other normal people. Through what proceeds, the ideology of empowerment is reflected in this ectract.

- **Speech 7 :**

1. "So you'd think, with all this extra space, we'd have plenty of room for all our stuff."

Graham Hill, in this extract, de-emphasizes some people's belief that the extra-space in their lives is enough for everything they need. Hill believes that this idea is wrong because things should be sequential according to importance, the most important and the least important. Without classifying a person's preoccupations according to importance, he will lose his focus and fail to organize his life, so as his career will be negatively affected in achieving the goals he aims at.

- **Speech 8 :**

1. "Well, bad news: you should have kept your mouth shut, because that good feeling now will make you less likely to do it."

In this extract, Derek Sivers de-emphasizes the feeling of a person when he talks about his ambition and goals that he plans to achieve. Sivers believes that speaking about a person's plans and goals will negatively affect him, leading to his failure to achieve what he plans for. He mentions that this feeling is good, but its consequences are dire because if a person wants to achieve a specific goal, he must work in silence.

2. "But when you tell someone your goal and they acknowledge it, psychologists have found that it's called a "social reality." The mind is kind of tricked into feeling that it's already done. And then because you've felt that satisfaction, you're less motivated to do the actual hard work necessary."

Sivers de-emphasizes the phenomenon of speaking about what a person aims to achieve. He believes that disclosing what a person plans to accomplish if he encounters acceptance from others, this will generate a feeling of satisfaction in that person which will become less motivated to do what is required to achieve the goals.

This phenomenon is described by Sivers as the social reality as described by psychologists, and it is a state of self-satisfaction as a result of the surrounding people's recognition of the achievement of that person. That's why Sivers invites his audience to conceal what they intend to achieve and not to speak about it in front of others before achieving it. Thus, the ideology of empowerment is reflected in this extract.

- **Speech 9 :**

1. "Why do so many people reach success and then fail? One of the big reasons is, we think success is a one-way street."

In this extract, Richard St. John asks a question, then answers it. John asks about the reason for people's success and then their failure, and then answers himself, saying that one of the biggest reasons is the belief of many people that success is a one-way street. In other words, many people believe that it is impossible for them to fail if they achieve success, and this is wrong as John's belief. That's why there is an invitation by John to the audience to maintain the success process and not to be complacent in work to avoid failure because success, as John believes, is not a one-way road (success only), but a two-way road (success and failure).

2. "And reaching success, I always did what I loved. But then I got into stuff that I didn't love, like management. I am the world's worst manager, but I figured I should be doing it, because I was, after all, the president of the company."

John, in this extract, de-emphasizes a negative point which is working in a field that you do not like. He believes that a person must love what he does in order to do what he loves. If a person does a job that he does not like, he will certainly not succeed in it. For example, John mentions himself personally because he worked first in what he loves and achieved success, then he worked in the field of management despite his lack of love for this field, but he harmed the development of himself and was forced to make himself love the work of management which is

harmful. Accordingly, the ideology of empowerment is reflected in this extract.

- **Speech 10 :**

1. "I found it in lessons that I had learned earlier in life about how creativity can survive its own failure."

In this extract, Elizabeth Gilbert demonstrates her disagreement with what is taught in today's school curriculum. She de-emphasizes the absence of the role of creativity and the failure to enhance the creative sense of students in the current curricula. For Gilbert, there is also an indication of the importance of developing the innovative spirit of the student and her continuous stimulation so that she can achieve her targeted goals that she aspires to achieve. Thus, the ideology of empowerment is reflected in this extract.

2. "Something worthy, by the way, so addiction and infatuation don't count, because we all know that those are not safe places to live. Right?"

Addiction and infatuation have been de-emphasized by Gilbert in this extract because she believes that addicting a certain work beside infatuation with it by someone may negatively affect him leading to failure in achieving what that person aims at. Thus, the ideology of empowerment is reflected in this extract.

4.4. Hypotheses Verification

In this section, the five hypotheses which are introduced in (1.3) are brought together to show their verification whether complete or partial in order to be easily checked. The hypotheses verification is presented as follows:

1. The first hypothesis which states "various discursive strategies are used in the selected English motivational speeches including syntactic, semantic, rhetorical and ideological strategies" is completely verified because the strategies that are found in the selected motivational speeches are syntactic (sentence types and conditionals) as shown in Table (2) and (3), semantic

(lexicalization) as presented in (4.1.2.1) , rhetorical (repetition) as shown in Tables (4-14) and ideological (emphasizing positives and de-emphasizing negatives) as analyzed in (4.3).

2. The second hypothesis which reads "repetition, interrogation and conditionals are used more frequently than the other discursive strategies in the selected English motivational speeches" is completely verified since the motivational speakers use repetition, interrogation and conditionals more than the other strategies as quantitatively shown in Table (4-14), (2) and (3).

3. The third hypothesis which indicates "the syntactic strategies positively used in the selected English motivational speeches are conditionals, declaratives, interrogatives, imperatives and exclamatory sentences" is partially validated since exclamatory sentence is not found in the selected motivational speeches and the imperatives sentences is only used once. So, conditionals, declaratives, interrogatives are the syntactic strategies positively used in the speeches under study as shown in Table (2), (3).

4. The fourth hypothesis which reads "the semantic strategies positively used in the selected speeches is lexicalization" is completely verified since lexicalization is the semantic strategy that is found in the selected motivational speeches as shown in (4.1.2.1).

5. The fifth hypothesis which states "the rhetorical strategies that is positively used in the selected English motivational speeches is repetition" is verified because motivational speakers use repetition as a rhetorical strategy for a variety of purposes so as it is heavily found in their speeches as shown in Tables (4-14).

Chapter Five

Conclusions, Recommendations and Suggestions for Further Studies

A set of conclusions, recommendations and suggestions for further studies are presented in this chapter.

5.1 Concluding Remarks

After doing a PDA to the motivational speeches under study, The present study has concluded the following conclusions :

1. Social change has been tried to be made through the positive use of some discursive strategies in English motivational speeches. These strategies are Syntactic, semantic, rhetorical and ideological strategies. That leads us to conclude that English motivational speeches can be analyzed positively at three levels (micro, macro and ideological).

2. All of the discursive strategies are frequently used to make positive social changes. Concerning the syntactic strategies including sentence types and conditionals, the frequencies of occurrence are arranged from the highest to the lowest frequent as follows: declaratives, interrogatives, conditionals, imperatives and exclamatory. Repetition which is a rhetorical strategy is also quantitatively analyzed in that there are lexical and grammatical items that are repeated in each motivational speech purposefully. It is concluded that motivational speakers mostly prefer declarative sentences and repeating items in their speeches since these two strategies best suit their needs.

