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PhD THESIS

**MOTIVATIONAL PUBLIC SPEECHES: COGNITIVE-DISCURSIVE
AND COMMUNICATIVE PERSPECTIVES**

035 Philology 03 Humanities

Dissertation submitted for the Doctor of Philosophy degree.

This thesis presents the results of the original research. The usage of ideas, results, and texts of other authors is referenced to respective sources.

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ABSTRACT

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This thesis explores the cognitive-discursive and communicative aspects of motivational public speeches in English delivered by prominent British and American figures who are known for their contribution to various socio-economic and cultural sectors of society. The study is carried out from the perspectives of Cognitive linguistics (CL), Discourse analysis (DA), Functional grammar (FG), and Appraisal theory (AT), with a particular focus on gender-specific issues. The empirical material constitutes the corpus, specifically developed for this research.

Motivational public speeches represent a subtype of public speeches closely related to speeches given on special occasions. Moreover, they, as a distinct genre, exhibit unique structural, conceptual, and communicative characteristics, which demonstrate that motivational public speeches can be regarded as an integral component of motivational discourse.

The cognitive-discursive properties of motivational public speeches are analysed through the theoretical framework of Cognitive discourse analysis (CODA), employing Cognitive linguistics (CL) and Discourse analysis (DA). Built upon these linguistic approaches, the study proposes three schemes for analysing conceptual metaphors and communicative tactics. The first scheme is developed for the investigation of the most prevalent conceptual metaphors, their source and target domains, and axiological features within public discourse. Beyond that, the communicative aspect of motivational public speeches is explored through Functional grammar (FG), another theoretical approach within CODA, which is complemented by Appraisal theory (AT). These approaches form the basis for two additional analytical frameworks aimed to identify communicative strategies and tactics used by public speakers. The second scheme is designed for Transitivity analysis (TA), enabling the exploration of how speakers' experiences are reflected in participant and process

clauses within motivational public speeches. The third scheme framework, grounded in Appraisal theory (AT), seeks to identify and analyse emotionally charged discursive patterns.

Furthermore, investigation of the motivational public speeches required both corpus-driven and corpus-based analyses to accurately obtain the Chi-Square (χ^2) statistics, which evaluates the significance of variations in word or feature frequencies across different sections of the corpus. The corpus-driven analysis realised through the Key-Word-In-Context method is used to identify the most frequent word patterns that shape the structure of each motivational public speech, while the corpus-based analysis, conducted using the UAM Corpus Tool, expands the range of tools for manual annotation and data processing.

The results of the study allow us to conclude that in terms of the cognitive-discursive perspectives of motivational public speeches both male and female speakers employ a wide array of conceptual metaphors, particularly structural and ontological ones. The broad range of concepts within the target and source domains that structure ontological metaphors enables the construing of a matrix model of the MOTIVATION concept, which is used to reveal the main ways of its actualisation in motivational public speeches.

Strategically, the motivational speeches under analysis employ a wide range of communicative techniques, which are grouped into two key tactics further viewed through gender perspectives: the tactic of constructing motivational statements, analysed via transitivity patterns in participant and process clauses, and the tactic of motivational statement intensification, examined within the framework of Appraisal theory (AT). The tactic of constructing motivational statements comprises such techniques as the speaker-centered one, the techniques based on thematic focus, audience engagement, gender-specific, and semantic-role techniques in participant-clauses, as well as process-role, active-passive voice, modality, evaluation, and speaker-related techniques in process-clauses. The tactic of motivational statements intensification employs polarity, cohesion, explicitness, valence/axiology, and evaluation techniques.

The findings of this study reveal significant gender-based differences in the linguistic construction of motivational speeches. Thus, female speakers predominantly employ ontological metaphors, particularly the container ones, which emphasise identity, inclusion, and self-empowerment. Their thematic focus revolves around life, motivation per se,

language, and education, while male speakers favour block-building metaphors and personification, that relate to the themes of strength, control, and achievement. These differences extend to discourse strategies, with male speakers demonstrating preference for abstract notions, material objects, and neutral evaluations, whereas female speakers highlight human-centric references, emotions, and explicit evaluations.

Syntactic analysis indicates that men tend to prefer relational and existential clauses, epistemic modality, and logical structures, while women prioritise material and verbal processes, deontic modality, and emotionally charged discourse. Furthermore, emotivity analysis reveals that female speakers use positive and negative evaluations to enhance persuasive impact, while males favor neutral evaluations and moral assessments, reinforcing objectivity and authority. Women's speeches also exhibit a stronger emphasis on relational emotions, such as attraction and propriety, while men focus on goal achievement and stability, reflecting strategy of realising motivational influence.

Further research on this topic might be oriented towards applying additional tools for analysing motivational speeches, particularly those that rely upon non-verbal means such as body motions, facial expression, and vocal dynamics. These elements play a crucial role in reinforcing rhetorical strategies, shaping the emotional appeal, and enhancing audience engagement. Investigating how gender influences the use of non-verbal cues in motivational discourse could provide deeper insights into the multimodal nature of persuasion. Additionally, studying the impact of digital communication and emotional appeals on audience reception would further contribute to understanding the evolving landscape of motivational speeches.

Keywords: motivational speech, public discourse, emotion, gender, transitivity, semantics, concept, cognitive approach, conceptual metaphor, communicative strategy, communicative tactics and techniques.

АНОТАЦІЯ

Скічко А. С. Англомовні мотиваційні публічні промови: когнітивно-дискурсивний та комунікативний аспекти. – Кваліфікаційна наукова праця на правах рукопису.

Дисертація на здобуття наукового ступеня доктора філософії за спеціальністю 035 Філологія. – Національний технічний університет України “Київський політехнічний інститут імені Ігоря Сікорського”, Київ, 2025.

Дисертацію присвячено дослідженню англомовних мотиваційних публічних виступів провідних британських та американських політиків і діячів у сферах економіки та культури, розглянутих у когнітивно-дискурсивному та комунікативному аспектах з урахуванням гендерного чинника. Дослідження виконано у сфері когнітивної лінгвістики, дискурс-аналізу, функційної граматики та теорії оцінки. Емпіричний матеріал зібрано у спеціально розроблений текстовий корпус.

Мотиваційні публічні промови є підтипом публічних виступів, тісно пов’язаним із промовами, виголошеними з нагоди особливих подій. Мотиваційні публічні промови як окремий жанр та невід’ємний складник мотиваційного дискурсу вирізняються певними структурними, концептуальними та комунікативними особливостями. У ході дослідження було розроблено чотири класифікації мотиваційних публічних промов.

Когнітивно-дискурсивні особливості мотиваційних публічних промов проаналізовано у межах теоретичної моделі когнітивного дискурс-аналізу (Cognitive discourse analysis – CODA), зокрема крізь призму когнітивної лінгвістики (Cognitive linguistics) та дискурс-аналізу (Discourse analysis). Спираючись на ці теоретичні підходи, у дослідженні запропоновано схему аналізу найпоширеніших концептуальних метафор, їхніх доменів джерел і цільових доменів, а також аксіологічних характеристик у межах публічного дискурсу. Комунікативні особливості мотиваційних публічних промов досліджено з опертям на інший підхід у межах CODA (Cognitive discourse analysis), а саме інструментарій функційної граматики (Functional grammar), доповнений засадничими положеннями теорії оцінки

(Appraisal theory). Ці підходи сформували основу для розробки двох додаткових моделей аналізу: схеми розкриття транзитивності, що відображено у синтаксичних структурах мотиваційних публічних промов; а також схеми, заснованої на теорії оцінки й спрямованої на ідентифікацію емоційних виразів, які посилюють мотиваційний вплив на аудиторію.

Дослідження також доводить, що аналіз мотиваційних публічних промов потребував як корпусо-твореного (corpus-driven), так і корпусо-базованого (corpus-based) підходів для обчислення критерію χ^2 (хі-квадрат), який визначає статистичну значущість варіацій частотності лексичних одиниць або інших мовних елементів у різних частинах корпусу. При цьому корпусо-творений аналіз спирався на використання методики ключових слів у контексті (Key-Word-In-Context), а корпусо-базований аналіз, передбачав застосування програми UAM Corpus Tool.

Результати дослідження дають змогу зробити висновок, що з позицій когнітивно-дискурсивного підходу як чоловіки-спікери, так і жінки-спікери використовують у своїх мотиваційних промовах широкий спектр концептуальних метафор, переважно структурних та онтологічних. Наявність значної кількості концептів у цільових і вихідних доменах, які формують онтологічні метафори, дозволила створити матричну модель концепту MOTIVATION як основи для визначення способів втілення промовцями власного досвіду в мотиваційних публічних промовах.

У межах стратегії реалізації мотиваційного впливу промов публічні спікери використовують значний арсенал комунікативних прийомів, які структуровані навколо двох ключових тактик: тактики конструювання мотиваційних висловлювань, що підлягала транзитивному аналізу, та тактики інтенсифікації мотиваційних висловлювань, яка розглядається в межах теорії оцінки (Appraisal theory). Аналіз показав, що тактика конструювання мотиваційних висловлювань у частинах речення з акцентом на учасниках дії реалізується за допомогою прийомів, що орієнтовані на мовця, тематичне фокусування, залучення аудиторії, гендерне розрізнення та висвітлення семантичних ролей. У частинах речення з акцентуацією дії ця тактика здійснюється за допомогою п'яти основних прийомів: висвітлення ролі процесу,

активного/пасивного стану, модальності, оцінки та прийом, пов'язаний з мовцем. Водночас, тактика інтенсифікації мотиваційних висловлювань реалізується завдяки використанню прийомів поляризації, забезпечення когезії, експлікування, визначення валентності та цінності.

Результати дослідження свідчать про істотні гендерні відмінності у побудові сучасних англomовних мотиваційних промов. Жінки переважно використовують онтологічні метафори, зокрема метафори-контейнери, за допомогою яких висвітлюються такі поняття, як ідентичність, залученість та самоствердження. Їхній тематичний фокус зосереджується на поняттях життя, мотивації як такої, мови та освіти, однак чоловіки надають перевагу конструкційним метафорам і персоніфікаціям, що відображають теми сили, контролю та досягнень. Окрім того, чоловіки-промовці демонструють схильність до апеляції до абстрактних понять, матеріальних об'єктів і нейтральних оцінок, тоді як жінки апелюють до людських якостей, емоцій і оцінних суджень.

Синтаксичний аналіз продемонстрував, що чоловіки частіше застосовують реляційні та екзистенційні конструкції, епістемічну модальність і логічно організовані структури, проте жінки спираються на позначення фізичних та вербальних процесів, деонтичну модальність та емотивні висловлення. Аналіз мотиваційних промов з огляду на емоційну складову показав, що жінки активно застосовують як позитивні, так і негативні судження для посилення ефекту переконливості, однак чоловіки частіше вдаються до нейтральних та моральних оцінок, що підкреслює об'єктивність і авторитетність суджень. Жіночі промови характеризуються більшою увагою до реляційних емоцій, таких як привабливість і добропорядність, тоді як чоловічі виступи фокусуються на шляхах досягнення цілей та стабільності.

Подальші дослідження передбачають аналіз супровідних засобів роезентації мотиваційних промов, зокрема невербальних, таких як рухи тіла, міміка та вокальна динаміка. Ці чинники відіграють важливу роль у підсиленні застосованих риторичних стратегій, формуванні емоційного впливу та залученні аудиторії. Встановлення гендерних відмінностей у використанні невербальних засобів у мотиваційному

дискурсі може дати глибше розуміння мультимодальної природи переконання. Крім того, вивчення впливу цифрової комунікації та емоційних апеляцій на сприйняття аудиторії дозволить розширити уявлення про еволюцію мотиваційного мовлення.

Ключові слова: мотиваційна промова, публічний дискурс, емоція, гендер, транзитивність, семантика, концепт, когнітивний підхід, концептуальна метафора, комунікативна стратегія, комунікативні тактики та прийоми.

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THE LIST OF CONVENTIONAL SHORTENINGS AND ABBREVIATIONS

Appraisal theory (AT)
Cognitive discourse analysis (CODA)
Cognitive linguistics (CL)
Conceptual analysis (CA)
Conceptual metaphor analysis (CMA)
Conceptual metaphor theory (CMT)
Critical discourse analysis (CDA)
Discourse analysis (DA)
Functional grammar (FG)
Key-Word-In-Context (KWIC)
Systemic functional grammar (SFG)
Transitivity analysis (TA)

INTRODUCTION

Today's globalised world is catalysing major changes in the framing of public discourse, closely linked to the principles of liberty, freedom, and democracy (Hannon, 2022). Consequently, there is a prevailing thought that public speeches are crafted to bolster and solidify social prosperity, showcasing clear and coherent messages, both in written and spoken forms (Sellers, 2003; Hannon, 2022; Lepoutre, 2021; Furley & Nehamas, 1994; Pelclová & Wei-lun, 2018; Van Dijk, 2006; Gareis, 2006).

A pivotal role in the development and transmission of targeted messages by public speakers to their audiences is played by motivation. J. D. Greene et al. (2001) and J. Haidt (2001) conceptualise motivation as a force that shapes the formation of “moral thoughts” and triggers action. Additionally, motivation is seen as a catalyst for energising behaviour and activating the human psyche to pursue and achieve goals driven by internal needs, aspirations, and desires (Pittman, 1998, p. 549). Motivation as a notion is discovered in *psychological* dimension as a goal-directed and goal-oriented force (Schunk, Meece, & Pintrich, 2014; Braver et al., 2014; Balleine & O'Doherty, 2009; Wood & Rünger, 2016), as an impetus to action (Locke & Latham, 2004; Cerasoli et al., 2014; Bandura, 1990), as a driver of moral reasoning (Greene et al., 2001; Haidt, 2001; Ditto et al., 2009), and as unconscious motive (Roeser & James, 2009; Custers & Aarts, 2010). Accordingly, motivation could be classified into intrinsic and extrinsic (Deci & Ryan, 1985, 2000; Niemiec & Ryan, 2009), intrapersonal and interpersonal (Weiner, 2005). It is believed that motivation in public discourse functions as direction, persistence, and magnitude formed in the view of various factors transmitting from the speaker to the environment (Pinder, 2008; Lidestam & Beskow, 2006; Dörnyei & Ushioda, 2013; Al-Hoorie, 2016).

From the *linguistic* dimension, motivation is shaped by leadership communication (Mayfield & Mayfield, 2018; Niebuhr & Gonzalez, 2019) and phonetics (Vobe & Wagner, 2018). Some linguists view motivation as a non-arbitrary connection between form and meaning (Lakoff, 1987; Hiraga, 1994), as an extreme form of arbitrariness (Saussure, 1916), as a type of diagrammatic iconicity (Haiman, 1980), as behavioural product (Heine, 1997) and as a complex phenomenon consisting of source and target elements (Radden & Panther,

2004). Linguistic motivation is classified into phonological (Lyons, 1977), morphological (Ilson, 1983), semantic (Lakoff, 1987), ecological (Taylor, 2004; Foolen, 2004), genetic (Heine, 2004; Koops, 2004), experimental (Evans & Tyler, 2004; Newman, 2004), and cognitive (Matlock, 2004; Stefanowitsch & Rohde, 2004; Huyssteen, 2004; Ruiz de Mendoza Ibañez & Díez Velasco, 2004; Brdar-Szabó & Mario Brdar, 2004; Barcelona, 2004). These approaches have become fundamental in uncovering the background and essence of motivational speeches as a subtype of public discourse.

Public discourse falls within the scope of scholars' interest and encompasses a wide variety of speeches, official statements, and written materials intended to promote societal improvement (Hannon, 2022; Sellers, 2003; Lepoutre, 2021; Pelclová & Wei-lun, 2018; Van Dijk, 2006). Typically, scholars classify public speeches into demonstrative, informative, persuasive, and speeches on special occasions (Lucas, 2020; Hamilton, 2014). Speeches on special occasions have the most divergent classifications (O'Hair et al., 2007; Zarefsky, 2004), which should be extended by motivational speeches.

Motivational public speeches, as a genre of public discourse, have been studied by researchers (Gallo, 2014; Kryknitska, 2020; Al-Shboul et al., 2024; Gass & Seiter, 2018; Yernkryan & Harutyunyan, 2024; Melko, 2019; Zarefsky, 2004; Sinek, 2011) from various perspectives. However, there are some assumptions that motivational public speeches could also be a part of motivational discourse (Klimchuk, 2015; Yernkryan & Harutyunyan, 2024; Melko, 2019; Gass & Seiter, 2018; Tytarenko, 2012; Zarefsky, 2004). However, their properties and genre characteristics at phonetic, lexical, and grammatical levels, enhancing the pragmatic potential of the speech layout, require a more thorough analysis to uncover the specific linguistic strategies employed by speakers. Such an analysis is essential for understanding how these elements contribute to the effectiveness of motivational speeches, influence audience perception, and shape the overall communicative impact of public discourse.