3.The syntactic strategies used positively in the selected motivational speeches for the present study to make a social change are sentence types including (declaratives, imperatives, interrogatives and exclamatory sentences) and conditional sentences leading us to conclude that motivational speakers intentionally use specific sentence types for particular functions, that is why they use declarative sentences more than the other types.

4. Semantically speaking, lexicalization is the semantic strategy that is positively used by motivational speakers to empower the audience trying to make positive social changes which lead us to conclude that motivational speakers are aware of choosing the lexemes in their speeches in order to influence the audience helping them be empowered and motivated so as the social change is positively made.

5. The rhetorical strategy that is used in the motivational speeches under study is repetition. Repetition is classified into two types, namely: Lexical repetition in which lexical items are repeated more than once purposefully, and grammatical repetition in which function words are frequently repeated. Both of these two types are used to make positive social changes in the life of the audience through empowering them to achieve success, concluding that repetition is the best rhetorical strategy that suits the motivational speakers' preference.

5.2 Recommendations

A set of pedagogical, linguistic and social recommendations are put in this section in accordance with the conclusions:

5.2.1 Pedagogical Recommendations

1. Teachers are highly recommended to be aware of empowerment since they are in contact with their students. They should motivate their students empowering them to do what they think it is impossible.

2. It is pedagogically recommended to use literary works such as short stories, poems, novellas, etc… which indicate positive moral lesson expressing positive ideologies to motivate language learners to get benefit from the literature focus in the secondary school curriculum.

3. Language testing is recommended to be connected to motivation because a test represents an obstacle for students so as

teachers can help their students overcome this obstacle through empowering them to reach success.

5.2.2 Linguistic Recommendations

1. It is recommended that the relation between PDA and CDA should be extensively investigated since PDA is complementary rather than contradictory to CDA as far as the researcher is aware.

2. PDA models of analysis are either CDA models themselves or an eclectic model as the model used in the present study. So, it is recommended for researchers to design more models seeking for giving PDA its own methodological identity.

5.2.3 Social Recommendation

It is also recommended to add a sociolinguistic dimension to PDA. Since society affects language use and vice versa, discourse analysts should approach PDA from a social perspective considering the influence of the social factors on the linguistic structure in the society in which language is used, resulting in a new suggested interdisciplinary field named "Socio-Positive Discourse Analysis".

5.3 Suggestions for Further Studies

1. Solidarity in Presidential Speeches : A Positive Discourse Analysis.

2. A Positive Discourse Analysis of Selected English Motivational Speeches with a Reference to Gender.

3. A Positive Discourse Analysis of Selected English Motivational Speeches with a Reference to Ethnicity.

4. A Positive Discourse Analysis of Culture in Selected English Motivational Speeches.

5. Positive Application of Superstructure in Selected English Motivational You-Tube Videos : A Discourse Analysis

6. A Contrastive Positive Discourse Analysis of Empowerment in Selected Native and Non-native Commencements Speeches.

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Appendix

(Speech 1) : By Angela Lee Duckworth

"Grit: the power of passion and perseverance"

When I was 27 years old, I left a very demanding job in management consulting for a job that was even more demanding: teaching. I went to teach seventh graders math in the New York City public schools. And like any teacher, I made quizzes and tests. I gave out homework assignments. When the work came back, I calculated grades. What struck me was that IQ was not the only difference between my best and my worst students. Some of my strongest performers did not have stratospheric IQ scores. Some of my smartest kids weren't doing so well. And that got me thinking. The kinds of things you need to learn in seventh grade math, sure, they're hard: ratios, decimals, the area of a parallelogram. But these concepts are not impossible, and I was firmly convinced that every one of my students could learn the material if they worked hard and long enough. After several more years of teaching, I came to the conclusion that what we need in education is a much better understanding of students and learning from a motivational perspective, from a psychological perspective. In education, the one thing we know how to measure best is IQ. But what if doing well in school and in life depends on much more than your ability to learn quickly and easily? So I left the classroom, and I went to graduate school to become a psychologist. I started studying kids and adults in all kinds of super challenging settings, and in every study my question was, who is successful here and why? My research team and I went to West Point Military Academy. We tried to predict which cadets would stay in military training and which would drop out. We went to the National Spelling Bee and tried to predict which children would advance farthest in competition. We studied rookie teachers working in really tough neighborhoods, asking which teachers are still going to be here in teaching by the end of the

school year, and of those, who will be the most effective at improving learning outcomes for their students? We partnered with private companies, asking, which of these salespeople is going to keep their jobs? And who's going to earn the most money? In all those very different contexts, one characteristic emerged as a significant predictor of success. And it wasn't social intelligence. It wasn't good looks, physical health, and it wasn't IQ. It was grit. Grit is passion and perseverance for very long-term goals. Grit is having stamina. Grit is sticking with your future, day in, day out, not just for the week, not just for the month, but for years, and working really hard to make that future a reality. Grit is living life like it's a marathon, not a sprint. A few years ago, I started studying grit in the Chicago public schools. I asked thousands of high school juniors to take grit questionnaires, and then waited around more than a year to see who would graduate. Turns out that grittier kids were significantly more likely to graduate, even when I matched them on every characteristic I could measure, things like family income, standardized achievement test scores, even how safe kids felt when they were at school. So it's not just at West Point or the National Spelling Bee that grit matters. It's also in school, especially for kids at risk for dropping out. To me, the most shocking thing about grit is how little we know, how little science knows, about building it. Every day, parents and teachers ask me, "How do I build grit in kids? What do I do to teach kids a solid work ethic? How do I keep them motivated for the long run?" The honest answer is, What I do know is that talent doesn't make you gritty. Our data show very clearly that there are many talented individuals who simply do not follow through on their commitments. In fact, in our data, grit is usually unrelated or even inversely related to measures of talent. So far, the best idea I've heard about building grit in kids is something called "growth mindset." This is an idea developed at Stanford University by Carol Dweck, and it is the belief that the ability to learn is not fixed, that it can change with your effort. Dr. Dweck has shown that when kids read and learn about the brain and how it changes and grows in response to challenge, they're much more likely to persevere when they fail, because they don't

believe that failure is a permanent condition. So growth mindset is a great idea for building grit. But we need more. And that's where I'm going to end my remarks, because that's where we are. That's the work that stands before us. We need to take our best ideas, our strongest intuitions, and we need to test them. We need to measure whether we've been successful, and we have to be willing to fail, to be wrong, to start over again with lessons learned. In other words, we need to be gritty about getting our kids grittier.