It is worthwhile mentioning that all motivational speeches incorporate a *strategy for realising motivational influence*, within which two key groups of tactics can be distinguished, each examined through gender-specific characteristics. The first is *the tactic of constructing motivational statements*, which appeals to logic, reasoning, and structured argumentation to persuade the audience. The second is *the tactic of motivational statement*

intensification, which emphasises emotional appeal, urgency, and engagement through expressive and rhetorical means.

The **topicality** of this research is hence determined by the need for the comprehensive exploration of *cognitive-discursive* and *communicative* aspects of motivational public speeches with a focus on gender-specific comparative perspectives. Additionally, there is a necessity to explore the actualisation of the MOTIVATION concept to understand how male and female speakers reflect their experiences in public discourse. Since it is possible to bridge the gap in existing research, this study seeks to provide a comprehensive analysis of how motivational speeches are shaped by cognitive, discursive, and gender-specific factors. By doing so, it offers valuable insights into the distinct ways in which male and female speakers construct and communicate motivation in public discourse.

This thesis aligns with current trends in linguistics, particularly in the areas of Cognitive linguistics, Discourse analysis, and Functional grammar, and aims to elucidate the defining characteristics and properties of effective motivational public speeches. Supervised by Olga Demydenko and Encarnación Hidalgo Tenorio, and supported by the Erasmus+ program from Granada University and the National Technical University of Ukraine “Igor Sikorsky Polytechnic Institute”, this research benefits from a blend of international expertise and innovative approaches.

Relation of the thesis to scientific programs and themes. This thesis is aligned with the research activities at the Department of theory, practice, and translation of the english language at the National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”. It falls under the topic “Multigenre English-language discourse: cognitive-pragmatic, cross-cultural, and information-technological aspects” (State registration number 0124U002094).

The **objective** of this research is to reveal cognitive-discursive and communicative properties of motivational public speeches in English by defining the language means actualising motivational communicative techniques and manifesting the MOTIVATION concept within them. To achieve this, the research sets forth following **tasks**:

- to formulate the theoretical foundations of the study and to establish and systematise the key properties, distinctive characteristics, and linguistic features of motivational public speeches as a genre of public discourse;
- to develop and justify a methodological framework for investigating motivational public speeches, incorporating cognitive-discursive and semantic communicative approaches;
- to reveal cognitive-discursive properties of motivational public speeches considering the gender aspect;
- to define the structure of the MOTIVATION concept and construct its matrix model;
- to detect the communicative techniques that are employed in the framework of the tactic of constructing motivational statement and the tactic of motivational statement intensification, focusing on the gender aspect in participant and process clauses;
- to identify the realisation of techniques in motivational public speeches, structuring the tactic of motivational statement intensification and trace its realisation on phonetic, lexical, and grammar levels.

The object of the research is motivational public speeches in English.

The subject-matter of the thesis is the cognitive-discursive and communicative properties of motivational public speeches in English.

The material for the study was formed by the corpus of 200 public speeches, delivered between 1986 and 2022 by 20 American and British prominent figures, engaged in various fields, from the public policy to the music industry. The research corpus is derived from YouTube, particularly from channels such channels as “English Speeches,” “Unicef,” Jay Shetty’s blog on motivation and inspiration, “TED Talks,” and other public speech videos that align with criteria of the study. Meanwhile, it is worthwhile mentioning that due to the fact that the analysis of empirical materials was manually annotated in the UAM Corpus Tool, the scripts of each video were taken as the foundation of the research.

All the speeches within the corpus were converted into text format, and the top 20 were annotated in the framework of the corpus. Hence, 156,192 words, serving as the units of analysis, were annotated in selected motivational speeches, totaling 375 pages. The UAM Corpus Tool was used to analyse these units of analysis, focusing on such criteria as

motivation, gender, emotions, transitivity, field, and author. These criteria were chosen for their relevance in investigating motivational public speeches.

The methodology of this study incorporates a blend of general scientific and specialised linguistic **methods**. Synthesis and analysis are employed to establish a contemporary theoretical framework for the study. The collection and analysis of illustration materials enable the gathering of empirical data for a multifaceted analysis of the speeches. Corpus analysis is pivotal for compiling data. Frame modeling of the MOTIVATION concept is used to visually map its realisation, incorporating concepts derived from the speech layouts and metaphorical usage. Descriptive and comparative methods are utilised to examine and compare the research data of motivational public speeches, as well as to present the findings obtained from manual annotations in the UAM Corpus Tool. The cognitive-discursive properties of motivational public speeches are studied by means of Discourse analysis (Harris, 1952; Paltridge, 2012; Johnstone, 2002, 2007; Pennycook, 2011), Critical discourse analysis (Jäger & Meier, 2009; Fairclough, 1992; 1993; 1995; 2003; 2010; Hidalgo-Tenorio, 2011; Van Dijk, 2008, 2011, Scollon & Scollon, 2005; Wodak, 2009), Conceptual metaphor analysis (Lakoff & Johnson, 1980, 1999), and Conceptual analysis (Wierzbicka, 1999; Kahanovska, 2002; Prykhodko, 2008, 2009; Starko, 2004; Sluhay, 2005; Kövecses, 2000; Vorobyova, 2005, 2011, 2012; Nikonova, 2007; Kolesnyk, 2003; Izotova, 2006; Kalyta, Taranenko, & Klymeniuk, 2023). The communicative properties of motivational public speeches are discovered using Transitivity analysis in the framework of Functional grammar (Halliday & Matthiessen, 1996, 2004, 2014; Halliday, 1985; 1994) and Appraisal theory (Martin & White, 2005; Bednarek, 2006, 2008, 2009; Benítez-Castro & Hidalgo-Tenorio, 2019).

The scientific novelty lies in several key contributions. First, it advances a comprehensive classification of motivational speeches within the frameworks of conceptual metaphor theory, appraisal theory, and syntactic analysis considering their gender-specific properties. Second, the research defines a set of lingual, cognitive, discursive, and communicative characteristics of motivational speeches that shape their actualization in various situations. Third, it substantiates a comprehensive methodological framework for analysing the communicative strategy, tactics and techniques of motivational public

speeches through such innovative tools as the UAM Corpus Tool and AntConc. Lastly, it puts forward a matrix model for the actualisation of the MOTIVATION concept in motivational public speeches.

The thesis encompasses the following **assertions**:

1. Motivational public speeches are a pivotal subset of special occasion speeches, significantly enriching public discourse. These speeches, given by public figures, are designed to motivate the audience into action through emotional, international, inspirational, and persuasive techniques. Motivational public speeches in English are organised into two structural patterns: problem-solution and topic. In most cases, they consist of an introduction, main body, and conclusion. The main body of motivational speeches includes time order, spatial order, cause-effect, problem-solution, topical structure, storytelling, gratitude, praise, audience identification, humor, recognition of others' success, and inclusion strategy. By leveraging structures such as the speaker's personal narrative, stories of others, persuasive messages, the deductive and inductive methods, and H. A. Monroe's motivated sequence, speakers can guide audiences through a journey from problem identification to actionable solutions.

2. Female speakers in their motivational discourse under analysis predominantly use ontological metaphors, particularly container metaphors, shaping their messages around identity, inclusion, and self-empowerment. In contrast, male speakers favor block-building and personification, highlighting strength, control, and achievement. Their thematic focus as follows: women emphasise LIFE, MOTIVATION, LANGUAGE, INSPIRATION, EDUCATION, and HEALTH, while men prioritise INFORMATION, VALUE, WAR, TECHNOLOGY, and CAREER. Source domains further illustrate these distinctions, with women frequently using MATERIAL OBJECTS and STORY, whereas men rely on GAME, BUILDING MATERIALS, SIZE, and LIVING BEING. This indicates that women tend to use relational and tangible metaphors, while men focus on competition, structure, and strength.

3. The matrix model of the MOTIVATION concept, rooted in ontological metaphors, bridges abstract notions with concrete entities, strengthening clarity and influence in motivational speeches. By incorporating diverse experiences, speakers enhance audience engagement and comprehension. This concept is organised into twelve domains – LIVING

BEING, DIFFICULTIES, PURPOSE, MATERIAL OBJECT, STATES, COGNITION, MOVEMENT, INSPIRATION, LIFE, WORLD, EDUCATION, and LANGUAGE – which represent fundamental aspects of human experience in motivational discourse.

4. *Speaker-centered techniques* show that male speakers emphasise personal experiences with “I” and “we”, while female speakers take a different approach. *Thematic focus techniques* indicate males refer more to abstract notions, enterprises, material objects, animals, and planet, whereas females include God, human, food, education, emotions, and speech. In *audience engagement techniques*, females frequently use 2nd person singular and 3rd person plural to foster inclusivity. *Gender-specific techniques* reveal that males prefer male and gender-neutral references, while females favor female and collective references. *Semantic-role techniques* demonstrate female speakers rely on actor, affected, sayers, verbiage, and receiver, whereas males employ senser, phenomenon, attribute, identified, identifier, beneficiary, and existent. These differences suggest males tend to be more assertive and abstract, while females focus on relationships and emotions in structuring motivational speeches.

5. *Process-role techniques* highlight that males rely on relational and existential clauses, whereas females favor material and verbal clauses, emphasising action and communication. *Active-passive voice techniques* show males frequently use non-applicable voice, while females apply passive voice, suggesting different strategies for conveying agency. *Modality techniques* reveal that epistemic modality dominates male speeches, signaling certainty, while deontic modality is more common among females, stressing obligation. *Evaluation techniques* indicate that males prefer neutral evaluation, whereas females integrate positive and negative evaluations to strengthen their motivational impact. *Speaker-related techniques* suggest that males lean toward authorial elements and external references, such as abstract notions and material objects, whereas females emphasise non-authorial elements and themes like God and human. These findings indicate that males frame motivation through logic and objectivity, while females employ emotional and relational appeals.

6. Emotions play a key role in *cohesion techniques*, with male speakers often using ellipsis. *Explicitness techniques* differ: females opt for an explicit approach, while males

combine explicit-implicit strategies, incorporating normality, quality, and valuation. Female speakers emphasise propriety and tenacity. *Valence/axiology techniques* show that males include axiological elements, whereas females prefer valence units. *Evaluation techniques* indicate that males focus on goal achievement, while females highlight goal relational elements, balancing attraction and repulsion. *Polarity techniques* reveal females use more disinclined elements, whereas males favor the beneficial sub-index. Females emphasise propriety and tenacity, while males prioritise moral evaluation and stability.

7. Motivational speeches enhance persuasion at phonetic, lexical, and grammatical levels. *Cohesion techniques* use alliteration, assonance, consonance, and rhyme to create rhythmic flow, while polarity techniques influence tone with euphony and cacophony. *Explicitness techniques* surface in onomatopoeia and rhythm, increasing clarity. At the lexical level, *explicitness techniques* rely on action verbs and emotionally charged words, while *valence/axiology techniques* strengthen intensity through metaphors, irony, and positive or negative adjectives. *Evaluation techniques* build credibility via self-referential language, humor, and professional terminology, while polarity techniques contrast ideas with personalised vocabulary. *Grammatical cohesion techniques* enhance logical flow using linking markers and inversion, while *polarity techniques* emphasise contrasts through negation and contrastive structures. *Explicitness techniques* emerge in imperatives, modal verbs, and direct speech, ensuring clear intent. *Evaluation techniques* establish authority through complex syntax and varied sentence structures. These strategies collectively enhance the rhetorical strength of motivational speeches.

The theoretical significance of this research lies in its contribution to the expansion and refinement of the theoretical and methodological underpinnings of Cognitive-discourse analysis (CODA), Cognitive analysis (CA), Discourse analysis (DA), and Appraisal Theory (AT). This includes areas such as public discourse, motivational discourse, and Critical discourse analysis (CDA), particularly within the Dialectical-relational approach (DRA). Additionally, it enhances the understanding of Functional grammar (FG), encompassing Transitivity analysis (TA) and Appraisal theory (AT), and contribute to the development of Cognitive linguistics (CL) through the Conceptual metaphor theory (CMT) and Conceptual analysis (CA).

The practical implications of the findings contribute to the development of linguistics as a science in educational contexts. They are valuable for teaching various courses in general linguistics. In discourse theory, the results can enrich sections on “Discourse typology (DT)”, “Discourse analysis (DA)”, “Critical discourse analysis (CDA)”, and “Dialectical-relational approach (DRA)”. They also have applications in Functional grammar topics such as “Appraisal theory (AT)” and “Transitivity analysis (TA)”, and in Cognitive linguistics (CL), particularly in the areas of Conceptual metaphor theory (CMT), and Conceptual analysis (CA). Furthermore, these findings are useful in the development of cognitive-semantic studies, the compilation of educational materials and textbooks, and as a resource for writing term papers, Master’s and PhD thesis.

The approbation of the research results. The research has undergone thorough validation and presentation in the scientific community. The main findings of the study were presented at six international scientific conferences: “Technologies, innovative and modern theories of scientists. Proceedings of XX International Scientific and Practical Conference” (23-26 May, 2023), “Challenges in science of nowadays. Proceedings of the 11 International Scientific and Practical Conference (26-28 May, 2023), “European Scientific Congress. Proceedings of the 4th International scientific and practical conference” (15-17 May, 2023), “Scientific practice: modern and classical research methods. Proceedings of the IV International Scientific and Practical Conference” (May 26, 2023), “Science in motion: classic and modern tools and methods in scientific investigations. Proceedings of the I Correspondence International Scientific and Practical Conference” (9 June, 2023), and “Science and Education in Progress. Proceedings of the 2nd International Scientific and Practical Conference” (16-18 June, 2023).

Publications. The research outcomes are presented in 8 publications, 7 of which are featured in specialised Ukrainian journals and 1 in the journal indexed by Web of Science. These publications, encompassing a total of 3 printed sheets of paper, provide a comprehensive view of both theoretical and practical aspects of the thesis.

The authors’s personal contribution to the writing of the articles “Conceptual analysis as the tool to discover the embodied speaker’s experience in discourse” and “People matter. Freedom matters. Peace matters: Conceptual metaphor analysis of Volodymyr

Zelenskyy's Speeches" is of equal significance, with joint authorship in the conceptualisation, development, and composition of the content.

The structure and volume of the dissertation. The PhD thesis consists of an introduction, four chapters, conclusions, a reference list, and appendices. The total volume of the thesis is 347 pages, with the main text comprising 196 pages.

The **Introduction** justifies the topic and relevance of the research, defines the objective and tasks, presents the subject-matter, object, material of the research, methodological framework, scientific novelty, structure, and scope of the study, and provides an overview of scientific publications on the research topic.

Each chapter delves into specific aspects of the research. Chapter 1 "**Theoretical foundation of linguistic research on motivational speeches**" addresses the theoretical and methodological foundations of linguistic research, including the definition and properties of motivational speeches.

Chapter 2 "**Research methodology of motivational speeches study from cognitive-discursive and communicative perspectives**" details the research methods applied to motivational speeches, focusing on cognitive-discursive and communicative aspects.

Chapter 3 "**Key features of motivational speeches in public: a cognitive linguistic approach**" discusses the key features of motivational speeches in public discourse from a cognitive linguistic standpoint.

Chapter 4 "**Communicative properties of motivational speeches in public discourse**" presents the communicative features of motivational speeches, analysed on the basis of Transitivity and Appraisal theory.

Conclusions summarise the main findings of the research, highlight its significance, and outline directions for further inquiry.

Appendices include a list of the author's publications, as well as tables and figures illustrating the results of the analysis and the key points of the study.

CHAPTER 1

THEORETICAL FOUNDATION OF LINGUISTIC RESEARCH ON MOTIVATIONAL SPEECHES

Overview of current studies on public discourse reveals a growing scholarly interest in examining motivational speeches from multiple perspectives. This trend is closely linked to the development of technologies and social media platforms, which have become powerful tools for transmitting ideas and enabling speakers to engage with audiences through effective communication.

Despite this progress, recent studies on motivational speeches remain limited in scope, focusing primarily on their linguistic properties, typologies, and structural formations. However, the realisation of the MOTIVATION concept, including its psychological foundations, is often overlooked. Chapter 1 explores the dual role of motivation as both a cognitive process and a mechanism for influencing others, analysed through linguistic and psychological lenses. It delves into the structural and linguistic strategies employed in motivational speeches, their classification, and the rhetorical devices used to engage audiences, create emotional resonance, and stimulate meaningful action. Additionally, Chapter 1 outlines research methodologies that provide valuable tools for examining how motivational content is constructed, delivered, perceived, and which communicative tactics are prevalent in their foundation.

1.1 Motivation in the focus of current scientific research

Motivation is viewed as a central part of interdisciplinary research, serving as a constituent element of effective communication and as a fundamental driver of human behavior by creating internal stimuli for action. A linguistic approach to examining motivation explores the connection between forms of expression and their meaning; additionally, it reveals the classification of motivational categories in linguistics at various levels. Psychological studies, on the other hand, provide a deeper understanding of the underlying mechanisms that foster motivation. Together, these perspectives create the framework for exploring how motivation is conveyed and perceived in various forms of discourse.

1.1.1 Psychological basis of motivation research

Motivation, as a psychological phenomenon, serves as the foundation for the construction of motivational speeches. In addition to the strong desire to deliver an effective verbal performance, speakers often aim to inspire the audience, improve their lives, or provide additional stimuli to encourage action. For instance, speakers build their motivational speeches by evoking three crucial elements: autonomy (the desire for control), mastery (the desire for improvement), and purpose (the desire for meaning) (Pink, 2009). Considering this approach, it is proposed that a comprehensive understanding of motivation as a psychological construct enhances the theoretical foundation of the research. The term “motivieren” first emerged in the German language in 1854, marking the beginning of its active circulation. It later appeared in the English language in the early part of 1873. This term is commonly associated with the notion of an “incentive” or “inducement” to act (Etymonline, n.d.). Since the emergence of this term, the concept of evoking action has been central to its framework and has undergone slight modifications over time.

From a psychological standpoint, motivation is understood through the lens of the direction and intensity of behaviour, combined with internal factors that prompt individuals to act in certain ways. It is frequently equated with the process of setting, pursuing, and achieving goals and objectives, as well as with efforts to modify behaviour. The underlying reason for undertaking tasks is referred to as the motive. Motivation is described as a complex notion related to the initiation and persistence of goal-directed activities (Schunk, Meece, & Pintrich, 2014, p. 317). Additionally, it is also characterised as a goal-directed force that leads to increased efforts to achieve tangible results (Braver et al., 2014). Generally, motivated goal-oriented behaviour is adaptable, lacking rigid norms or forms, and responsive to environmental contexts and an individual’s mood or state. Several factors can stimulate this approach to behaviour, including unpredictability in actions and outcomes, and the significance of potential results (Balleine & O’Doherty, 2009; Wood & R  nger, 2016). Hence, motivation can be considered an initiation, persistence, and goal-directed force that is responsive to situational factors.

Another perspective on motivation research views it as a key factor in the utilisation of personal skills and experiences to co-create shared values and integrate resources within

social systems (Locke & Latham, 2004). Thus, motivation is seen as a fundamental impetus for action activation and a crucial element in every mode of individual performance (Cerasoli et al., 2014). Furthermore, it governs the unconscious trials, methods, and strategies people employ on their path to success and goal achievement (Bandura, 1990, p. 69).

Motivation is a primary force in forming our moral thoughts and guiding our actions. Based on the social intuitionist model, it is suggested that moral judgments involve rapid, emotion-driven, and intuitive assessments that eventually influence intentional reasoning (Greene et al., 2001; Haidt, 2001). This theory connects with motivated reasoning, indicating that individuals are inclined to seek outcomes that align with their beliefs and personal opinions (Ditto et al., 2009). In this thesis, motivation is conceptualised as a fundamental driver of moral reasoning and an impulse for action that emerges organically through an individual's behavior.

In accordance with the self-determination theory, motivation is categorised into intrinsic and extrinsic types (Deci & Ryan, 1985). Intrinsic motivation arises from self-determined factors influencing behaviour and is directed towards fulfilling psychological rather than material needs. It is driven by a strong desire to complete actions for internal rewards. In contrast, extrinsic motivation is applied externally, from one group to another, to inspire the reinvention of new approaches and ideas, or to enhance active and productive work. This type of motivation often involves material incentives or relevant punishments to facilitate the attainment of external rewards (Deci & Ryan, 2000, p. 70-73). In the framework of motivational speeches, both intrinsic and extrinsic types of motivation are present, each playing a significant role in inspiring and influencing the audience. For instance, intrinsic motivation refers to the inner drive to engage in an activity for personal growth, while extrinsic motivation, on the other hand, is driven by external rewards or outcomes, such as recognition, money, or status. Therefore, speakers often combine both types of motivation in their motivational speeches to effectively achieve their communicative goals.

According to B. Weiner (2005), motivation can be categorised into intrapersonal and interpersonal types. Intrapersonal motivation is self-directed, focusing on an individual's internal drive to achieve goals and the orientation of emotions and thoughts towards the self.

It operates independently of external factors. Conversely, interpersonal motivation involves a wide range of social interactions and behaviours, coupled with psychological responses to external stimuli. This type of motivation encompasses a spectrum of human attitudes, ranging from assistance and fairness to hostility and punishment, and is concerned with understanding how individuals conform, discredit others, or form general impressions in specific situations. Emotionally, it is directed from the perceiver to the target audience (Weiner, 2005, p. 16).

Numerous theories have been developed to explain the multifaceted notion of motivation. The most prominent among them are the following:

- instrumentality theory (Taylor, 1911), which posits that one action leads to a series of subsequent actions;
- reinforcement theory (Hull, 1951) suggests that through evolution, humans have learned to distinguish effective actions from ineffective ones in pursuit of goals;
- needs and content theories focus on essential human needs and their role in motivation, with A. Maslow's hierarchy of needs (Maslow, 1954), C. Alderfer's three primary needs (Alderfer, 1972), and D. C. McClelland's needs for the work environment (McClelland, 1973);
- process or cognitive theories explore how understanding reward values and required efforts impact motivation. The theories are based on L. W. Porter & E. E. Lawler's (1968) findings on reward perception, G. P. Latham & E. A. Locke's (1979) emphasis on structured feedback, J. S. Adams' (1965) focus on skill and ability recognition, and A. Bandura's (1977) theory highlighting the positive impact of expectancy and internal psychological factors;
- two-factor motivation-hygiene theory (Herzberg et al., 1959) primarily examines workplace motivation;
- theory X and Theory Y (McGregor, 1960) present contrasting views of workforce involvement and self-motivation.

These theories collectively provide a structural analysis of motivation across various social domains. In motivational studies, the term is predominantly viewed as a psychological notion with significant implications in education, entrepreneurship, and business. This thesis, however, emphasises the role of motivation within public discourse.

In public discourse, motivation is viewed (Pinder, 2008) as a process involving persistence, magnitude, and direction of received information, energy, and circumstances, transitioning from an individual to their environment and vice versa. In this respect, persistence is associated with action duration, magnitude – with intensity, and direction – with the ultimate recipient (*ibid.*). It can be concluded that both the individual and the environment are pivotal in receiving and disseminating motivation. A key medium for this exchange is language. In public communication, the speaker (individual) stimulates action and encourages the audience (environment) to reconsider various life aspects. However, the role of environment in inspiring the speaker extends beyond this, encompassing numerous psychological factors.

Nevertheless, it is tremendously important to comprehend that stimuli, whose informational and energetic potential does not reach the level of instincts in the individual's emotional sphere are unable to evoke emotions or influence the processes of thought-speech and thought-driven actions (Калита, Клименюк, & Тараненко, 2024, с. 166). When speakers engage in monotonous dialogue, listeners must exert extra effort to grasp the message's essence, particularly when speechreading. This listener engagement involves both appraisal and motivation, necessitating attention and concentration. Pioneering research in this field explored the relationship between performance and attitude in visual speechreading (Lidestam, 2002).

Motivation can theoretically affect speech comprehension accuracy, as it determines the listener's readiness to process information. In addition, it can also gauge cognitive and perceptual skills in different contexts. In instances of weak speech delivery, motivation can indicate the level of attention in understanding (Lidestam & Beskow, 2006, p. 93). Social, cultural, metacognitive, contextual, and individual factors contribute to motivation formation (Dörnyei & Ushioda, 2013).

W. James' theory on human identity differentiates between "I-self" and "Me-self", where "I-self" encompasses the volitional aspects of motivation, and "Me-self" represents unconscious motives. Though seemingly disparate, both aspects are vital for comprehensive motivation analysis (Roeser & James, 2009). Recent research suggests that active listeners can discern motivational factors during information processing (Al-Hoorie, 2016).

Furthermore, motivation can be perceived unconsciously (Custers & Aarts, 2010). Self-determination theory identifies two motivation types (Deci & Ryan, 2000), with intrinsic motivation playing a crucial role in communication. Intrinsically motivated individuals act for various reasons, such as inspiration, self-challenge, and satisfaction (Niemic & Ryan, 2009). Active listeners in communication are thus seen as intrinsically motivated. The “Me-self” aspect of a listener’s identity is particularly engaged during public discourse due to the complex nature of motivation. This complexity can lead to a listener’s unreadiness to be motivated during public speeches. The quality and impact of the motivational “dose” depend on the listener’s attention, awareness, and concentration.

1.1.2 Linguistic approaches to motivation research

Linguistic research on motivation has been within the scope of interest to linguists for decades. Motivation has long been in the spotlight of linguistic research for decades. While early theories, such as those proposed by F. de Saussure, focused on the arbitrary nature of language signs, contemporary Cognitive linguistics (hereafter CL) emphasises the non-arbitrary connections between form and meaning. The evolving notion of linguistic motivation has led to a deeper understanding of how language is shaped by human cognition, culture, and experience.

J. Mayfield & M. Mayfield (2018) examine how language influences motivation from a pragmatic perspective, focusing on Motivating language theory (Sullivan, 1988). This theory suggests that effective leadership communication enhances workplace motivation by balancing three key elements: meaning-making language (MM), empathetic language (E), and direction-giving language (DG), all of which are essential for motivating language. J. Vobe and P. Wagner (2018) explore the acoustic-phonetic expression of motivation, drawing on recent research into emotional and charismatic speech. They argue that charisma and motivation are interconnected, as both have the potential to trigger an internal transformation in an individual (Niebuhr & Gonzalez, 2019). Motivation is a more complex concept and is not always linked to a leader-follower relationship (Rheinberg & Engeser, 2018).

Motivation and the action of motivating are the terms frequently used, acquiring specialised meanings in linguistic discourse. Linguists, when studying motivation, typically

ignore the reasons behind a person's specific verbal expressions. Their focus is on understanding the formal and semantic characteristics of the language used in communication. More broadly, linguists explore the reasons for the inclusion of certain phenomena within the linguistic system (Taylor, 2006, p. 489-490).

Despite a keen interest in linguistic motivation and various approaches, scholars still have not come up with a unified theory encompassing the non-arbitrary relationships between form and meaning, the role of iconicity in motivation, and the process of meaning transmission (Lakoff, 1987, p. 107, 148). It has been proposed that every language includes some elements of motivation, contrasting with the phenomenon of arbitrariness. Researchers suggest investigating the blend of minimal structure and minimal arbitrariness in languages (Saussure, 1916, p. 133). Motivation is also viewed as a cognitive principle countering arbitrariness, lending meaningfulness to language (Radden & Panther, 2004, p. 1). This perspective is further supported by the argument that motivation establishes a non-arbitrary link between form and meaning (Hiraga, 1994, p. 8).

Conversely, G. Lakoff argues that F. de Saussure's approach significantly differs from modern cognitive perspectives because he sees motivation as an extreme form of arbitrariness, whereas cognitive linguists typically view it as standard, considering arbitrariness as a last resort (Lakoff, 1987, p. 346). In this thesis, G. Lakoff's approach to linguistic motivation is regarded as the most appropriate, as it frames motivation not as an exception but as an integral aspect of language, reflecting the cognitive and cultural processes involved in the creation and use of signs.

It is suggested that human behaviour, and consequently language as a behavioural product, is influenced by motivation rather than being purely arbitrary (Heine, 1997, p. 3). Accordingly, motivation is limited to a type of diagrammatic iconicity, where structural similarity exists between language and conceptualised reality, contrasting with isomorphism, such as the formula "one form – one meaning" (Haiman, 1980; 1985). In conclusion, the differing views on motivation – ranging from F. de Saussure's arbitrariness to CL's standard approach and Haiman's diagrammatic iconicity – emphasise the significance of motivation in connecting language with cognition and behavior, rather than being purely arbitrary.

Human lexicons are not random collections of words and meanings. Most elements in human conceptual and linguistic systems are neither completely arbitrary nor fully compositional, but rather display certain degrees of motivation (Lakoff, 1987, p. 346-452). Motivational connections in explaining the relationships between form and meaning, as well as across lexical senses. A relationship between A and B is considered motivated when an independent link, L, exists, making A – L – B coherent and fitting, with L elucidating the connection between A and B (ibid., p. 448).

Meanwhile, a nuanced perspective on linguistic motivation is presented, arguing that a linguistic unit, termed a “target”, is considered motivated when influenced by a linguistic “source” (both in form and content) and by language-independent factors. Linguistic motivation involves a causal yet non-deterministic relationship. To elucidate this viewpoint, a methodology is proposed by G. Radden & K-U. Panther wherein the “source” is seen as the primary catalyst for motivational processes. These processes can be shaped by language-independent factors, such as ecological niche, perceptual gestalt principles, and personal experiences. These factors are integral to linguistic, cognitive, and semiotic systems. The culmination of these motivational processes can lead to noticeable changes in a speaker’s linguistic behavior, eventually forming stable linguistic patterns within the language system (Radden & Panther, 2004, p. 1).

Recent advancements in linguistic research have further explored the notion of motivation, leading to a broader and more nuanced classification that delves into the psychological complexities of this notion. This alternative classification identifies four distinct types of motivation:

- **ecological motivation:** this type pertains to the impetus of a linguistic unit arising from its contextual placement or “ecological niche” within a particular system. It focuses on how the environment influences language usage and structure (Taylor, 2004; Foolen, 2004);
- **genetic motivation:** also known as diachronic motivation, this category refers to the influence of historical factors on current linguistic behaviour and structures. It emphasises the evolution of language over time (Heine, 2004; Koops, 2004);

- **experiential motivation:** this form of motivation is derived from embodied experiences. It highlights the role of sensory and physical experiences in shaping language and its use (Evans & Tyler, 2004; Newman, 2004);

- **cognitive motivation:** this type is related to human knowledge and cognitive processes. It encompasses the ways in which cognitive mechanisms such as metonymy and metaphor influence language. This aspect of motivation is rooted in the interplay between language and cognitive functions (Matlock, 2004; Stefanowitsch & Rohde, 2004; Huyssteen, 2004; Ruiz de Mendoza Ibañez & Díez Velasco, 2004; Brdar-Szabó & Mario Brdar, 2004; Barcelona, 2004).

Hence, motivation in language is affected by cognitive processes, influencing the way meaning, empathy, and direction are conveyed. Modern CL sees motivation as essential, shaped by cognitive, ecological, and experiential factors, linking language to human thought and behaviour.

1.2 Properties of motivational speeches as a genre of public discourse

This subsection delves into the intricacies of motivational public speeches, examining them as a distinct genre within public discourse. It is characterised by a rich tapestry of linguistic elements and rhetorical devices that underscore the eloquence and versatility of speaker's expression. Central to this exploration is the term "motivation", which is scrutinised from a psychological perspective to understand its nature, origin, and manifestation in various contexts. A critical aspect of this analysis is identifying and articulating how motivational elements are integrated into the essence of public speeches. The study hypothesises about the sources of inspiration and motivation, considering the interplay of individual contributions and environmental influences.

Public speeches are pivotal in fostering a society that is free, independent, strong, and democratic. In each societal context, these speeches take on unique forms, styles, and delivery methods, resonating with the audience's expectations. Democracy and public discourse are closely intertwined, with the latter embodying freedom of speech, open debate, diverse perspectives, and logical reasoning. This democratic ethos is encapsulated in the notion of discursive democracy (Hannon, 2022).

Public discourse encompasses a broad range of oral presentations, formal declarations, and published works aimed at societal betterment. Civility is a cornerstone of this discourse, representing a standard for ethical and moral conduct. From a political standpoint, public discourse is instrumental in elucidating and scrutinising the legal framework. Public policy is a key element within this discourse, highlighting the intricate balance between public and private discourse. This balance is crucial in establishing a connection between speaker and audience, built on trust and empathy. Public discourse, therefore, delineates the distribution of power among public officials, the state, and society, clearly demarcating the limits of authority and individual influence (Sellers, 2003, p. 62).

In this thesis, public discourse is conceptualised as a multifaceted phenomenon, encompassing various speech genres presented by public figures across different fields. These figures aim to convey significant messages to their audience through both verbal and non-verbal communication channels. Public discourse is seen not just as a medium for exchanging ideas but also as a vital instrument for fostering mutual understanding, motivation, inspiration, persuasion, and reflection.

The public sphere is increasingly filled with a wide range of emotions, with negative ones like aggression and displeasure being the most prevalent. Public speakers often resort to tactics of humiliation, vilification, and suppression during their performances. Over recent decades, the strategies for delivering public speeches have drastically evolved, now incorporating elements of misinformation and covert propaganda. There is an emphasis on the need for public discourse to adhere to specific discursive standards to maintain its moral and epistemic foundations, expressing concern over the lack of control and guidance by appropriate norms in political speeches (Lepoutre, 2021, p. 1-2). The primary objective of public discourse is to furnish society with suitable responses to state-related inquiries, fostering productive bilateral relations rooted in mutual understanding, loyalty, and a willingness to compromise. Concurrently, it serves the vital purpose of maintaining a collective good that aligns with the individual interests and pursuits of citizens (Sellers, 2003, p. 62).