Thank you.

(Speech 2) : By Lisa Bu

https://youtu.be/6ibCtsHgz3Y

"How books can open your mind"

So I was trained to become a gymnast for two years in Hunan, China in the 1970s. When I was in the first grade, the government wanted to transfer me to a school for athletes, all expenses paid. But my tiger mother said, "No." My parents wanted me to become an engineer like them. After surviving the Cultural Revolution, they firmly believed there's only one sure way to happiness: a safe and well-paid job. It is not important if I like the job or not. But my dream was to become a Chinese opera singer. That is me playing my imaginary piano. An opera singer must start training young to learn acrobatics, so I tried everything I could to go to opera school. I even wrote to the school principal and the host of a radio show. But no adults liked the idea. No adults believed I was serious. Only my friends supported me, but they were kids, just as powerless as I was. So at age 15, I knew I was too old to be trained. My dream would never come true. I was afraid that for the rest of my life some second-class happiness would be the best I could hope for. But that's so unfair. So I was determined to find another calling. Nobody around to teach me? Fine. I turned to books. I satisfied my hunger for parental advice from this book by a family of writers and musicians.["Correspondence in the Family of Fou Lei"] I found my role model of an independent woman when Confucian tradition requires obedience.["Jane Eyre"] And I

learned to be efficient from this book.["Cheaper by the Dozen"] And I was inspired to study abroad after reading these. ["Complete Works of Sanmao" (aka Echo Chan)] ["Lessons From History" by Nan Huaijin] I came to the U.S. in 1995, so which books did I read here first? Books banned in China, of course. "The Good Earth" is about Chinese peasant life. That's just not convenient for propaganda. Got it. The Bible is interesting, but strange. That's a topic for a different day. But the fifth commandment gave me an epiphany: "You shall honor your father and mother." "Honor," I said. "That's so different, and better, than obey." So it becomes my tool to climb out of this Confucian guilt trap and to restart my relationship with my parents. Encountering a new culture also started my habit of comparative reading. It offers many insights. For example, I found this map out of place at first because this is what Chinese students grew up with. It had never occurred to me, China doesn't have to be at the center of the world. A map actually carries somebody's view. Comparative reading actually is nothing new. It's a standard practice in the academic world. There are even research fields such as comparative religion and comparative literature. Compare and contrast gives scholars a more complete understanding of a topic. So I thought, well, if comparative reading works for research, why not do it in daily life too? So I started reading books in pairs. So they can be about people -- ["Benjamin Franklin" by Walter Isaacson]["John Adams" by David McCullough] -- who are involved in the same event, or friends with shared experiences. ["Personal History" by Katharine Graham]["The Snowball: Warren Buffett and the Business of Life," by Alice Schroeder] I also compare the same stories in different genres -- (Laughter) [Holy Bible: King James Version]["Lamb" by Chrisopher Moore] -- or similar stories from different cultures, as Joseph Campbell did in his wonderful book.["The Power of Myth" by Joseph Campbell] For example, both the Christ and the Buddha went through three temptations. For the Christ, the temptations are economic, political and spiritual. For the Buddha, they are all psychological: lust, fear and social duty -- interesting. So if you know a foreign language, it's also fun to read your favorite books

in two languages. ["The Way of Chuang Tzu" Thomas Merton]["Tao: The Watercourse Way" Alan Watts] Instead of lost in translation, I found there is much to gain. For example, it's through translation that I realized "happiness" in Chinese literally means "fast joy." Huh! "Bride" in Chinese literally means "new mother." Uh-oh. Books have given me a magic portal to connect with people of the past and the present. I know I shall never feel lonely or powerless again. Having a dream shattered really is nothing compared to what many others have suffered. I have come to believe that coming true is not the only purpose of a dream. Its most important purpose is to get us in touch with where dreams come from, where passion comes from, where happiness comes from. Even a shattered dream can do that for you. So because of books, I'm here today, happy, living again with a purpose and a clarity, most of the time. So may books be always with you. Thank you.

(Speech 3) : By **Thomas Suarez**

https://youtu.be/Fkd9TWUtFm0

"A 12-year-old app developer"

I've always had a fascination for computers and technology, and I made a few apps for the iPhone, iPod touch, and iPad. I'd like to share a couple with you today. My first app was a unique fortune teller called "Earth Fortune" that would display different colors of Earth depending on what your fortune was. My favorite and most successful app is "Bustin Jieber," which is -- which is a Justin Bieber whack-a-mole. I created it because a lot of people at school disliked Justin Bieber a little bit, so I decided to make the app. So I went to work programming it, and I released it just before the holidays in 2010. A lot of people ask me, how did I make these? A lot of times it's because the person who asked the question wants to make an app also. A lot of kids these days like to play games, but now they want to make them, and it's difficult, because not many kids know where to go to find out how to make a program. I mean, for soccer, you could go to a soccer team. For violin, you could get lessons for a violin. But what if you want to

make an app? And the kid's parents might have done some of these things when they were young, but not many parents have written apps. Where do you go to find out how to make an app? Well, this is how I approached it, this is what I did. First of all, I've been programming in multiple other programming languages to get the basics down, such as Python, C, Java, etc. And then Apple released the iPhone, and with it, the iPhone software development kit, and the software development kit is a suite of tools for creating and programming an iPhone app. This opened up a whole new world of possibilities for me, and after playing with the software development kit a little bit, I made a couple of apps, I made some test apps. One of them happened to be "Earth Fortune," and I was ready to put "Earth Fortune" on the App Store, and so I persuaded my parents to pay the 99 dollar fee to be able to put my apps on the App Store. They agreed, and now I have apps on the App Store. I've gotten a lot of interest and encouragement from my family, friends, teachers and even people at the Apple Store, and that's been a huge help to me. I've gotten a lot of inspiration from Steve Jobs, and I've started an app club at school, and a teacher at my school is kindly sponsoring my app club. Any student at my school can come and learn how to design an app. This is so I can share my experiences with others. There's these programs called the iPad Pilot Program, and some districts have them. I'm fortunate enough to be part of one. A big challenge is, how should the iPads be used, and what apps should we put on the iPads? So we're getting feedback from teachers at the school to see what kind of apps they'd like. When we design the app and we sell it, it will be free to local districts; and other districts that we sell to all the money from that will go into the local ed foundations. These days, students usually know a little bit more than teachers with the technology. Sorry. So this is a resource to teachers, and educators should recognize this resource and make good use of it. I'd like to finish up by saying what I'd like to do in the future. First of all, I'd like to create more apps, more games. I'm working with a third party company to make an app. I'd like to get into Android programming and development, and I'd like to

continue my app club, and find other ways for students to share knowledge with others. Thank you.