The art of persuasion, a crucial element in all discourse forms, is expressed through both verbal and non-verbal communication. Persuasion in rhetoric extends beyond mere words and symbols; it incorporates the speaker's credibility (ethos), emotional appeals

(pathos), and logically presented arguments (logos), all tailored to specific contexts (Pelclová & Wei-lun, 2018, p. 1). Persuasion functions as a social phenomenon embedded in the interaction between social actors within the public sphere. Typically, these interactions involve two key players: the speaker (or persuader) and the audience (or addressee), with the latter being the ultimate target of the persuasive effort. The notion of a “public environment” encompasses a wide array of communication events occurring in public spaces (Van Dijk, 2006).

With the advent of digital communication, the distinction between private and public discourse has become increasingly ambiguous, characterised by a diverse array of genres. Public discourse now extends beyond traditional media such as news, speeches, and advertisements to encompass a variety of formats such as book reviews, anonymous viral videos, and even ancient medical recipes, reaching a broad and diverse audience (Pelclová & Wei-lun, 2018, p. 2).

The range of genres of public discourse is diverse, encompassing various formats and platforms. This includes interviews, podcasts, TV programs, gratitude speeches, inauguration speeches, commencement speeches, rally speeches, TED-talk speeches, posts, comments, and stories on social media platforms such as Twitter, Facebook, Instagram, etc. Given this broad classification, the register of public speeches can be divided into formal and informal categories.

Public speeches may be classified into introductory speeches, informative speeches, persuasive speeches, speeches of presentation, speeches of acceptance, commemorative speeches, and online speeches (Lucas, 2020). According to C. Hamilton (2014), speeches should be divided into demonstration, informative, persuasive, and special occasion speeches. These two approaches might supplement each other and be combined into one general classification of motivational speeches:

- **demonstrative speeches:** focused on practicality, these speeches provide step-by-step explanations about different products or processes, guiding the audience through the details of how something works or how to perform a specific task;

- **informative speeches:** aimed at educating the audience, informative speeches delve into topics to enhance understanding and knowledge; they are factual, clear, and often encompass a wide range of subjects;
- **persuasive speeches:** these are designed to present logical arguments with the goal of convincing the audience of a particular viewpoint or action; persuasive speeches rely on evidence, reasoning, and sometimes emotional appeal to influence the audience's beliefs or behaviours;
- **speaking on special occasions:** this type involves speeches tailored to specific events or moments, ranging from ceremonial to commemorative contexts; the content and style are adapted to fit the significance and atmosphere of the occasion (Lucas, 2020; Hamilton, 2014).

The categorisation of public speeches can be expanded to encompass various formats such as interviews, podcasts, TV programs, gratitude speeches, inauguration speeches, commencement speeches, rally speeches, TED-talks, and social media content on platforms such as Twitter, Facebook, and Instagram. Given this extensive array, the classification of public speeches can be divided into formal and informal categories. This broad classification includes: narrative speeches, demonstrative speeches, informative speeches, persuasive speeches, and special occasion speeches.

Contrastingly, some scholars argue for a more streamlined classification of public speeches, suggesting they can be primarily categorised into three types: informative, special occasion, and persuasive speeches. This framework considers demonstrative speeches as a subset of informative speeches, while narrative speeches are not distinctly categorised as a separate type or subtype (O'Hair et al., 2007, p. 146). Furthermore, informative speeches are not just educational; they aim to enhance the audience's understanding or comprehension of a topic. These speeches are categorised into four subgroups:

- **speeches of definition:** clarify the properties and peculiarities of a particular notion unknown to the audience;
- **speeches of description:** deliver detailed information related to a specific topic;
- **speeches of demonstration:** provide a step-by-step tutorial on how to perform a task;

- **speeches of explanation:** offer an in-depth analysis of interconnected relationships, reasons, and causes (ibid., 2007, p. 319).

Another type of motivational public speeches, which presupposes speaking on special occasions, can be categorised into three main genres (Zarefsky, 2004, p. 196):

- **forensic speech**, which takes place in legal contexts;
- **deliberative speech**, which centers on advocating for or deciding upon actions;
- **epideictic speech**, known as ceremonial speaking, which highlights shared values and connections.

While forensic speaking is typically reserved for trained legal professionals, deliberative and ceremonial speaking are common across all forms of public speaking (ibid., p. 196).

A **special occasion speech** is meticulously crafted for a particular event, aligning with the specific objectives dictated by the circumstances. Depending on the nature of the occasion, its purpose may span across various realms including entertainment, celebration, commemoration, inspiration, or advocacy of a social cause. As such, special occasion speeches encompass a diverse range of categories tailored to suit different events:

- **introduction speeches** serve to prepare the audience for the forthcoming speaker;
- **acceptance speeches** express gratitude and acknowledge the contributions of others;
- **presentation speeches** accentuate the significance of an award and the deserving recipient;
- **roasts** offer light-hearted, humorous tributes to individuals;
- **toasts** provide brief, heartfelt acknowledgments to people or events;
- **eulogies** pay homage to a deceased individual, honoring their life and legacy;
- **after-dinner speeches** entertain guests during or after a meal;
- **inspirational speeches** aim to uplift and instill positive emotions among the audience (O'Hair, et al., 2007, p. 350).

Moreover, persuasive speeches rely on a delicate balance of reasons, arguments, and emotions to shape the audience's worldview, moral compass, and attitudes toward specific phenomena. Rooted in an intricate interplay of psychological processes, persuasive speeches leverage the synergy between logical reasoning and emotional appeal to effectively sway opinions. A systematic approach has been devised to captivate the audience's attention and guide their beliefs to:

- maintain a harmonious equilibrium between rational arguments and emotional appeals;
- develop cogent and coherent arguments that resonate with the audience;
- utilise compelling and well-substantiated evidence to reinforce key points;
- consider and address cultural nuances and implications to enhance relatability;
- safeguard against logical fallacies and cognitive biases that may undermine credibility;
- organise the speech in a clear and structured manner to reinforce the speaker's position;
- take into account the prevailing attitudes and perspectives of the audience (ibid., p. 330-334).

When examining the diverse genres of public speech, it becomes evident that speakers may engage with their audience through both monologues and dialogues. Additionally, speakers have the opportunity to interact with various media representatives, including TV hosts, journalists, and interviewers, further extending the reach and impact of their message. Considering these varied approaches and classifications, it becomes feasible to formulate a comprehensive definition of motivational speeches within the framework of public discourse.

A motivational speech imparts information, provides knowledge, addresses challenges, offers solutions, and encourages individuals to take action in a meaningful way (Gallo, 2014, p. 288). The main tasks of motivational speeches are as follows: to create a highly emotional verbal message, to persuade, to inform, and to entertain. Moreover, all motivational speeches incorporate psychological notions such as passion, a sense of perspective, assertiveness, persuasion, and communicative initiative (Kryknitska, 2020, p. 172-175). Additionally, a motivational speech seeks to inspire, invigorate, and empower a particular audience, urging them to take action or accomplish goals they might have once considered unachievable. Motivational speech acts go beyond linguistic communication; they also serve as cognitive instruments. These speeches stimulate and motivate the listener, framing the issue in ways that encourage the listener to view it from a distinct perspective (Al-Shboul et al., 2024, p. 369). Finally, motivational speeches are supposed to engage the audience emotionally and cognitively, using techniques such as storytelling, framing, and repetition to create a sense of urgency and empowerment (Gass & Seiter, 2018).

In this research, motivational speeches are recognised as a crucial subset within the realm of special occasion speech, constituting a significant component of public

discourse. Delivered by public figures, these speeches aim to provoke action among the audience by employing emotional, inspirational, and persuasive strategies. Distinguishing between motivational, inspirational, and persuasive speeches reveals notable differences in their underlying objectives and approaches. Motivational speeches primarily focus on inciting action, eliciting both positive and negative emotions, and employing persuasive techniques. Inspirational speeches, on the other hand, are designed to uplift and inspire positive emotions exclusively. Meanwhile, informative speeches aim to provide clarity and generate interest by presenting factual and objective information. They are typically delivered in a conversational, enthusiastic, and friendly manner, using simple and vivid language to clarify and maintain audience attention. Common organisational patterns include topical, chronological, geographical, or causal structures. Persuasive speeches aim to influence the audience's attitudes, beliefs, or actions by using evidence for credibility and proof. They are delivered dynamically and forcefully, utilising direct and stylistic devices to enhance persuasion. Organisational patterns include claim/reason, problem-solution, problem-cause-solution, criteria satisfaction, comparative advantages, and motivated sequences (Hamilton, 2014, p. 280).

Consequently, public discourse encompasses various speech genres, serving as a tool for communication, motivation, and persuasion through verbal and non-verbal means. As a subset of special occasion speeches, motivational speeches captivate audiences emotionally and cognitively, leveraging storytelling, repetition, and rhetorical strategies to inspire action and problem-solving. These speeches not only convey information but also foster resilience, determination, and a sense of purpose, ultimately shaping public perception and driving societal change. Beyond merely conveying information, these speeches cultivate resilience, determination, and a collective sense of purpose, influencing public perception, shaping societal attitudes, and fostering transformative change across diverse social, political, and cultural contexts.

1.3 Motivational speeches as an integral part of motivational discourse

The term “motivational discourse” refers to both verbal and non-verbal genres aimed at encouraging a person to positively transform their attitudes, actions, and behaviors.

Despite its widespread use, the effectiveness and future potential of motivational discourse remain largely unclear. Linguists and psychologists continue to explore various factors that enhance its impact, including an individual's motivation level, the format of the discourse, and the context in which it is delivered (Yerznkyan & Harutyunyan, 2024, p.98-100). Motivational discourse plays a vital role in modern English-speaking society, with distinct oral genres like commencement speeches, pep talks, and keynote speeches, alongside written genres such as motivational books. The rise of creolised genres like motivators and demotivators, as well as the profession of motivational speakers, highlights its growing influence in inspiring and motivating individuals across various contexts (Melko, 2019, p. 163). In addition to the previously mentioned statements, motivational discourse is defined as communication targeted at stimulating emotional and cognitive responses to extend motivation toward specific goals (Gass & Seiter, 2018).

It is worthwhile mentioning that motivational discourse is dynamic and multifaceted, influenced by current understandings of psychology, thorough analysis of terminology and categorisation, as well as insights into the nature of discourse and its impact on individual perspectives. Thus, motivational discourse encompasses discourse-action and discourse-content respectively. This complexity allows for various conceptualisations of motivational discourse: as an event, a product, a type, a genre layer, and a social formation. With this framework in mind, motivational discourse can be delineated into three distinct types on the micro-level of discourse-action (Климчук, 2015, с. 104):

- ***motivational discourse as an event*** refers to individual verbal processes aimed at elucidating motivational configurations, such as “why-because”, “with the purpose of”, instructions, incentives, or demotivating texts, either for oneself or others;
- ***motivational discourse as a product*** encompasses readable and declarative written or oral texts that emerge as a result of motivation construction, intended for either the speaker or others;
- ***motivational discourse as a type*** involves the intricate and diverse components of motivation expressed through relevant verbal constructions or their corresponding descriptions; it is noteworthy that besides functioning on a micro-level, this type can also manifest on a macro-level accordingly.

When analysing the typology of motivational discourse on a micro-level, it becomes imperative to explore its corresponding forms on a macro-level:

- ***motivational discourse as a product*** extends its manifestation within the macro-level framework, comprising specific texts or their segments that explicitly or implicitly contain motivational constructs or notions concerning individuals, groups, or societal segments. Furthermore, such constructions significantly influence the processes of motivation construction within an individual's motivational discourses;
- ***motivational discourse as a genre*** embodies a fusion of texts featuring motivational constructs delivered by a distinct speaker and tailored for a specific target audience. These structures possess an inherent appeal to the audience and can operate autonomously within other discourse types, notably in political, marketing, and educational domains;
- ***motivational discourse as a social formation*** represents a pivotal segment of sociocultural discourse, wherein the construction of motivation within individual discourses on the micro-level materialises (Климчук, 2015, с. 105).

In accordance with T. M. Tytarenko (2012), motivational discourse construction can be categorised into two types: narrative and mentative. Narrative construction, guided by the axis of “who-what-where-when”, pertains to aspects of everyday life, stability, and predictability. Conversely, mentative construction operates through the axis of “what means – why it is possible – is conditioned by which factors – is supported by which notions”, emerging during moments of transformation, disorientation, and deep psychological reflection.

Social practices serve as the primary sources for constructing both narrative and mentative types of motivational discourse, leveraging simple values, goals, encouragement strategies, and punishment methods, among others. However, it is important to note that social practices can manifest in both discursive and non-discursive forms, as suggested by scholars such as P. Wittgenstein, M. Foucault, J. Searle, and T. M. Tytarenko. Linguistic motivational constructions within textual structures exemplify discursive motivational practices, while actions such as punishment or encouragement represent instances of non-discursive motivational practices (Климчук, 2015, с. 107).

Notably, motivational discourse involves guiding listeners to recognise an unrealised requirement as a significant problem. By creating this awareness, the speaker uses a variation

of the problem-solution approach, focusing on psychological order. The process begins by encouraging the audience to acknowledge the issue and concludes with presenting a solution that addresses their concerns (Zarefsky, 2004, p. 196). Motivational discourse is primarily characterised by persuasion, where verbal communication occurs between the speaker and the listener, with the speaker aiming to influence the listener's emotions positively, will, and actions (Melko, 2019, p. 169). V. Klymchuk (2015, p. 109) perceives "action" and "motivational practices" as opposing poles shaping individuals' reality and experiences. These can transit between the "transformation of motivational topics" zone, characterised by "rhizome construction", and the "stabilisation of motivational topics" zone, which encompasses "contrastive continuum nomad" and "strategic construction".

In the context of this study, we draw a distinction between motivational speech and motivational discourse based on their scope, structure, and contextual usage. Motivational speech refers to a specific, often formalised, instance in which an individual delivers a spoken message with the intent to inspire, encourage, or energise an audience. Typically, it involves a single speaker addressing a group, with a clear and immediate objective – such as motivating the audience to take action, overcome obstacles, or adopt a positive mindset. Motivational speeches are commonly situated within particular settings, such as conferences, seminars, or public events, and they rely heavily on rhetorical strategies, emotional appeal, and persuasive language to achieve their intended effect.

In contrast, motivational discourse represents a broader and more dynamic concept. It not only encompasses the content of motivational speech but also extends to the ongoing process of communication, including interactions and dialogues that occur over time. Motivational discourse is not confined to a singular speech event; rather, it comprises a variety of communicative forms (spoken, written, or digital) and takes place across multiple contexts, such as personal conversations, social media exchanges, or self-help literature. Thus, motivational discourse refers to the continuous flow of motivational ideas and practices, which contribute to personal development and social change in a more extensive and interactive manner. By differentiating between these terms, we aim to provide a more comprehensive understanding of how motivation is both expressed and received,

emphasising the significance of both structured, formalised motivational speeches and the broader, ongoing communicative practices that sustain and amplify motivational messages.

1.3.1 Structural features of motivational public speeches

In terms of structure, it is important to note that motivational speeches commonly follow two patterns of organisation:

- *problem-solution organisation*: this structure involves two main divisions. The first part outlines the presence and severity of an issue, while the second part proposes a practical solution to address the identified problem;
- *topics organisation*: this approach relies on subsections associated with specific subjects, with each subsection serving as a key point within the speech. This method of organisation is flexible and thus suitable for almost all forms of presentations and speaking engagements (Hostetler & Kahl, 2017, p. 194-195).

Except for these two patterns, motivational speeches adhere to the same construction principles as other forms of discourse. They typically consist of three fundamental parts:

- introduction – this part is designed to capture the audience’s attention and prepare them to focus on the speaker’s message or an impactful image: the subject matter and the goal;
- main body – the articulation or introduction of the main argument or issue – engages the listeners by using various rhetorical techniques (e.g., repetition, quotations, alliteration) to make the key points memorable;
- conclusion – the closing remarks (Kryknitska, 2020, p. 180).

In addition to this standpoint, the main body of motivational speeches can be supplemented by arrangement strategies such as time order, spatial order, cause – effect, problem – solution, and topical structure (Zarefsky, 2004, p. 36). Meanwhile, this approach can be extended by strategies such as storytelling, gratitude, praise, audience identification, humor, recognition of others’ success, or inclusion strategy (Yerznkyan & Harutyunyan, 2024, p. 107).