(Speech 4) : By Candy Chang

"Before I die I want to..."

There are a lot of ways the people around us can help improve our lives. We don't bump into every neighbor, so a lot of wisdom never gets passed on, though we do share the same public spaces. So over the past few years, I've tried ways to share more with my neighbors in public space, using simple tools like stickers, stencils and chalk. And these projects came from questions I had, like: How much are my neighbors paying for their apartments? How can we lend and borrow more things, without knocking on each other's doors at a bad time? How can we share more memories of our abandoned buildings, and gain a better understanding of our landscape? How can we share more of our hopes for our vacant storefronts, so our communities can reflect our needs and dreams today? Now, I live in New Orleans, and I am in love with New Orleans. My soul is always soothed by the giant live oak trees, shading lovers, drunks and dreamers for hundreds of years, and I trust a city that always makes way for music. I feel like every time someone sneezes, New Orleans has a parade. The city has some of the most beautiful architecture in the world, but it also has one of the highest amounts of abandoned properties in America. I live near this house, and I thought about how I could make it a nicer space for my neighborhood, and I also thought about something that changed my life forever. In 2009, I lost someone I loved very much. Her name was Joan, and she was a mother to me. And her death was sudden and unexpected. And I thought about death a lot. And ... this made me feel deep gratitude for the time I've had. And ... brought clarity to the things that are meaningful to my life now. But I struggle to maintain this perspective in my daily life. I feel like it's easy to get caught up in the day-to-day, and forget what really matters to you. So with help from old and new friends, I turned the side of this abandoned house into a giant chalkboard,

and stenciled it with a fill-in-the-blank sentence: "Before I die, I want to ..." So anyone walking by can pick up a piece of chalk, reflect on their life, and share their personal aspirations in public space. I didn't know what to expect from this experiment, but by the next day, the wall was entirely filled out, and it kept growing. And I'd like to share a few things that people wrote on this wall. "Before I die, I want to be tried for piracy." "Before I die, I want to straddle the International Dateline." "Before I die, I want to sing for millions." "Before I die, I want to plant a tree." "Before I die, I want to live off the grid." "Before I die, I want to hold her one more time." "Before I die, I want to be someone's cavalry." "Before I die, I want to be completely myself." So this neglected space became a constructive one, and people's hopes and dreams made me laugh out loud, tear up, and they consoled me during my own tough times. It's about knowing you're not alone; it's about understanding our neighbors in new and enlightening ways; it's about making space for reflection and contemplation, and remembering what really matters most to us as we grow and change. I made this last year, and started receiving hundreds of messages from passionate people who wanted to make a wall with their community. So, my civic center colleagues and I made a tool kit, and now walls have been made in countries around the world, including Kazakhstan, South Africa, Australia, Argentina, and beyond. Together, we've shown how powerful our public spaces can be if we're given the opportunity to have a voice, and share more with one another. Two of the most valuable things we have are time, and our relationships with other people. In our age of increasing distractions, it's more important than ever to find ways to maintain perspective, and remember that life is brief and tender. Death is something that we're often discouraged to talk about, or even think about, but I've realized that preparing for death is one of the most empowering things you can do. Thinking about death clarifies your life. Our shared spaces can better reflect what matters to us, as individuals and as a community, and with more ways to share our hopes, fears and stories, the people around us can not only help us make better places, they can help us lead better lives. Thank you.

(Speech 5) : By Matt Cutts

https://youtu.be/JnfBXjWm7hc

"Try something new for 30 days"

A few years ago, I felt like I was stuck in a rut, so I decided to follow in the footsteps of the great American philosopher, Morgan Spurlock, and try something new for 30 days. The idea is actually pretty simple. Think about something you've always wanted to add to your life and try it for the next 30 days. It turns out 30 days is just about the right amount of time to add a new habit or subtract a habit -- like watching the news -- from your life. There's a few things I learned while doing these 30-day challenges. The first was, instead of the months flying by, forgotten, the time was much more memorable. This was part of a challenge I did to take a picture every day for a month. And I remember exactly where I was and what I was doing that day. I also noticed that as I started to do more and harder 30-day challenges, my self-confidence grew. I went from desk-dwelling computer nerd to the kind of guy who bikes to work. For fun! Even last year, I ended up hiking up Mt. Kilimanjaro, the highest mountain in Africa. I would never have been that adventurous before I started my 30-day challenges. I also figured out that if you really want something badly enough, you can do anything for 30 days. Have you ever wanted to write a novel? Every November, tens of thousands of people try to write their own 50,000-word novel, from scratch, in 30 days. It turns out, all you have to do is write 1,667 words a day for a month. So I did. By the way, the secret is not to go to sleep until you've written your words for the day. You might be sleep-deprived, but you'll finish your novel. Now is my book the next great American novel? No. I wrote it in a month. It's awful. But for the rest of my life, if I meet John Hodgman at a TED party, I don't have to say, "I'm a computer scientist." No, no, if I want to, I can say, "I'm a novelist." So here's one last thing I'd like to mention. I learned that when I made small, sustainable changes, things I could keep doing, they were more likely to stick. There's nothing wrong with big, crazy challenges. In fact, they're a ton of fun. But they're less

likely to stick. When I gave up sugar for 30 days, day 31 looked like this. So here's my question to you: What are you waiting for? I guarantee you the next 30 days are going to pass whether you like it or not, so why not think about something you have always wanted to try and give it a shot! For the next 30 days. Thanks.

(Speech 6) : By Stella Young

https://youtu.be/8K9Gg164Bsw

"I'm not your inspiration, thank you very much."

I grew up in a very small country town in Victoria. I had a very normal, low-key kind of upbringing. I went to school, I hung out with my friends, I fought with my younger sisters. It was all very normal. And when I was 15, a member of my local community approached my parents and wanted to nominate me for a community achievement award. And my parents said, "Hm, that's really nice, but there's kind of one glaring problem with that. She hasn't actually achieved anything." (Laughter) And they were right, you know. I went to school, I got good marks, I had a very low-key after school job in my mum's hairdressing salon, and I spent a lot of time watching "Buffy the Vampire Slayer" and "Dawson's Creek." Yeah, I know. What a contradiction. But they were right, you know. I wasn't doing anything that was out of the ordinary at all. I wasn't doing anything that could be considered an achievement if you took disability out of the equation. Years later, I was on my second teaching round in a Melbourne high school, and I was about 20 minutes into a year 11 legal studies class when this boy put up his hand and said, "Hey miss, when are you going to start doing your speech?" And I said, "What speech?" You know, I'd been talking them about defamation law for a good 20 minutes. And he said, "You know, like, your motivational speaking. You know, when people in wheelchairs come to school, they usually say, like, inspirational stuff?" "It's usually in the big hall." And that's when it dawned on me: This kid had only ever experienced disabled people as objects of inspiration. We are not, to this kid -- and it's not his fault, I mean, that's true for many of us. For lots of us, disabled people are not our teachers or our

doctors or our manicurists. We're not real people. We are there to inspire. And in fact, I am sitting on this stage looking like I do in this wheelchair, and you are probably kind of expecting me to inspire you. Right? (Laughter) Yeah. Well, ladies and gentlemen, I'm afraid I'm going to disappoint you dramatically. I am not here to inspire you. I am here to tell you that we have been lied to about disability. Yeah, we've been sold the lie that disability is a Bad Thing, capital B, capital T. It's a bad thing, and to live with a disability makes you exceptional. It's not a bad thing, and it doesn't make you exceptional. And in the past few years, we've been able to propagate this lie even further via social media. You may have seen images like this one: "The only disability in life is a bad attitude." Or this one: "Your excuse is invalid." Indeed. Or this one: "Before you quit, try!" These are just a couple of examples, but there are a lot of these images out there. You know, you might have seen the one, the little girl with no hands drawing a picture with a pencil held in her mouth. You might have seen a child running on carbon fiber prosthetic legs. And these images, there are lots of them out there, they are what we call inspiration porn. And I use the term porn deliberately, because they objectify one group of people for the benefit of another group of people. So in this case, we're objectifying disabled people for the benefit of nondisabled people. The purpose of these images is to inspire you, to motivate you, so that we can look at them and think, "Well, however bad my life is, it could be worse. I could be that person." But what if you are that person? I've lost count of the number of times that I've been approached by strangers wanting to tell me that they think I'm brave or inspirational, and this was long before my work had any kind of public profile. They were just kind of congratulating me for managing to get up in the morning and remember my own name. (Laughter) And it is objectifying. These images, those images objectify disabled people for the benefit of nondisabled people. They are there so that you can look at them and think that things aren't so bad for you, to put your worries into perspective. And life as a disabled person is actually somewhat difficult. We do overcome some things. But the things that we're overcoming are not the things that you think they are. They are

not things to do with our bodies. I use the term "disabled people" quite deliberately, because I subscribe to what's called the social model of disability, which tells us that we are more disabled by the society that we live in than by our bodies and our diagnoses. So I have lived in this body a long time. I'm quite fond of it. It does the things that I need it to do, and I've learned to use it to the best of its capacity just as you have, and that's the thing about those kids in those pictures as well. They're not doing anything out of the ordinary. They are just using their bodies to the best of their capacity. So is it really fair to objectify them in the way that we do, to share those images? People, when they say, "You're an inspiration," they mean it as a compliment. And I know why it happens. It's because of the lie, it's because we've been sold this lie that disability makes you exceptional. And it honestly doesn't. And I know what you're thinking. You know, I'm up here bagging out inspiration, and you're thinking, "Jeez, Stella, aren't you inspired sometimes by some things?" And the thing is, I am. I learn from other disabled people all the time. I'm learning not that I am luckier than them, though. I am learning that it's a genius idea to use a pair of barbecue tongs to pick up things that you dropped. (Laughter) I'm learning that nifty trick where you can charge your mobile phone battery from your chair battery. Genius. We are learning from each others' strength and endurance, not against our bodies and our diagnoses, but against a world that exceptionalizes and objectifies us. I really think that this lie that we've been sold about disability is the greatest injustice. It makes life hard for us. And that quote, "The only disability in life is a bad attitude," the reason that that's bullshit is because it's just not true, because of the social model of disability. No amount of smiling at a flight of stairs has ever made it turn into a ramp. Never. Smiling at a television screen isn't going to make closed captions appear for people who are deaf. No amount of standing in the middle of a bookshop and radiating a positive attitude is going to turn all those books into braille. It's just not going to happen. I really want to live in a world where disability is not the exception, but the norm. I want to live in a world where a 15-year-old girl sitting in her bedroom watching "Buffy the Vampire

Slayer" isn't referred to as achieving anything because she's doing it sitting down. I want to live in a world where we don't have such low expectations of disabled people that we are congratulated for getting out of bed and remembering our own names in the morning. I want to live in a world where we value genuine achievement for disabled people, and I want to live in a world where a kid in year 11 in a Melbourne high school is not one bit surprised that his new teacher is a wheelchair user. Disability doesn't make you exceptional, but questioning what you think you know about it does. Thank you.

(Speech 7) : By Graham Hill

https://youtu.be/L8YJtvHGeUU

" Less stuff, more happiness"

What's in the box? Whatever it is must be pretty important, because I've traveled with it, moved it, from apartment to apartment to apartment. Sound familiar? Did you know that we Americans have about three times the amount of space we did 50 years ago? Three times. So you'd think, with all this extra space, we'd have plenty of room for all our stuff. Nope. There's a new industry in town, a 22 billion-dollar, 2.2 billion sq. ft. industry: that of personal storage. So we've got triple the space, but we've become such good shoppers that we need even more space. So where does this lead? Lots of credit card debt, huge environmental footprints, and perhaps not coincidentally, our happiness levels flat-lined over the same 50 years. Well I'm here to suggest there's a better way, that less might actually equal more. I bet most of us have experienced at some point the joys of less: college -- in your dorm, traveling -- in a hotel room, camping -- rig up basically nothing, maybe a boat. Whatever it was for you, I bet that, among other things, this gave you a little more freedom, a little more time. So I'm going to suggest that less stuff and less space are going to equal a smaller footprint. It's actually a great way to save you some money. And it's going to give you a little more ease in your life. So I started a project called Life Edited at lifeedited.org to further this conversation and to find some great solutions in this