Regardless of the chosen organisational framework for delivering a motivational speech, it is crucial to maintain a central theme, ensure logical consistency among points, highlight key arguments, and be comprehensive within the allotted time. Many speeches embed the essence of motivation, which is perceived as the ultimate goal by nearly all

speakers. There is a hypothesis suggesting that the motivational process can be activated through appeals to greed and fear. However, the most effective method to motivate individuals is by evoking positive and vibrant emotions. Undoubtedly, motivation closely intertwines with emotions and the phenomenon of inspiration. Two types of inspiration are identified during the delivery of motivational speeches: broad, which stems from significant accomplishments or possessing extraordinary abilities; modest, which derives from small achievements that resonate with a specific target audience (O’Loghlin, 2007, p. 73-74).

It is noteworthy that inspiration is directly linked to the structure of speeches. To activate the inspirational process, the foundation of motivational speeches should incorporate the following elements: the speaker’s personal narrative centered on trials faced in life, fortune, and circumstances; stories of other individuals depicting moments of weakness followed by self-determination and empowerment; a compelling, logically structured, passionate, and persuasive message prompting audiences to reconsider and initiate change for a better outcome (ibid., p. 75-78).

Moreover, besides these principal structural components, there exist specific organisational structures that are particularly well-suited for persuasive and motivating. Three effective patterns include:

- the deductive method, often referred to as the “state the case and prove it” pattern, which prioritises presenting solutions;
- the inductive method, commonly known as the “problem-solving pattern”, originating from J. Dewey’s Reflective thinking agenda;
- the motivated sequence, developed by communication scholar H. A. Monroe in the 1930s, drawing on human problem-solving processes (Hostetler & Kahl, 2017, p. 26).

H. A. Monroe’s motivated sequence is a five-step approach for structuring persuasive speeches. While initially designed for policy addresses, it can be adapted for almost any informative or persuasive presentation. The sequence follows the pattern of human problem-solving:

- attention step – attracting attention by showcasing the significance of the topic and relevance to the audience;
- need step – identifying the existing issue and emphasising the need for change;

- satisfaction step – proposing a solution with comprehensive policy details;
- visualisation step – encouraging the audience to envision the benefits of the proposed plan using vivid imagery;
- action step – directing and inspiring the audience to take specific actions to implement the suggested policy (Monroe, 1935).

In conclusion, motivational speeches follow problem-solution or topical patterns, typically structured with an introduction, main body, and conclusion. Using strategies like storytelling, audience identification, humor, and Monroe's motivated sequence, speakers engage listeners and guide them from problem recognition to action.

1.3.2 Linguistic characteristics of motivational public speeches

Motivational speeches demonstrate a diverse linguistic structure, adorned with a plethora of stylistic devices aimed at conveying the communicative message clearly and persuasively. It is important to note that style reflects a speaker's language preferences to effectively convey ideas in alignment with the context and audience. It is commonly believed that the image of any speaker is constructed through various verbal tools, including: words, phrasal expressions, metaphors, comparisons, and syntactic structures (Howell, 1995). Several recognised stylistic elements include alliteration, assonance, antithesis, analogy, onomatopoeia, parallelism/parallel structure, personification, metaphor, and repetition (Hostetler & Kahl, 2017, p. 204-205).

Meanwhile, Sinek (2011) discusses how collective identity plays a central role in motivational speeches, where the speaker frequently constructs their discourse using pronouns such as “we”, “our”, and terms like “together” or “common”. These linguistic devices reinforce solidarity and a shared sense of belonging to collective values. Another effective linguistic tool for constructing motivational speeches is the use of imperatives within their structures. The use of imperative phrases asserts credibility and creates a deep connection between the speaker's message and the audience's desire to change reality. Such commanding and direct expressions help to assert the speaker's influence and encourage the audience to respond immediately without overthinking (Van Dijk, 2008).

It is worthwhile pointing out that apart from different non-verbal extralinguistic methods with subliminal potential – such as subtle alterations in sound, music, or sensory cues that trigger specific emotional responses – the most impactful subliminal influence lies in paralanguage, especially the intonation accompanying verbal communication (Калита & Тараненко, 2012). To conclude, all these non-verbal means emotionally enhance the foundation of motivational speeches by broadening the influence of “inspirational words” (Kryknitska, 2020), patterns, and utterances, which are further analysed through Appraisal theory (hereafter AP) (Martin & White, 2005) concerning the audience’s perception in the layout of our research. Obviously, the tracing of the nuances of intonation in the verbal expressions of motivational speeches requires special fundamental analysis in the future. However, in general, throughout our corpus, it is clear that intonation, pauses, sounds, and even the music that sometimes accompanies the speaker’s appearance or disappearance on the stage play a fundamental role in the audience’s engagement.

Thus, we may conclude that intonation in motivational speeches is viewed to be a primordial structural element. Furthermore, well-structured speeches should exhibit balance, coherence, and unity:

- unity: a speech should exclusively comprise units that align with the thesis configuration and aim;
- coherence: structuring a speech in an accurate, clear, and logical manner. Logical patterns can be maintained through principles of subordination and coordination, ensuring the main statements are arranged according to their significance;
- a balance: balanced speech is characterised by a correct emphasis on all parts of speech within the speech in terms of the primordial topic and other parts of speech (Hostetler & Kahl, 2017, p. 219).

Another widespread rhetorical device is repetition, which fosters emotional connections with the audience. The rhythmic repetition of short motivational phrases anchors crucial messages in the audience’s mind and more effectively appeals to them, encouraging action (Bell & Gibson, 2011). In addition, speakers tend to utilise emotional appeals through their positive experiences by telling personal anecdotes or stories of struggle and triumph, thereby creating the phenomenon of resonance (Brown, 2018).

To proceed, motivational speeches are full of verbal means such as “inspirational phrases” that make their foundation more well-structured and powerful and resonate strongly with audiences. These include verbs of achievement (*succeed, accomplish, attain, achieve, etc.*), attitude (*challenge, trust, believe, motivate, etc.*), emotion (*admire, encourage, empower, enjoy, etc.*), action (*create, move, prioritise, lead, etc.*), aspiration (*push, aspire, strive, yearn, etc.*), outcome (*sustain, improve, conquer, enhance, etc.*); nouns of (*emotion: trust, inspiration, joy, confidence, etc.*), character (*strength, courage, ambition, humility, etc.*), call to action (*focus, challenge, opportunity, goals, etc.*); adjectives of emotion (*inspiring, energetic, happy, peaceful, etc.*), character (*talented, creative, ambitious, outstanding, etc.*), quality (*strong, versatile, meaningful, innovative, etc.*).

These persuasive lexical elements contribute to crafting a compelling linguistic portrait of the speaker, effectively reinforcing their message (Kryknitska, 2020, p. 172-173). Significantly, speakers use a plethora of lexical, literal, phonological, grammatical, and pragmatic devices in all public speeches. In terms of lexis, public speakers tend to “unfamiliar words”, concrete and abstract nouns, and eliminate clutter (Lucas, 2020, p. 216-220). They also employ rhetorical techniques such as simile, metaphor, rhythm, parallelism, repetition, alliteration, and antithesis (ibid., p. 220-224). Likewise, public speech should have a plethora of stylistic devices such as alliteration and assonance, anthithesis, hyberbole, onomatopoeia, personification, repetition, and parallelism, simile, and metaphor. Moreover, the best speech is the one that is built on forceful, vivid, specific, and simple language with the usage of abstract, concrete, and not ambiguous words (Hamilton, 2014, p. 204-212).

In addition to the aforementioned characteristics, all motivational speeches incorporate the principles of transition, which involve a subtle shift from one idea to another. Transitions can be realised through sentences, phrases, or individual words. Speakers develop transitions by employing the following simple configurations (Hostetler & Kahl, 2017, p. 193-205):

- **complete sentence transitions:** these serve as adept navigational tools, guiding the audience’s progression from one main point to the next. Signposts facilitate transitions between auxiliary points;
- **transition statements:** typically, these adhere to the established restate-forecast structure;
- **rhetorical inquiries:** transitions may also take the form of rhetorical questions;

- **internal previews and internal summaries:** integral components of transition, these elements significantly contribute to enhancing the overall coherence of the discourse.

Thus, motivational speeches use a range of linguistic and extralinguistic devices to enhance persuasion. Verbal tools include precise word choices, metaphors, comparisons, personal pronouns, and imperatives, while stylistic elements like alliteration, parallelism, and antithesis create rhythm and emphasis. Non-verbal cues such as intonation, pauses, and sensory elements, along with rhetorical devices like repetition and emotional appeals, strengthen audience engagement and impact.

1.3.3 Classification of motivational public speeches

Throughout the course of our research, a comprehensive and universally accepted classification of motivational speeches was not detected in the existing literature. Given the absence of such a classification, we deemed it necessary to develop one of our own. This classification is grounded in four key criteria: functional classification, genre classification, thematic distribution, and mode of delivery. By synthesising these elements, we aim to provide a more structured and nuanced understanding of motivational speeches, specifically in order to uncover the unique peculiarities of motivational public speeches.

Functional classification: four main types of motivational speeches are identified:

- **success speech:** centered on the theme of success, this type of speech aims to motivate the audience to actively pursue their dreams and aspirations by sharing strategies for achieving success in a specific domain;
- **religious speech:** given with the intention of converting the audience to religious ideals and influencing their perspective on religious aspects of life;
- **survivor speech:** a special subtype of motivational speech delivered by individuals who have overcome significant life obstacles or tragedies, inspiring others to embrace life;
- **hero speech:** built upon the story of a specific person considered a hero within a particular community (Slutsky & Aunt, 1997, p. 113-114).

Meanwhile, this classification can be extended by several types that were mentioned in Kh. B. Melko (2019) and D. Zarefsky (2004) scientific papers and have a common predominant feature. For instance, motivational speeches that have persuasive and ceremonial (celebratory)

functions can be classified into: pep talks, commencement speeches, speeches marking candidacy and election, after-dinner speeches, keynote speeches (Zarefsky, 2004, p. 365).

Genre classification: motivational speeches can be categorised into two main genres:

- oral genres such as pep talks, commencement speeches, and keynote speeches;
- written genres such as motivational books.

Kh. B. Melko further notes that the framework of motivational discourse has given rise to the profession of the “motivational speaker”. A defining characteristic of motivational speeches is the presence of two distinct classes:

- **creolized genres** – motivators, which integrate both visual and verbal elements to inspire and drive action;
- **carnival genres** – demotivators, which employ humor, irony, or satire to provoke thought and self-reflection (Melko, 2019, p. 165).

Thematic distribution: V. Klymchuk’s (2015, c. 152) classification of motivational discourse according to thematic distribution includes six types of motivational speeches:

- monothematic center and periphery: one central topic with another topic in a peripheral role;
- polythematic center and monothematic periphery: several central topics with only one peripheral topic;
- monothematic center and polythematic periphery: one central topic with multiple peripheral topics;
- polythematic center and polythematic periphery: numerous topics both in the center and peripheral roles, the most recurrent type;
- polythematic discourse with equal distribution: all topics equally distributed in both center and periphery;
- monothematic motivational discourse: one unique topic present in both center and periphery.

According to the mode of delivery, motivational speeches can be grouped into four categories:

- extemporaneous speech: described as a prepared presentation that is not entirely scripted or completely memorised. Originating from the Latin terms “ex”, meaning “out”, and

“tempus, temporis”, meaning “time”, it refers to a spontaneous and interactive manner of speaking;

- impromptu speech: an unprepared talk given spontaneously without prior notice. It occurs when the speaker is asked to address the audience spontaneously and typically includes four elements: stating the topic, presenting the main argument, supporting it with evidence, and summarising the key points;
- manuscript speech: an articulated discourse written in a manner suitable for oral presentation and delivered directly to the audience. This method requires considerable training and skill to ensure effective transmission of ideas while maintaining audience engagement;
- memorised speech: a comparatively uncommon mode of contemporary rhetoric, relying solely on the speaker’s memory without the aid of notes. Speakers delivering memorised speeches must prioritise establishing a meaningful connection with the audience rather than concentrating solely on verbatim recall of content (Hostetler & Kahl, 2017, p. 197-198).

Hence, motivational speeches can be classified according to our generalised classification by function (e.g., success, religious, survivor, hero, pep talks, commencement, candidacy, election, after-dinner, keynote), genre (oral, written, creolized, carnival), thematic structure (monothematic, polythematic), and delivery mode (extemporaneous, impromptu, manuscript, memorised), showcasing their adaptability to various audiences and goals.

1.4 Communicative strategy and tactics in motivational public speeches

A communicative strategy is a key element in planning, executing, and managing discourse to ensure effective information exchange, cooperation, and influence. The existence of communicative strategies is dictated by the overarching principle that all activities inherently involve strategic planning (Селіванова, 2002, с. 206). For instance, K. Kellerman argues that communicative strategies are unconscious and automatic. While some strategies may indeed function in this way, their connection to intentions as conscious cognitive structures suggests that strategic communication involves a degree of awareness. Moreover, communicative strategies exhibit a high predictive capacity (Kellerman, 1992). Contextual strategies depend on situational factors, interaction dynamics, discourse domain, and referential freedom, while textual strategies function as thematic signals that help recipients form, verify, and adjust

discourse hypotheses. He further distinguishes cognitive, contextual, speech-related, semantic, syntactic, schematic, textual, and comprehension strategies (Van Dijk, 1980, 1985).

One of the most well-known and comprehensive classifications of communicative strategies was proposed by T. A. K. Van Dijk and W. Kintsch (1983, p. 166-172). They categorised strategies based on discourse production and comprehension processes. According to their framework, coherence strategies ensure logical connections between facts by structuring sentences sequentially and using explicit linking devices. Macro-strategies facilitate the formation of macro-propositions that help the audience infer the general theme of a message with minimal information. Schematic strategies organise macro-propositions through conventional text structures, such as the classic narrative framework of introduction, climax, and resolution. Production strategies involve planning a message based on shared knowledge and communicative context. Stylistic strategies guide the selection and interpretation of linguistic means according to contextual factors, while rhetorical strategies enhance verbal communication effectiveness. Additionally, non-verbal strategies include gestures, facial expressions, and body posture, whereas conversational strategies serve social and communicative functions in discourse (Van Dijk & Kintsch, 1983).

The implementation of specific communicative strategies is directly linked to the emotional state of the recipient (Козяревич, 2006, с. 13). In response to a positive emotional state, the speaker employs strategies aimed at fostering engagement and maintaining a constructive dialogue. These include the strategy of solidarity with the audience, the strategy of maintaining a positive focus on information, the strategy of self-presentation, the strategy of moral support, the strategy of reinterpretation of negative situations, the strategy of shifting focus from negative to positive aspects, and the strategy of enhancing rapport with the listener.

When analysing motivational speeches, it is advisable to apply the following hierarchical model: (1) identifying the strategy, (2) analysing the tactics of motivational speeches, (3) examining the techniques of communicative motivation, and (4) describing the verbal means of influence and the realisation of motivation in speeches (Калита, Клименюк & Тараненко, 2024, с. 65). In terms of motivational public speeches, *the strategy of realising motivational influence* is central to motivational public speeches because it determines how effectively the speaker can inspire, persuade, and mobilise the audience. Motivational discourse is not

merely about conveying information but about shaping perceptions, reinforcing values, and prompting action. This strategy integrates linguistic and rhetorical devices that enhance the emotional and cognitive engagement of listeners. Through transitivity structures, it assigns agency, responsibility, and causality, allowing the speaker to emphasise personal empowerment or external obstacles. Simultaneously, AT mechanisms help construct evaluative meanings, shaping how the audience feels about themselves, their challenges, and their goals. By strategically combining these elements, motivational speeches create an impactful narrative that fosters confidence, resilience, and determination. Thus, the strategy of realisation ensures that motivational discourse is not just expressive but transformational, directly influencing the audience's attitudes and behaviors.

Communicative strategies are implemented through corresponding communicative tactics, which serve as specific means for executing an intentional and strategic communication plan (Селіванова, 2002). Based on this information, it is worthwhile to highlight that within the framework of the *strategy for realising motivational influence*, two key groups of tactics can be distinguished. The first is the *tactic of constructing motivational statements*, which primarily appeal to logic, reasoning, and structured argumentation to persuade the audience. The second is the *tactic of motivational statement intensification*, which focuses on evoking emotions, fostering a sense of urgency, and enhancing engagement through expressive and rhetorical means. Together, these tactics ensure a balanced and impactful motivational message that resonates both cognitively and emotionally with the audience. The former is primarily realised through semantic and transitivity structures, while the latter aligns with the mechanisms of AT. *Tactic of constructing motivational statements* focuses on emphasising agency, responsibility, and causality, encouraging the audience to take direct control. This is achieved through active voice constructions, explicit cause-and-effect relationships, and highlighting the role of the subject in transformation (e.g., “You have the power to change your future”). Figure 1.1 presents the classification of features within the *tactic of constructing motivational statements*, illustrating the key components used to structure persuasive and logically appealing messages.

values, moral judgments, and emotional engagement. These tactics guide the audience's perception of what is desirable, admirable, or necessary (e.g., "Honesty leads to trust and success"). Together, these tactics ensure that motivational discourse not only stimulates action but also reinforces the ideological and emotional foundation necessary for sustained motivation. Figure 1.2 demonstrates the classification of features within the *tactic of motivational statements intensification*, highlighting the key linguistic and rhetorical techniques.

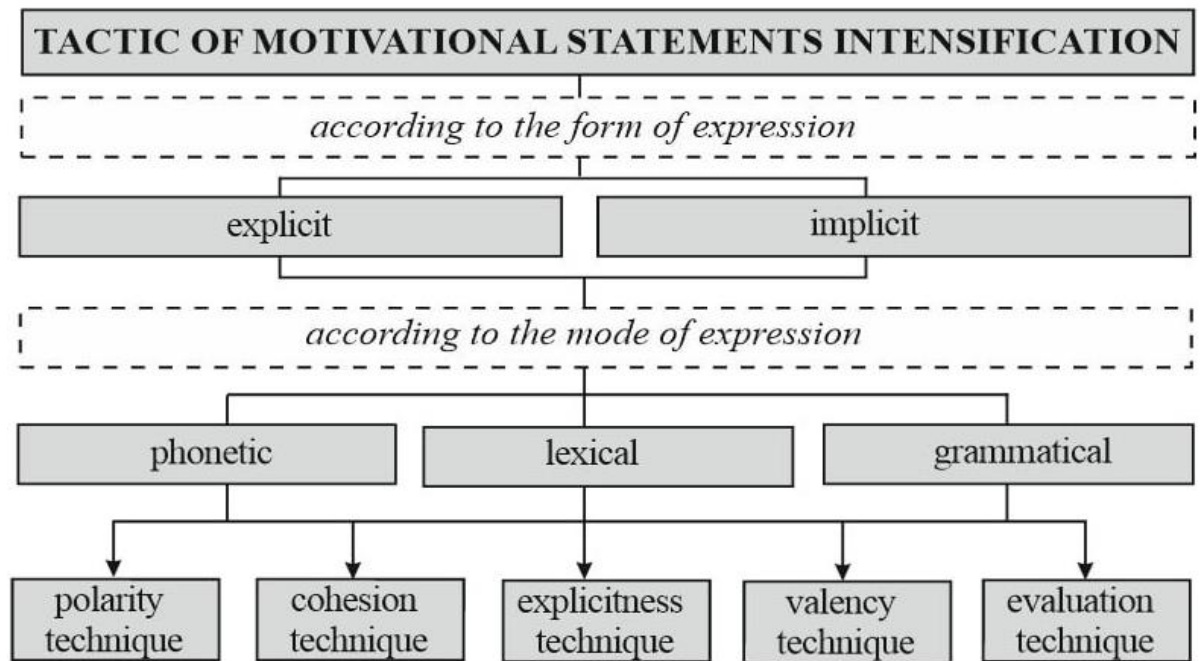


Figure 1.2 The classification of features tactic of motivational statements intensification

The classification of the *tactic of motivational statements intensification* is based on two primary criteria: form of expression and mode of expression. The form of expression is divided into explicit and implicit realisations, distinguishing between direct emotional expressions and subtle or inferred affective cues. The mode of expression encompasses four key categories: phonological, lexical, and grammatical. Various techniques contribute to affective intensification, including polarity techniques that emphasise emotional extremes, cohesion techniques that enhance textual coherence and emotional continuity, explicitness techniques that determine the degree of clarity in emotional expression, valence/axiology techniques that shape evaluative stance and emotional valence, and evaluation techniques that assess and reinforce affective meaning.

Thus, these techniques ensure that motivational statements are both compelling and strategically structured, balancing logical reasoning with emotional resonance to inspire, persuade, and drive behavioral change.

Conclusions to the Chapter 1

1. Motivation, from a psychological perspective, is a goal-driven force influencing both intrapersonal and interpersonal dimensions. It balances personal and social factors in shaping behavior, forming the foundation of motivational speeches.

2. Linguistically, motivation is a complex phenomenon shaped by leadership communication and phonetics, linking form, meaning, and cognition. Modern theories highlight its role in language through cognitive, ecological, historical, and experiential influences, driven by iconicity and metaphor. These insights form the basis of this research.

3. Public discourse, encompassing various speech genres, serves as a medium for conveying messages through verbal and non-verbal means. Motivational speeches, classified under special occasion speeches, engage audiences cognitively and emotionally by providing knowledge, addressing challenges, and proposing solutions through emotional messaging.

4. As a core aspect of motivational discourse, motivational speeches require further exploration through diverse linguistic approaches. They shape and stabilise motivational themes through narratives, strategies, and rhetorical techniques.

5. Structurally, motivational speeches follow problem-solution or topic patterns, comprising an introduction, main body, and conclusion. The main body employs storytelling, gratitude, praise, humor, audience identification, recognition of success, and inclusion. Persuasive techniques such as deduction, induction, and Monroe's motivated sequence guide audiences toward actionable solutions.

6. Linguistic and extralinguistic tools enhance speakers' impact on the audience. Verbal techniques include precise, inspirational language, metaphors, comparisons, imperatives, and personal pronouns. Stylistic devices such as alliteration, antithesis, analogy, and parallelism reinforce rhythm and emphasis. Non-verbal elements – intonation, pauses, music, and sensory cues – subtly influence audiences, while rhetorical strategies like repetition, emotional appeals, and rhythm amplify effectiveness.

7. Motivational speeches vary by function (e.g., success, religious, survivor, pep talks, commencement, election, keynote), genre (oral, written, creolized, carnival), thematic structure (monothematic, polythematic), and delivery mode (extemporaneous, impromptu, manuscript, memorised), reflecting their adaptability to different audiences and purposes.

8. Two key tactics – constructing motivational statements and intensifying them – shape persuasive discourse. Logical structuring relies on participant-related (speaker-centered, thematic focus, audience engagement, gender-specific, semantic-role) and process-related (process-role, active-passive voice, modality, evaluation, speaker-related) techniques. Intensification employs evaluative and rhetorical strategies within the Appraisal framework, including polarity, cohesion, explicitness, valence/axiology, and evaluation techniques. These ensure a balance of cognitive and emotional appeals, making motivational speeches effective in inspiring action.

CHAPTER 2

RESEARCH METHODOLOGY OF MOTIVATIONAL SPEECHES STUDY FROM COGNITIVE-DISCURSIVE AND COMMUNICATIVE PERSPECTIVES

Taking into account the complex structure of motivational speeches, it is highly essential to design an appropriate methodology to investigate their nature and characteristics. Therefore, this research aims to explore the cognitive-discursive and communicative aspects of motivational speeches, with the objective of establishing an appropriate framework for the analysis.

Chapter 2 discusses how it is possible to examine motivational speeches from both cognitive-discursive and communicative perspectives through corpus-based and corpus-driven discourse analysis, Transitivity analysis, Cognitive-discursive analysis, and Emotivity analysis based on Appraisal theory. Furthermore, the chapter outlines the principles for selecting empirical material, public speakers, and public speeches for the research framework.

2.1 Research methodology and empirical material of the research

The emergence of methodologies based on linguistic observation has been inspired by a usage-based perspective on language (Arppe et al., 2010; Geeraerts, 2006, p. 23). This approach emphasises the importance of aligning methodologies with the specific subject matter of the research. In the context of this study, this entails addressing the cognitive-discursive and communicative properties of motivational public speeches.

2.1.1 Methodological foundation of the research

The reproduction of public speeches demands a specialised knowledge base to construct logically and structurally coherent statements within a given timeframe. This holds particularly true for motivational speeches, where speakers often utilise a rich array of grammatical, lexical, and syntactical elements to convey their message effectively.

This research employs Cognitive discourse analysis (hereinafter CODA) (Tenbrink, 2020, p. 2) to examine how thoughts are structured and expressed in public discourse. Unlike traditional analysis, CODA reveals implicit and explicit concepts in speech and writing, making it highly relevant to this thesis. The prevalence of conceptual metaphors allows for

a deeper exploration of MOTIVATION in discourse. CODA builds on the verbal protocol approach, a research method where participants verbalise their thoughts while performing tasks, providing direct insights into cognitive processes. By integrating linguistic analysis, CODA uncovers cognitive values embedded in language (ibid., p. 21). It enhances speech analysis by highlighting social dimensions without requiring deep linguistic expertise (ibid., p. 56). In the course of this study, verbal protocols refer to transcripts of public discourse sources such as speeches, TED talks, interviews, podcasts, and TV programs, obtained from original websites with timelines for language reproduction. Spontaneous formats like interviews and podcasts provide valuable insights into speakers' thought processes and problem-solving strategies. CODA, deemed "theory-neutral" by T. Tenbrink, focuses on thought processing in speech flow. Its methodology integrates Cognitive linguistic (hereinafter CL), Discourse analysis (hereinafter DA), and Functional grammar (hereinafter FG) (ibid., p. 57).

To understand the necessity of CODA application within this research, it is crucial to identify and emphasise the phenomena of research interest. First, from the CL perspective, speakers' experiences are introduced in speeches through conceptual metaphors and concepts. Conceptual metaphor analysis (hereinafter CMA), developed by Lakoff & Johnson (1980), is employed to analyse metaphors within public discourse. Additionally, Conceptual analysis (hereinafter CA) uncovers the peculiarities of the MOTIVATION concept functioning within the structure of each discursive unit. Secondly, Systemic Functional grammar (hereinafter SFG), particularly Transitivity analysis (hereinafter TA), is utilised to examine speakers' experiences expressed in various clauses within public discourse. TA reveals how speakers construct their perception of the world. Lastly, Critical discourse analysis (hereinafter CDA), specifically Fairclough's Dialectical-relational approach, is applied to investigate elements of gender and social issues. This approach facilitates the examination of language from multiple social practices, with SFG forming the foundation of CDA by discovering distinctive linguistic features (Skichko, 2023d, p. 294). Lastly, the analysis of the emotional-communicative aspects which is aimed at detecting emotions and feelings expressed by public figures in motivational public speeches is enhanced by AT (Martin & White, 2005). The theoretical framework of the research is depicted in the self-designed Figure 2.1.

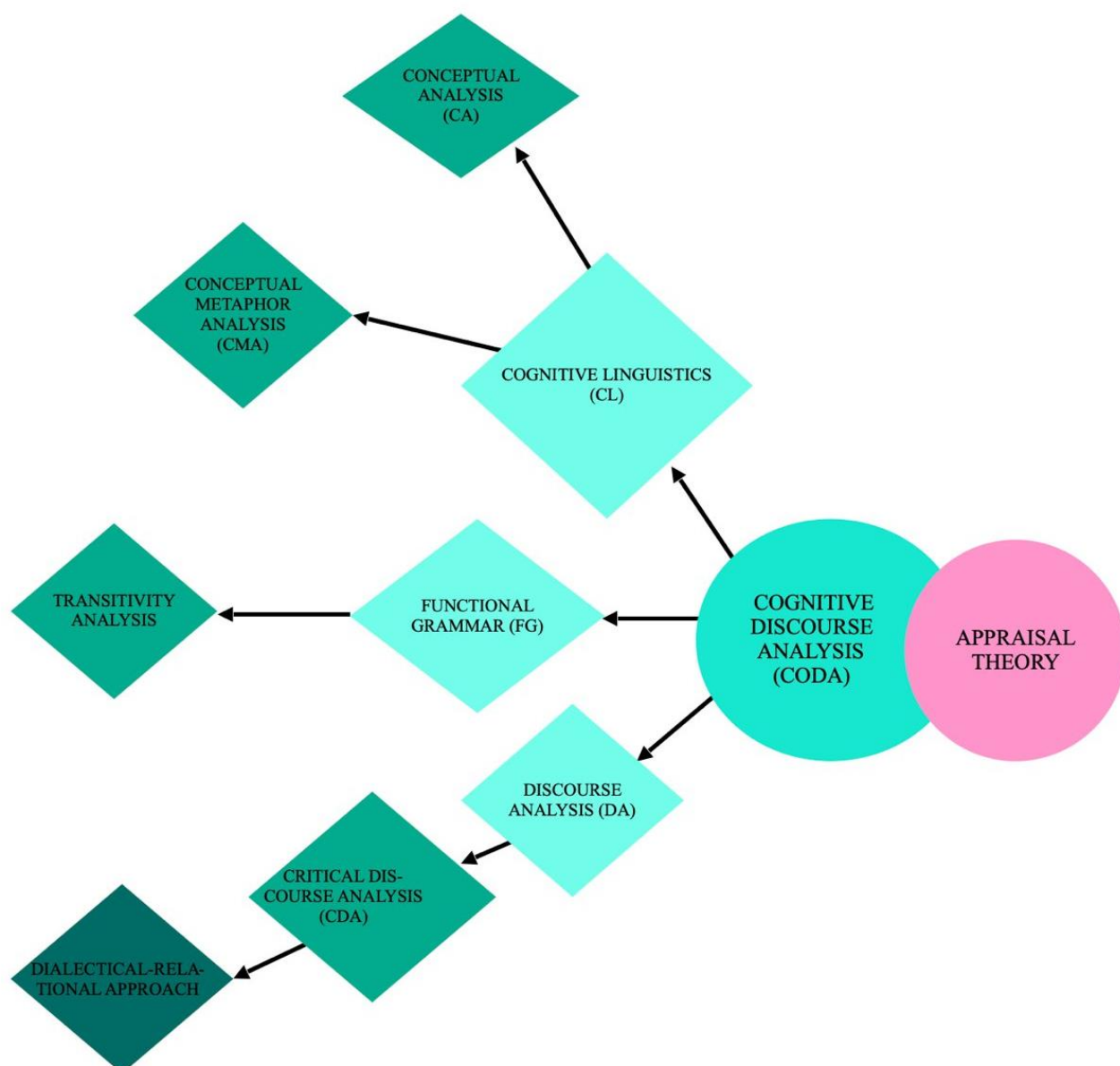


Figure 2.1 The schematic representation of theoretical and methodological background of linguistic research on motivational speeches

Thus, methodologically the research is based on two approaches: CODA conveyed by T. Tenbrink, and AT developed by J. R. Martin & R. R. White (2005). Hence, CODA and AT coexist and intersect, forming the core for investigating motivational speeches from cognitive-discursive and communicative perspectives.

2.1.2 Empirical foundation of the research

The integration of empirical and theoretical dimensions within a research significantly impacts the quality, validity, originality, and scientific contribution of the research (Юринець, 2011, с. 11). The interest in empirical methods has increased, particularly regarding their interdisciplinary potential with fields such as neurolinguistics, psycholinguistics, and ethnolinguistics (Glynn & Robinson, 2014;). The challenges of empirical research, particularly the limited availability of evidence, have been widely discussed. A key distinction is made between corpus-illustrated and corpus-based studies, with the latter considered more reliable due to its focus on empirical evidence and language use trends. This study follows an empirical approach based on four key elements: **observation** (immediacy), **comparison** (sameness/otherness), **experiment** (search/control), and **description** (fixation of results) (Tummers, Heylen, & Geeraerts, 2005, p. 234-235). The analysis of motivational speeches was carried out through advanced software tools like the UAM Corpus Tool and AntConc. Simultaneously, experiments were conducted to test hypotheses, drawing on the corpus data generated from these analyses. Comparison and description facilitated the analysis and articulation of findings.

Empirical research can be categorised by the type of evidence or by the quantitative or statistical analysis (Luodonpää-Manni, 2017, p. 4). The data for this thesis are processed using UAM Corpus Tool (O'Donnell, 2008a; 2008b) and AntConc (Anthony, 2022) and are centered on statistical analysis conducted automatically after manually annotated data of the motivational public speeches is processed. Empirical evidence in CL typically falls into two categories: corpus data and experimental or elicited data (Glynn et al. 2010, p. 7). Corpus data, forming the primary material of this thesis, includes written, spoken, or audio formats, while elicited data often involves surveys or linguistic experiments. The selected empirical materials, primarily consisting of recorded public speeches with subtitles, exclude introspective data and emphasise externally generated, non-introspective data (Tummers, Heylen & Geeraerts, 2005, p. 229).

The empirical material for this research was collected and analysed through several stages:

- identifying selection criteria for public speakers and their social domains;
- determining selection criteria for public motivational speeches;

- coding public motivational speeches;
- creating a corpus of selected public motivational speeches;
- choosing the methodological foundation for the research, such as CODA and AT;
- conducting Corpus-driven analysis using AntConc and performing Keyword Analysis;
- developing three working schemes for analysing public motivational speeches through cognitive-discursive and communicative aspects;
- manually annotating public motivational speeches with the UAM Corpus Tool;
- processing data and conducting Corpus-based analysis using the UAM Corpus Tool.

The empirical base comprises 200 public speeches delivered between 1986 and 2022 (see Appendix B), selected to ensure a diverse representation of motivational discourse. This comprehensive collection facilitates the identification of recurring themes, linguistic patterns, and rhetorical strategies employed by different speakers, across various time periods and societal contexts. The main selection aspects of public speeches were conditioned by the images of the speakers and the objective evaluation of their positive status and sympathy or approval by society. Furthermore, special emphasis is put on the analysis of their contribution to social, technological, and political development within the country and worldwide.