area. First up: crowd-sourcing my 420 sq. ft. apartment in Manhattan with partners Mutopo and Jovoto.com. I wanted it all -- home office, sit down dinner for 10, room for guests, and all my kite surfing gear. With over 300 entries from around the world, I got it, my own little jewel box. By buying a space that was 420 sq. ft. instead of 600, immediately I'm saving 200 grand. Smaller space is going to make for smaller utilities -- save some more money there, but also a smaller footprint. And because it's really designed around an edited set of possessions -- my favorite stuff -- and really designed for me, I'm really excited to be there. So how can you live little? Three main approaches. First of all, you have to edit ruthlessly. We've got to clear the arteries of our lives. And that shirt that I hadn't worn in years? It's time for me to let it go. We've got to cut the extraneous out of our lives, and we've got to learn to stem the inflow. We need to think before we buy. Ask ourselves, "Is that really going to make me happier? Truly?" By all means, we should buy and own some great stuff. But we want stuff that we're going to love for years, not just stuff. Secondly, our new mantra: small is sexy. We want space efficiency. We want things that are designed for how they're used the vast majority of the time, not that rare event. Why have a six burner stove when you rarely use three? So we want things that nest, we want things that stack, and we want it digitized. You can take paperwork, books, movies, and you can make it disappear -- it's magic. Finally, we want multifunctional spaces and housewares -- a sink combined with a toilet, a dining table becomes a bed -- same space, a little side table stretches out to seat 10. In the winning Life Edited scheme in a render here, we combine a moving wall with transformer furniture to get a lot out of the space. Look at the coffee table -- it grows in height and width to seat 10. My office folds away, easily hidden. My bed just pops out of the wall with two fingers. Guests? Move the moving wall, have some fold-down guest beds. And of course, my own movie theater. So I'm not saying that we all need to live in 420 sq. ft. But consider the benefits of an edited life. Go from 3,000 to 2,000, from 1,500 to 1,000. Most of us, maybe all of us, are here pretty happily for a bunch of days with a couple of bags, maybe a small

space, a hotel room. So when you go home and you walk through your front door, take a second and ask yourselves, "Could I do with a little life editing? Would that give me a little more freedom? Maybe a little more time?" What's in the box? It doesn't really matter. I know I don't need it. What's in yours? Maybe, just maybe, less might equal more. So let's make room for the good stuff. Thank you.

(Speech 8) : By Derek Sivers

https://youtu.be/NHopJHSlVo4

"Keep your goals to yourself"

Everyone, please think of your biggest personal goal. For real -- you can take a second. You've got to feel this to learn it. Take a few seconds and think of your personal biggest goal, okay? Imagine deciding right now that you're going to do it. Imagine telling someone that you meet today what you're going to do. Imagine their congratulations, and their high image of you. Doesn't it feel good to say it out loud? Don't you feel one step closer already, like it's already becoming part of your identity? Well, bad news: you should have kept your mouth shut, because that good feeling now will make you less likely to do it. The repeated psychology tests have proven that telling someone your goal makes it less likely to happen. Any time you have a goal, there are some steps that need to be done, some work that needs to be done in order to achieve it. Ideally you would not be satisfied until you'd actually done the work. But when you tell someone your goal and they acknowledge it, psychologists have found that it's called a "social reality." The mind is kind of tricked into feeling that it's already done. And then because you've felt that satisfaction, you're less motivated to do the actual hard work necessary. So this goes against conventional wisdom that we should tell our friends our goals, right? So they hold us to it. So, let's look at the proof. 1926: Kurt Lewin, founder of social psychology, called this "substitution." 1933: Wera Mahler found when it was acknowledged by others, it felt real in the mind. 1982, Peter Gollwitzer wrote a whole book about this, and in 2009, he

did some new tests that were published. It goes like this: 163 people across four separate tests. Everyone wrote down their personal goal. Then half of them announced their commitment to this goal to the room, and half didn't. Then everyone was given 45 minutes of work that would directly lead them towards their goal, but they were told that they could stop at any time. Now, those who kept their mouths shut worked the entire 45 minutes on average, and when asked afterward, said that they felt that they had a long way to go still to achieve their goal. But those who had announced it quit after only 33 minutes, on average, and when asked afterward, said that they felt much closer to achieving their goal. So if this is true, what can we do? Well, you could resist the temptation to announce your goal. You can delay the gratification that the social acknowledgment brings, and you can understand that your mind mistakes the talking for the doing. But if you do need to talk about something, you can state it in a way that gives you no satisfaction, such as, "I really want to run this marathon, so I need to train five times a week and kick my ass if I don't, okay?" So audience, next time you're tempted to tell someone your goal, what will you say? Exactly! Well done.

(Speech 9) : Richard St. John

https://youtu.be/CgNx9Bgac1I

"Success is a continuous journey"

Why do so many people reach success and then fail? One of the big reasons is, we think success is a one-way street. So we do everything that leads up to success, but then we get there. We figure we've made it, we sit back in our comfort zone, and we actually stop doing everything that made us successful. And it doesn't take long to go downhill. And I can tell you this happens, because it happened to me. Reaching success, I worked hard, I pushed myself. But then I stopped, because I figured, "Oh, you know, I made it. I can just sit back and relax." Reaching success, I always tried to improve and do good work. But then I stopped because I figured, "Hey, I'm good enough. I don't need to improve any more." Reaching success, I was pretty good at coming up with

good ideas. Because I did all these simple things that led to ideas. But then I stopped, because I figured I was this hot-shot guy and I shouldn't have to work at ideas, they should just come like magic. And the only thing that came was creative block. I couldn't come up with any ideas. Reaching success, I always focused on clients and projects, and ignored the money. Then all this money started pouring in. And I got distracted by it. And suddenly I was on the phone to my stockbroker and my real estate agent, when I should have been talking to my clients. And reaching success, I always did what I loved. But then I got into stuff that I didn't love, like management. I am the world's worst manager, but I figured I should be doing it, because I was, after all, the president of the company. Well, soon a black cloud formed over my head and here I was, outwardly very successful, but inwardly very depressed. But I'm a guy; I knew how to fix it. I bought a fast car. It didn't help. I was faster but just as depressed. So I went to my doctor. I said, "Doc, I can buy anything I want. But I'm not happy. I'm depressed. It's true what they say, and I didn't believe it until it happened to me. But money can't buy happiness." He said, "No. But it can buy Prozac." And he put me on anti-depressants. And yeah, the black cloud faded a little bit, but so did all the work, because I was just floating along. I couldn't care less if clients ever called. And clients didn't call. Because they could see I was no longer serving them, I was only serving myself. So they took their money and their projects to others who would serve them better. Well, it didn't take long for business to drop like a rock. My partner and I, Thom, we had to let all our employees go. It was down to just the two of us, and we were about to go under. And that was great. Because with no employees, there was nobody for me to manage. So I went back to doing the projects I loved. I had fun again, I worked harder and, to cut a long story short, did all the things that took me back up to success. But it wasn't a quick trip. It took seven years. But in the end, business grew bigger than ever. And when I went back to following these eight principles, the black cloud over my head disappeared altogether. And I woke up one day and I said, "I don't need Prozac anymore." And I threw it away and haven't needed it since. I learned that success isn't a