2.1.2.1 Selection criteria of motivational speeches

The corpus of motivational speeches encompasses 200 instances of public discourse (see Appendix B), each delivering potent psychological messages across various fields. The unique thought patterns, styles, and delivery methods of each of the 20 speakers (comprising an equal representation of 10 men and 10 women) directly influence the audience's comprehension and perception. This deliberate balance in speaker selection upholds the principle of "equality of research units", ensuring a diverse and comprehensive collection of data. To facilitate detailed analysis of motivational, emotional, and transitive elements using the UAM Corpus Tool, one speech per speaker was selected, resulting in a total of 20 speeches (see Appendix E). Constructing a larger corpus ensures that the 20 speeches selected for annotation are representative and grounded in diverse contexts. Focusing on 10 speeches by male speakers and 10 by female speakers maintains gender balance, enabling a

detailed analysis. Additionally, this approach enables a thorough investigation of the properties of motivational language and the formulation of general conclusions while ensuring efficiency. Annotating all speeches in the corpus is impractical due to the significant time and resources required for a thorough formation of conceptual metaphors, transitivity (the relationships between participants and processes within the clauses), and emotional reactions as framed by AT. Hence, 156,192 lexical units from these speeches were annotated, with words as the units of analysis (Skichko, 2023e, p. 135).

To establish a robust empirical basis for this research, the public speeches were selected based on their alignment with the study's focus. The motivational speeches were selected according to the following criteria, which were based on the speaker's credibility, confidence, and pragmatic effectiveness, as well as their appeal to the audience's needs and desires. They were evaluated on the strength of their message, the use of direct calls to action, and an inspirational tone. Additionally, selection criteria included persuasive rhetorical techniques, emotional language, and ethical or philanthropic themes. These criteria are following:

- speaker's credibility and influence;
- speaker's confidence and assertiveness;
- pragmatic use of speech acts;
- pragmatic appeal to the audience's needs and desires;
- use of direct calls to action;
- inspirational tone and motivational language;
- according to the power of the message;
- use of persuasive rhetorical techniques;
- emotional language;
- ethical and philanthropic topics.

Given the variability in the length and content of speeches, it was impractical to select materials with identical word counts or structures. Therefore, considering the need for detailed motivational, emotional, and transitive analysis within the UAM Corpus Tool, and the extensive volume of data, one speech per public figure was selected for in-depth analysis.

Upon careful analysis of the aforementioned speeches, it becomes evident that all motivational speeches within the corpus align with the psychological theories of motivation as outlined by B. Weiner (2005) and E. L. Deci & R. M. Ryan (1985). Consequently, the motivational speeches in the corpus can be categorised as both interpersonal and extrinsic. This classification stems from the fact that these speeches are delivered by speakers from diverse fields, each embedding specific goals within the structure and content of their messages. This imbues each speech with a directed flow, moving from point A (the speaker) to point B (the audience). However, the transmission of motivational messages is dynamic and active, rather than linear. The reason for this non-linearity lies in the audience's interpretation of the message. Each listener deciphers the speaker's message through the lens of their own worldview, psychological state, and level of intelligence. These individual interpretations diversify the trajectory of the motivational message, creating a more scattered path rather than a straightforward one.

Generally, the speeches under analysis may be also divided by the explicit or implicit background. Within the framework of this research, the commencement speech, inauguration speech, TED talks, and psychological podcasts are regarded as explicit motivational expressions, while interviews, official addresses, remarks, and appeals are viewed as implicit motivational utterances.

2.1.2.2 Selection criteria of public speakers and their social domains

The research concept of equating “life” with “motivation” and vice versa forms the bedrock of criteria for the selection of public speeches. This idea emerged from both observation and personal experience as described in the Britannica website <https://www.britannica.com/>, highlighting that life and motivation share similarities in dynamics such as “movement”, “action”, “impulse to action”, and “inducement to action”. Additionally, from a psychological standpoint, life and motivation are viewed as multifaceted constructs based on the principle of diversity. This led to the strategic inclusion of “diversity” as a key factor in the process of selecting empirical materials. Prior to assembling the empirical sources to create a corpus of motivational speeches, it was essential to encompass a broad range of human activities. This approach was intended to capture the manifestation of motivation from various perspectives and to identify its unique

characteristics in different contexts. Therefore, specific domains that positively affect socioeconomic spheres were identified as critical for exploration.

The selection was made with the intention to provide a comprehensive and inclusive representation of how motivation operates across different spheres of life. All 20 speakers within the corpus represent the following domains: business, film industry, literature, politics and policy, diplomacy and education, software development, sport, technology, e-commerce, psychology, music, internet entrepreneurship, philanthropy, social development, media industry, and industrial design. As the next step, all public figures were analysed according to several significant criteria, which assess their societal impact, leadership, innovation, and adaptability:

- global influence;
- visionary and ethical leadership;
- innovation and strategic vision;
- philanthropic involvement;
- recognised as role models;
- cultural and economic contributions;
- self-made success;
- adaptability to challenges;
- risk-taking and status quo challenge;
- entrepreneurial spirit;
- creativity and problem-solving;
- commitment to personal growth.

In this research, a public figure is regarded as a famous, successful, intelligent, and open-minded person who has reached the summit of power in a specific domain. For example, Kamala Harris demonstrates *global influence* through her role as U.S. Vice President, shaping international policies and diplomatic relations. Her *visionary and ethical leadership* is evident in her advocacy for social justice, voting rights, and economic equity. Harris demonstrates *innovation and strategic vision* by addressing systemic issues, such as criminal justice reform and immigration, with progressive policy solutions. Her *philanthropic involvement* includes championing healthcare access, education, and

women's rights, reinforcing her status as a *recognised role model* for aspiring leaders, particularly women and minorities. Through *adaptability to challenges* and *entrepreneurial spirit*, she has navigated political and societal barriers, challenging the *status quo* and promoting *cultural and economic contributions* with a commitment to *creativity, problem-solving, and personal growth* in public service. Overall, the gender load of the corpus, 10 men and 10 women, who were selected according to the afore-mentioned criteria (Steven Spielberg (Barson, 2024), Angelina Jolie Voight (Britannica, 2022), Arianna Huffington (Albert, 2024), Hillary Clinton (Caroli & Boyd, 2024), Kamala Harris (McNamee & Lewis, 2024), Barack Obama (Mendell & Wallenfeldt, 2023), Bill Gates (The Editors of Encyclopaedia Britannica, 2023), Condoleezza Rice (The Editors of Encyclopaedia Britannica, 2024), David Beckham (The Editors of Encyclopaedia Britannica, 2022), Sheryl Sandberg (Forbes), Elon Musk (Gregersen, 2023), Jeff Bezos (Britannica, T. Editors, 2023), Jay Shetty (New York Times), Madonna (O'Brien, 2023), Mark Zuckerberg (The Editors of Encyclopaedia Britannica, 2022), Melinda Gates (The Editors of Encyclopaedia Britannica, 2023), Michelle Obama (The Editors of Encyclopaedia Britannica, 2023), Oprah Winfrey (The Editors of Encyclopaedia Britannica, 2023), Warren Buffett (Encyclopædia Britannica, 2024). To enhance clarity and comprehension, the rationale behind our scientific choices is aligned with the autobiographies of the speakers and evidence of their significant contributions and achievements (see Appendix C).

This selection provides a strong foundation for examining the linguistic and rhetorical strategies used in motivational public speeches. Given the universal nature of motivation, which transcends specific fields of activity, the inclusion of one speaker from each domain is sufficient for the research objectives. The analysis of gender aspects was conducted without considering individuals' affiliation with specific social groups to ensure an objective and unbiased evaluation. The focus remains on their leadership, innovation, and contributions rather than societal categorisations. By excluding social group affiliations, the study highlights gender-related dynamics based on achievements and influence rather than external factors, ensuring an equitable comparison of male and female figures in various fields. Unlike domain-specific discourse, motivational statements primarily address fundamental human experiences, emotions, and aspirations that are not confined to any particular profession. This universality allows the study to focus on the linguistic and

rhetorical strategies that underpin motivational speeches, rather than the content related to professional expertise. Consequently, the selected corpus enables the identification of cognitive-discursive patterns and communicative techniques that are common across various domains, reinforcing the generalisability of the findings.

2.2 Corpus-based vs. corpus-driven approaches to studying motivational public speeches

In linguistic research, corpus analysis provides scholars with tools for detailed examination of language variations through quantitative and empirical methods. Typically, these variations display multilayered and multifaceted patterns that can be systematically analysed. A fundamental objective of corpus linguistic research is to identify and document emerging linguistic constructs that have not yet been theoretically described (Biber, 2012, p.159).

This research employs two primary software programs for comprehensive corpus analysis: AntConc and UAM Corpus Tool. AntConc, as described by L. Anthony, is a versatile, computational, public-domain software designed for examining large datasets. It includes a range of functionalities such as Key-Word-In-Context (hereafter KWIC) tool, Plot tool, File tool, Cluster tool, N-Gram tool, Collocate tool, Word List tool, Keyword List tool, and Wordcloud tool (Anthony, 2022). In this study, AntConc facilitates corpus-driven analysis, particularly for conducting extensive keyword analysis.

The UAM Corpus Tool, developed by Professor M. O'Donnell of the Universidad Autónoma de Madrid's Department of English Studies, is a software designed for manual annotation of extensive corpus material. Users can create multiple layers tailored to their research objectives, such as document, semantic-pragmatic, and syntactic layers (O'Donnell, 2008a). The empirical material in this research is analysed at both the document and syntactic levels, aligning with the research focus. Additionally, three analytical schemes were created for examining metaphors, transitivity, and emotional patterns in public discourse. Given that both AntConc and UAM Corpus Tool are compatible with txt. documents, all 200 public speeches were meticulously converted into this format for analysis. The corpus for this study follows a structured sequence of actions and methods

tailored to the research interest. The process of collecting empirical materials for the corpus, named “01_First Round of Analysis,” involved several stages:

- identifying the social spheres of public speakers, crucial for multifaceted human development;
- finding public figures based on their local and global contributions and positive societal image;
- selecting speeches that demonstrate clear and extrinsic motivational elements;
- decoding 200 public speeches into txt format and creating a catalog and spreadsheet for better organisation and navigation;
- organising the speeches into specific folders named after the speakers;
- arranging all speeches chronologically by their date of delivery.

As previously mentioned, all speeches within the corpus have been decoded and organised with attention to key elements including the speaker’s identity, the date of issue, gender, and field of expertise. This structured approach facilitates systematic analysis and enhances the usability of the corpus. In addition to these primary elements, several additional details have been incorporated into the txt files like the code, date of creation, the reference, and gender to enhance their value and provide specific source information. This is crucial for establishing the originality and uniqueness of each public speech. A significant feature of these speeches is that they are accompanied by visual resources, such as videos or transcripts. These resources are particularly valuable for future research as they offer an opportunity to examine and integrate the analysis of body language with the verbal content of motivational speeches. This intersection of verbal and non-verbal communication in public speaking is an area ripe for exploration and is identified as a prospective research avenue in the field of motivational public speeches.

Therefore, the following supplementary elements have been included in the decoding process:

- source of the speech: this includes the platform or event where the speech was delivered, providing context and background for each speech;
- title of the speech: the inclusion of each title of speeches aids in identifying and referencing the speeches more easily, especially when dealing with a large corpus.

These enhancements to the corpus not only augment the depth of analysis but also pave the way for multidimensional research that can encompass both linguistic and non-linguistic elements of public speaking. The creating of catalog and spreadsheet facilitates easier navigation and management of the speeches within the corpus. The catalog is an extensive document, comprehensively detailing key information, necessary codes, cited sources, types, and titles for each speech (Skichko, 2023a, p. 346). The extensive nature of the information it contains necessitates its placement in Appendix D of the thesis. In addition to the catalog, a more concise version is presented in the form of a spreadsheet. This spreadsheet is designed to provide a quick reference and includes supplementary information such as “word types” and “word tokens”. This feature is particularly useful for linguistic analysis, allowing for a quick assessment of the lexical diversity and frequency within each speech. The spreadsheet serves as a practical tool for researchers, offering a streamlined overview of the corpus at a glance. In the Appendix D, the example of this spreadsheet is provided, showcasing the significant codes and essential details for each speech. This example illustrates the efficient organisation of the corpus, making it more accessible for detailed analysis and research (see Appendix D).

Corpus research, recognised as a highly effective method for analysing extensive data sets, leverages computers and specialised software to explore linguistic phenomena. W. Labov highlights the evolution of corpus research, noting its origins in the quantitative analysis of sociolinguistic data from the 1960s (Labov, 1966). Corpus-based and corpus-driven approaches form the foundational methodologies in corpus studies. E. Tognini-Bonelli describes the corpus-based method as focusing on the detailed examination of “patterns of variation” within language. Conversely, the corpus-driven approach explores “the potential of the corpus” by delving into less studied linguistic units (Tognini-Bonelli, 2001, p. 84). D. Biber et al. emphasise that the corpus-based approach validates linguistic units derived from reputable theoretical sources across various research domains. One notable aspect of this approach is the realisation that traditional characterisations of grammar and usage may not comprehensively represent the language in its entirety (Biber, 2012, p. 159). The Longman grammar of spoken and written english (Biber et al., 1999) exemplifies successful application of the corpus-based method. The corpus-driven approach, however, has limitations in its toolset for exploring complex

syntactic structures and grammatical clauses. Its focus predominantly lies in the analysis of word forms, such as identifying variations of similar lemmas independently (Biber, 2012, p. 168). M. Scott & C. Tribble propose that corpus-based research encompasses four crucial stages: text, language, culture, and the brain. These serve as the fundamental “starting points” for research projects. The language aspect involves an in-depth investigation of linguistic elements within the text, such as identifying subjects, predicates, or specific grammatical issues (Scott & Tribble, 2006, p. 6-7).

The focus on text delves into rhetoric and the impact of verbal expressions on listener perception. Text linguistics examines text structures and patterns, exploring how different segments interconnect fluidly (Swales, 1990). The third focal point, the interplay between the human mind and language, involves studying the “mental lexicon” and aspects such as language acquisition and aphasia. This angle views language through the lens of psychological processes (Aitchison, 2003). The final cornerstone, culture, is the domain of sociolinguistics. It seeks to uncover the unique and common features of individual’s language use (Scott & Tribble, 2006, p. 6-7). This study adopts a corpus-based approach, facilitated by the UAM Corpus Tool, focusing on cognitive-discursive and communicative aspects. It aims to analyse conceptual metaphors, using a motivation scheme based on CMA; transitivity in clause structures, through a transitivity scheme grounded in TA; and emotional patterns within discourse, via an emotivity scheme informed by AT.

2.2.1 Corpus-driven study of keywords in motivational public speeches with AntConc

The notion of “keyness” in linguistics is pivotal for identifying fundamental elements within texts or linguistic sets. Keyness is essentially the characteristic that makes certain words central to a text type or linguistic corpus, often referred to as “the textual quality” (Scott & Tribble, 2006, p. 55-56). Stubbs (2002) advocates for the use of corpus tools to effectively study “cultural keywords”, which are words that hold significant cultural meaning. This method, utilised in this analysis, is predicated on the principle of repetition. The foundational idea is that the most frequently occurring word forms in a text are likely to be the key units, characterised as “verbatim repetition” (Scott, Mike & Tribble, 2006, p. 58). However, as J. Goldsmith-Phillips (1989) points out, not

all frequently occurring words are equally significant; some, such as prepositions, may have less semantic weight and not contribute meaningfully to the “aboutness” of the text. The process of identifying keywords requires a “reference corpus word list”, which helps researchers determine the frequency of word usage in a given language or genre. This method acts as a filter, distinguishing words that are genuinely key from those that are not (Scott & Tribble, 2006, p. 58).