one-way street. It doesn't look like this; it really looks more like this. It's a continuous journey. And if we want to avoid "success-to-failure-syndrome," we just keep following these eight principles, because that is not only how we achieve success, it's how we sustain it. So here is to your continued success. Thank you very much.

(Speech 10) : By Elizabeth Gilbert

https://youtu.be/_waBFUg_oT8

"Success, failure and the drive to keep creating"

So, a few years ago I was at JFK Airport about to get on a flight, when I was approached by two women who I do not think would be insulted to hear themselves described as tiny old tough-talking Italian-American broads. The taller one, who is like up here, she comes marching up to me, and she goes, "Honey, I gotta ask you something. You got something to do with that whole 'Eat, Pray, Love' thing that's been going on lately?" And I said, "Yes, I did." And she smacks her friend and she goes, "See, I told you, I said, that's that girl. That's that girl who wrote that book based on that movie." So that's who I am. And believe me, I'm extremely grateful to be that person, because that whole "Eat, Pray, Love" thing was a huge break for me. But it also left me in a really tricky position moving forward as an author trying to figure out how in the world I was ever going to write a book again that would ever please anybody, because I knew well in advance that all of those people who had adored "Eat, Pray, Love" were going to be incredibly disappointed in whatever I wrote next because it wasn't going to be "Eat, Pray, Love," and all of those people who had hated "Eat, Pray, Love" were going to be incredibly disappointed in whatever I wrote next because it would provide evidence that I still lived. So I knew that I had no way to win, and knowing that I had no way to win made me seriously consider for a while just quitting the game and moving to the country to raise corgis. But if I had done that, if I had given up writing, I would have lost my beloved vocation, so I knew that the task was that I had to find some way to gin up the inspiration to write the next book

regardless of its inevitable negative outcome. In other words, I had to find a way to make sure that my creativity survived its own success. And I did, in the end, find that inspiration, but I found it in the most unlikely and unexpected place. I found it in lessons that I had learned earlier in life about how creativity can survive its own failure. So just to back up and explain, the only thing I have ever wanted to be for my whole life was a writer. I wrote all through childhood, all through adolescence, by the time I was a teenager I was sending my very bad stories to The New Yorker, hoping to be discovered. After college, I got a job as a diner waitress, kept working, kept writing, kept trying really hard to get published, and failing at it. I failed at getting published for almost six years. So for almost six years, every single day, I had nothing but rejection letters waiting for me in my mailbox. And it was devastating every single time, and every single time, I had to ask myself if I should just quit while I was behind and give up and spare myself this pain. But then I would find my resolve, and always in the same way, by saying, "I'm not going to quit, I'm going home." And you have to understand that for me, going home did not mean returning to my family's farm. For me, going home meant returning to the work of writing because writing was my home, because I loved writing more than I hated failing at writing, which is to say that I loved writing more than I loved my own ego, which is ultimately to say that I loved writing more than I loved myself. And that's how I pushed through it. But the weird thing is that 20 years later, during the crazy ride of "Eat, Pray, Love," I found myself identifying all over again with that unpublished young diner waitress who I used to be, thinking about her constantly, and feeling like I was her again, which made no rational sense whatsoever because our lives could not have been more different. She had failed constantly. I had succeeded beyond my wildest expectation. We had nothing in common. Why did I suddenly feel like I was her all over again? And it was only when I was trying to unthread that that I finally began to comprehend the strange and unlikely psychological connection in our lives between the way we experience great failure and the way we experience great success. So think of it like this: For most of your

life, you live out your existence here in the middle of the chain of human experience where everything is normal and reassuring and regular, but failure catapults you abruptly way out over here into the blinding darkness of disappointment. Success catapults you just as abruptly but just as far way out over here into the equally blinding glare of fame and recognition and praise. And one of these fates is objectively seen by the world as bad, and the other one is objectively seen by the world as good, but your subconscious is completely incapable of discerning the difference between bad and good. The only thing that it is capable of feeling is the absolute value of this emotional equation, the exact distance that you have been flung from yourself. And there's a real equal danger in both cases of getting lost out there in the hinterlands of the psyche. But in both cases, it turns out that there is also the same remedy for self-restoration, and that is that you have got to find your way back home again as swiftly and smoothly as you can, and if you're wondering what your home is, here's a hint: Your home is whatever in this world you love more than you love yourself. So that might be creativity, it might be family, it might be invention, adventure, faith, service, it might be raising corgis, I don't know, your home is that thing to which you can dedicate your energies with such singular devotion that the ultimate results become inconsequential. For me, that home has always been writing. So after the weird, disorienting success that I went through with "Eat, Pray, Love," I realized that all I had to do was exactly the same thing that I used to have to do all the time when I was an equally disoriented failure. I had to get my ass back to work, and that's what I did, and that's how, in 2010, I was able to publish the dreaded follow-up to "Eat, Pray, Love." And you know what happened with that book? It bombed, and I was fine. Actually, I kind of felt bulletproof, because I knew that I had broken the spell and I had found my way back home to writing for the sheer devotion of it. And I stayed in my home of writing after that, and I wrote another book that just came out last year and that one was really beautifully received, which is very nice, but not my point. My point is that I'm writing another one now, and I'll write another book after that and another and another and another and

many of them will fail, and some of them might succeed, but I will always be safe from the random hurricanes of outcome as long as I never forget where I rightfully live. Look, I don't know where you rightfully live, but I know that there's something in this world that you love more than you love yourself. Something worthy, by the way, so addiction and infatuation don't count, because we all know that those are not safe places to live. Right? The only trick is that you've got to identify the best, worthiest thing that you love most, and then build your house right on top of it and don't budge from it. And if you should someday, somehow get vaulted out of your home by either great failure or great success, then your job is to fight your way back to that home the only way that it has ever been done, by putting your head down and performing with diligence and devotion and respect and reverence whatever the task is that love is calling forth from you next. You just do that, and keep doing that again and again and again, and I can absolutely promise you, from long personal experience in every direction, I can assure you that it's all going to be okay. Thank you.

جمهورية العراق

وزارة التعليم العالي و البحث العلمي

جامعة بابل

كلية التربية للعلوم الانسانية

قسم اللغة الانكليزية

تحليل خطاب إيجابي لأيدولوجية التمكين في خطابات تحفيزية إنجليزية مختارة

رسالة تقدّم بها الى مجلس كلية التربية للعلوم الانسانية جزءاً من متطلبات نيل شهادة الماجستير في اللغة الانجليزية ــ علم اللغة

الطالب

موئل فراس عبد المنعم الصالحي

بإشراف

الأستاذ الدكتور أحمد صاحب جابر مبارك

١٤٤٤ ه ٢٠٢٣ م

بسم الله الرحمن الرحيم

(يَا بَنِيَّ اذْهَبُوا فَتَحَسَّسُوا مِنْ يُوسُفَ وَأَخِيهِ وَلَا تَيْأَسُوا مِنْ رَوْحِ اللَّهِ ۖ إِنَّهُ لَا يَيْأَسُ مِنْ رَوْحِ اللَّهِ إِلَّا الْقَوْمُ الْكَافِرُونَ)

صدق الله العلي العظيم

(سورة يوسف : ٧٨)

(ترجمة شاكر : ١٩٧٢)

المستخلص

تخــتصُ الدراســةُ الحاليَّــة فــي مجــال التحليــل الإيجــابيّ للخطــاب، وهــو اتجــاه تكميلــيّ جديد لتحليل الخطاب النقديّ، يُسلِّط التحليل الإيجابي للخطاب الضــوء علــى الطــرق التــي يــتمُ عــن طريقهــا اســتخدام اللغــة إيجابيًّــا للكشــفِ عــن إيديولوجيات إيجابيَّــة خفيَّــة فــي خطــابٍ مُعيَّن؛ ووفاقًــا لحــدود هــذه الدراســة، ويتمُّ الكشــف عــن أيديولوجيــة التمكيـن فـي عشـر خطابـــات تحفيزيَّــة إنجليزيــة مُختــارة مــن برنــامج TEDx عــن طريــق استقصــاء الاســتراتيجيات الخطابيَّـة التـي يـتمُ استخدامها إيجابيًّـا لإجراء تغييرات اجتماعيَّـة إيجابيَّـة. لــذا، فــإنَّ الحاجــةَ إلــى استقصــاء الاســتراتيجيات الخطابيَّــة التــي يــتمُ مِــن خلالهــا إجــراء التغييرات الاجتماعيَّة الإيجابيَّة هي المشكلة التي تسعى الدراسة الحالية لحلِّها.

فيمــا يتعلــق بالأهــداف، تهــدفُ الدراســة إلــى تحديــد الاســتراتيجيات النحويَّــة والدلاليَّـة والخطابيَّـة والأيديولوجيَّـة التـي يتم استخدامها إيجابيًّـا لتمكين الجمهور مـن خــلال تحفيــزهم، اعتمــادًا علــى الأهــداف المــذكورة ســلفًا، يُفتــرَض أنَّ الاســتراتيجيات المُستخدمة إيجابيًّــا هــي نحويَّــة ودلاليَّــة وبلاغيَّــة وأيديولوجيَّــة، حيــث يــتم اســتخدام أســاليب التكــرار والاســتفهام والشــرط مــرارًا وتكــرارًا أكثــر مــن الاســتراتيجيات الأخــرى؛ فالاســتراتيجية الدلاليَّــة المُستخدمة بشكلٍ إيجابيّ هي المعجميَّــة؛ أمَّــا التكــرار فهــو الأداة البلاغيــة التــي يُستخدمها المُتكلم التحفيزيّ أيضًا بشكلٍ إيجابي.

وفاقًــا للفرضــيات الســابقة، تشــملُ منهجيــة التحليــل إجــراءات مُعيَّنــة، تــمَّ تقــديم اســتعراض نظــريّ حــول التحليــل الإيجــابيّ للخطــاب، وتــمَّ اقتــراح أنموذجًـا توليفيًّـا مــع بعــض التعديلات، ومن ثمَّ تحليل الخطابات التحفيزية المختارة كمًّا ونوعًا.

وخلصـــت الدراســـة إلـــى أنَّ الاســـتراتيجيات الخطابيَّــة المُســتخدمة إيجابيًّــا فــي الخطابــات التحفيزيَّــة الإنجليزيــة المُختــارة لإحــداث تغييــرات اجتماعيَّــة إيجابيَّــة هــي؛ نحويــة (أنـــواع الجمـــل وأســـلوب الشـــرط)، دلاليَّـــة (المعجميَّـــة)، بلاغيَّـــة (أســـلوب التكـــرار) أيديولوجية (تأكيد الإيجابيات وعدم تأكيد السلبيات).

وقُسِمت هـذه الرسـالة علـى خمسـة فصـول؛ يعـرضُ الأوَّل منهـا مشكلة الدراسـة وأهـدافها وفرضياتها وحـدودها وقيمتهـا. ويتضـمنُ الفصـل الثـاني الخلفيـة النظريَّـة عـن التحليــل الإيجــابيّ للخطــاب والعديــد مــن المفــاهيم ذات الصــلة وكــذلك الدراســات الســابقة حولــه. فيمــا يُقـدِّم الفصــل الثالــث إطــارًا منهجيًّــا لتحليـل أيديولوجيــة التمكين فـي الخطابــات التحفيزيَّــة بشــكلٍ إيجــابيّ. ويتنــاول الفصــل الرابــع أيديولوجيــة التمكيـن بشكلٍ إيجـابي، والطـرق التــي تـنعكس بهـا مـن خـلال الخطابـات التحفيزيَّـة الإنجليزيَّـة العشـرة المُختـارة وفاقًــا لأنمـوذج تــوليفي للتحليـل. ويقدم الفصــل الخـامس الاسـتنتاجات والتوصـيات والاقتراحات التي يُقدمها الباحث لمزيد من الدراسات.