In this study, AntConc was employed to explore the “aboutness” of 20 motivational speeches. The Keyword list tool and KWIC were instrumental in conducting the Keywords Analysis. The Keyword list tool contrasts words in the “target corpus” against those in a “reference corpus”, identifying statistically significant keywords. This tool also allows for the examination of less frequent “negative keywords” (Anthony, 2022). However, this study focuses on analysing the most frequently occurring words. Furthermore, the KWIC tool enables the examination of how words or phrases are used within specific corpora or texts (Anthony, 2022). For the purpose of this research, the Keyword list tool was employed to compare the frequency of words between speeches delivered by female speakers and those by male speakers, thereby highlighting gender-specific language use in motivational speeches. This comparison offers insightful perspectives into the linguistic nuances present in the corpus. In summary, this analysis produced 20 distinct sets (see Appendix F), each designed to investigate the “aboutness” of speeches based on gender-specific language use. The target corpus for each set comprises speeches given by female speakers, while the reference corpus consists of speeches delivered by male speakers. This comparative approach allows for an in-depth exploration of gender differences in motivational speeches (Skichko, 2023c, p.187). The pairs of speeches in each set are as follows:

- MO_03062016_FE_SD (Michelle Obama) vs. BO_02062006_MA_PP (Barack Obama);
- AH_02022018_FE_LIT (Arianna Huffington) vs. WB_19122020_MA_BUS (Warren Buffett);
- MA_14012016_FE_MU (Madonna) vs. SS_07021986_MA_FILM (Steven Spielberg);
- MG_02092010_FE_PH (Melinda Gates) vs. JS_01042019_MA_PSY (Jay Shetty);
- KH_02062021_FE_PP (Kamala Harris) vs. MZ_04042019_MA_I-ENTR (Mark Zuckerberg);

- OW_08012018_FE_MI (Oprah Winfrey) vs. SJ_12062005_MA_IDES (Steve Jobs);
- AJ_07122017_FE_FI (Angelina Jolie) vs. DB_01022020_MA_SPT (David Beckham);
- CR_2908212_FE_DE (Condoleezza Rice) vs. BG_01122015_MA_SD (Bill Gates);
- SS_24052011_FE_TECH (Sheryl Sandberg) vs. EM_01122020_MA_TECHS (Elon Musk);
- HC_05111995_FE_PP (Hillary Clinton) vs. JB_01122003_MA_ECOM (Jeff Bezos).

An illustrative example of this analysis is the comparison between AJ_07122017_FE_FI (Angelina Jolie) and DB_01022020_MA_SPT (David Beckham). The AntConc software program is used to analyse these two speeches, with the target corpus represented by Angelina Jolie's speech and the reference corpus by David Beckham's speech. The resulting analysis, shown in Figure 2.2, sheds light on the distinct linguistic features and themes prevalent in speeches by female and male speakers. This comparative approach not only highlights differences in word usage and thematic focus but also provides valuable insights into how gender influences motivational speech content (Skichko, 2023c, p. 186).

Following the same methodology used for analysing female speeches, a second set of decoded speeches was created to examine the “aboutness” of male speeches. In this set, the target corpus comprises speeches by male speakers, while the reference corpus consists of speeches delivered by female speakers. This approach allows for a mirrored analysis, providing insights into the linguistic characteristics and themes prevalent in male speeches, as compared to female speeches. The pairs for the second set are as follows:

- BO_02062006_MA_PP (Barack Obama) vs. MO_03062016_FE_SD (Michelle Obama);
- WB_19122020_MA_BUS (Warren Buffett) vs. AH_02022018_FE_LIT (Arianna Huffington);
- SS_07021986_MA_FILM (Steven Spielberg) vs. MA_14012016_FE_MU (Madonna);
- JS_01042019_MA_PSY (Jay Shetty) vs. MG_02092010_FE_PH (Melinda Gates);
- MZ_04042019_MA_I-ENTR (Mark Zuckerberg) vs. KH_02062021_FE_PP (Kamala Harris);
- SJ_12062005_MA_IDES (Steve Jobs) vs. OW_08012018_FE_MI (Oprah Winfrey);
- DB_01022020_MA_SPT (David Beckham) vs. AJ_07122017_FE_FI (Angelina Jolie);
- BG_01122015_MA_SD (Bill Gates) vs. CR_2908212_FE_DE (Condoleezza Rice);

- EM_01122020_MA_TECHS (Elon Musk) vs. SS_24052011_FE_TECH (Sheryl Sandberg);
- JB_01122003_MA_ECOM (Jeff Bezos) vs. HC_05111995_FE_PP (Hillary Clinton).

An example of this analysis is the comparison between MZ_04042019_MA_I-ENTR (Mark Zuckerberg) and KH_02062021_FE_PP (Kamala Harris). In this instance, Mark Zuckerberg's speech is the target corpus, while Kamala Harris's speech forms the reference corpus. The upcoming figure showcases the results of the KW analysis for this particular set of male speeches. This analysis provides valuable insights into the unique linguistic elements and thematic emphasis in speeches delivered by male figures, offering a comparative perspective against the female speeches. This methodology underscores the nuanced ways in which gender influences language use in public speaking. Figure 2.2 demonstrates KW analysis.

#Keyword Types: 32					
#Keyword Tokens: 21314					
#Search Hits: 0					
1	857	+	158.29	0.0138	facebook
2	675	+	124.58	0.0109	zuckerberg
3	4360	+	89.53	0.068	that
4	912	+	84.43	0.0146	think
5	391	+	63	0.0063	data
6	319	+	50.12	0.0051	lot
7	245	+	45.14	0.004	information
8	219	+	40.35	0.0035	company
9	218	+	40.17	0.0035	content
10	394	+	39.48	0.0064	like
11	213	+	39.24	0.0034	mark
12	317	+	34.83	0.0051	senator
13	750	+	33.21	0.0121	but
14	594	+	32.43	0.0096	or
15	166	+	30.58	0.0027	question
16	290	+	30.56	0.0047	don
17	161	+	29.66	0.0026	privacy
18	152	+	28	0.0025	social
19	145	+	26.71	0.0023	narrator
20	185	+	26.49	0.003	different
21	142	+	26.15	0.0023	able
22	380	+	25.62	0.0061	would
23	137	+	25.23	0.0022	users
24	2560	+	24.51	0.0405	i
25	133	+	24.5	0.0021	ads
26	173	+	24.42	0.0028	kind
27	125	+	23.02	0.002	companies
28	279	+	22.37	0.0045	get
29	156	+	21.49	0.0025	actually
30	116	+	21.36	0.0019	platform
31	2465	+	21.34	0.0391	you
32	111	+	20.44	0.0018	political

Figure 2.2 Key-Word-In-Context analysis example

Considering the comparison of the speakers' social fields, the keywords were selected based on the following paired social fields: politics and policy/ social development;

business/ literature; film industry/ music; psychology/ philanthropy; internet entrepreneurship/ politics and policy; industrial design/ media industry; sport/ film industry; software development/ diplomacy and education; technology/ technology; e-commerce/ politics and policy.

Finally, AntConc, a free linguistic analysis tool, was used for both quantitative and qualitative research. By creating 20 corpus sets and utilising the Keyword list tool and KWIC, language patterns in speeches by men and women were compared, revealing key thematic and gender-based differences.

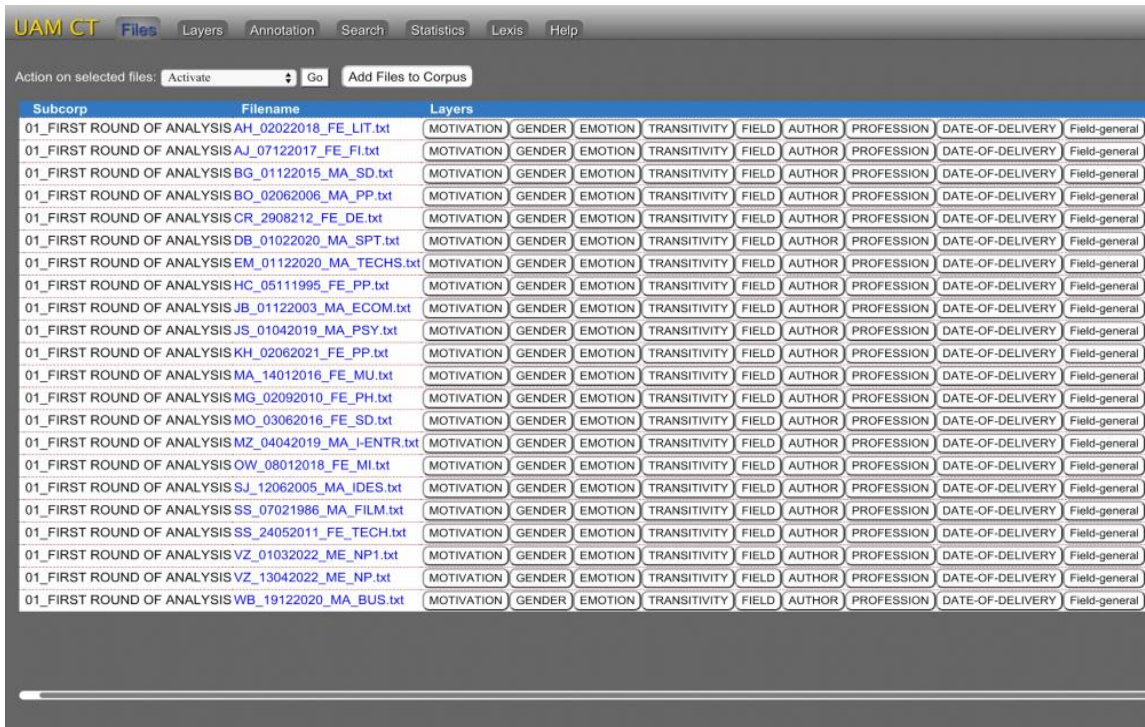
2.2.2 Corpus-based data processing of motivational public speeches through UAM Corpus Tool

The evolution in linguistic studies has led to the proliferation of specialised software for quality annotation. Prominent examples include Knowtator (Ogren, 2006), MMAX-2 (Müller & Strube, 2006), WordFreak (Morton & LaCivita, 2003), and GATE (Cunningham et al., 2002). However, many of these tools require specific knowledge and effort to understand their operational principles. In light of these challenges, a comprehensive, effective, and user-friendly text annotation program was sought for this research. The UAM Corpus Tool, known for its statistical-based language processing, emerged as a suitable choice. This tool, developed under the auspices of the Spanish Ministry of Education and Science (MEC) and contributing to the WOSLAC project as evidenced by partial findings reported under grant number HUM2005-01728/FILO (O'Donnell, 2008a, p. 15), operates based on instructions or schemata established by researchers. It utilises human-annotated data as the gold standard for evaluating similar systems (O'Donnell, 2008b, p. 1434).

The UAM Corpus Tool offers built-in features for formalising and modifying tag sets. Its interface allows for tagging corpus data or specific text segments. Annotations can delve into various layers, such as text type, semantic-pragmatic, or lexical levels (O'Donnell, 2008a, p. 1434). The tool's hierarchical tagging scheme supports cross-classification inheritance, both disjunctive and conjunctive. Researchers can add, remove, or edit structural elements and graphically adjust applied tags or schemes. Notably, any changes to working schemas are reflected across all annotated texts. An additional feature is the "gloss" section for making notes during annotation (O'Donnell, 2008a, p. 15). Beyond annotation,

the UAM Corpus Tool provides inter-coder reliability analysis, visualisation of the tagged corpus, production of statistical reports, semi-automatic tagging, and cross-layer searching (O'Donnell, 2008b, p. 1435). The process of annotating motivational speeches for this thesis involved several stages.

Preparational Phase. Initially, the UAM Corpus Tool was installed on a computer. Although initial attempts were made on a Macintosh system, it was proved more efficient on Windows. Criteria for the new project were set up in the interface of program. Notably, the most rhetorically sophisticated speeches in txt format were selected for the subcorpus. This structured approach to data investigation, as implemented in research, is further elucidated in subsequent sections, with an emphasis on detailing each phase of the annotation process. Figure 2.3 below illustrates the front page of the research project in the framework of the UAM Corpus Tool.



The screenshot shows the UAM CT (UAM Corpus Tool) interface. At the top, there is a menu bar with options: Files, Layers, Annotation, Search, Statistics, Lexis, and Help. Below the menu bar, there is a section for 'Action on selected files:' with a dropdown menu set to 'Activate' and a 'Go' button. To the right of this is a button labeled 'Add Files to Corpus'. The main area of the interface is a table with three columns: 'Subcorp', 'Filename', and 'Layers'. The table contains 20 rows of data, each representing a file in the corpus. The 'Subcorp' column for all rows is '01_FIRST ROUND OF ANALYSIS'. The 'Filename' column contains various file names, such as '01_02022018_FE_LIT.txt', '01_07122017_FE_FI.txt', etc. The 'Layers' column for each row contains a list of tags: MOTIVATION, GENDER, EMOTION, TRANSITIVITY, FIELD, AUTHOR, PROFESSION, DATE-OF-DELIVERY, and Field-general.

Subcorp	Filename	Layers
01_FIRST ROUND OF ANALYSIS	01_02022018_FE_LIT.txt	MOTIVATION GENDER EMOTION TRANSITIVITY FIELD AUTHOR PROFESSION DATE-OF-DELIVERY Field-general
01_FIRST ROUND OF ANALYSIS	01_07122017_FE_FI.txt	MOTIVATION GENDER EMOTION TRANSITIVITY FIELD AUTHOR PROFESSION DATE-OF-DELIVERY Field-general
01_FIRST ROUND OF ANALYSIS	01_1122015_MA_SD.txt	MOTIVATION GENDER EMOTION TRANSITIVITY FIELD AUTHOR PROFESSION DATE-OF-DELIVERY Field-general
01_FIRST ROUND OF ANALYSIS	01_02062006_MA_PP.txt	MOTIVATION GENDER EMOTION TRANSITIVITY FIELD AUTHOR PROFESSION DATE-OF-DELIVERY Field-general
01_FIRST ROUND OF ANALYSIS	01_2908212_FE_DE.txt	MOTIVATION GENDER EMOTION TRANSITIVITY FIELD AUTHOR PROFESSION DATE-OF-DELIVERY Field-general
01_FIRST ROUND OF ANALYSIS	01_01022020_MA_SPT.txt	MOTIVATION GENDER EMOTION TRANSITIVITY FIELD AUTHOR PROFESSION DATE-OF-DELIVERY Field-general
01_FIRST ROUND OF ANALYSIS	01_1122020_MA_TECHS.txt	MOTIVATION GENDER EMOTION TRANSITIVITY FIELD AUTHOR PROFESSION DATE-OF-DELIVERY Field-general
01_FIRST ROUND OF ANALYSIS	01_05111995_FE_PP.txt	MOTIVATION GENDER EMOTION TRANSITIVITY FIELD AUTHOR PROFESSION DATE-OF-DELIVERY Field-general
01_FIRST ROUND OF ANALYSIS	01_01122003_MA_ECOM.txt	MOTIVATION GENDER EMOTION TRANSITIVITY FIELD AUTHOR PROFESSION DATE-OF-DELIVERY Field-general
01_FIRST ROUND OF ANALYSIS	01_01042019_MA_PSY.txt	MOTIVATION GENDER EMOTION TRANSITIVITY FIELD AUTHOR PROFESSION DATE-OF-DELIVERY Field-general
01_FIRST ROUND OF ANALYSIS	01_02062021_FE_PP.txt	MOTIVATION GENDER EMOTION TRANSITIVITY FIELD AUTHOR PROFESSION DATE-OF-DELIVERY Field-general
01_FIRST ROUND OF ANALYSIS	01_14012016_FE_MU.txt	MOTIVATION GENDER EMOTION TRANSITIVITY FIELD AUTHOR PROFESSION DATE-OF-DELIVERY Field-general
01_FIRST ROUND OF ANALYSIS	01_02092010_FE_PH.txt	MOTIVATION GENDER EMOTION TRANSITIVITY FIELD AUTHOR PROFESSION DATE-OF-DELIVERY Field-general
01_FIRST ROUND OF ANALYSIS	01_03062016_FE_SD.txt	MOTIVATION GENDER EMOTION TRANSITIVITY FIELD AUTHOR PROFESSION DATE-OF-DELIVERY Field-general
01_FIRST ROUND OF ANALYSIS	01_04042019_MA_I-ENTR.txt	MOTIVATION GENDER EMOTION TRANSITIVITY FIELD AUTHOR PROFESSION DATE-OF-DELIVERY Field-general
01_FIRST ROUND OF ANALYSIS	01_08012018_FE_MI.txt	MOTIVATION GENDER EMOTION TRANSITIVITY FIELD AUTHOR PROFESSION DATE-OF-DELIVERY Field-general
01_FIRST ROUND OF ANALYSIS	01_12062005_MA_IDES.txt	MOTIVATION GENDER EMOTION TRANSITIVITY FIELD AUTHOR PROFESSION DATE-OF-DELIVERY Field-general
01_FIRST ROUND OF ANALYSIS	01_07021986_MA_FILM.txt	MOTIVATION GENDER EMOTION TRANSITIVITY FIELD AUTHOR PROFESSION DATE-OF-DELIVERY Field-general
01_FIRST ROUND OF ANALYSIS	01_24052011_FE_TECH.txt	MOTIVATION GENDER EMOTION TRANSITIVITY FIELD AUTHOR PROFESSION DATE-OF-DELIVERY Field-general
01_FIRST ROUND OF ANALYSIS	01_01032022_ME_NP1.txt	MOTIVATION GENDER EMOTION TRANSITIVITY FIELD AUTHOR PROFESSION DATE-OF-DELIVERY Field-general
01_FIRST ROUND OF ANALYSIS	01_13042022_ME_NP.txt	MOTIVATION GENDER EMOTION TRANSITIVITY FIELD AUTHOR PROFESSION DATE-OF-DELIVERY Field-general
01_FIRST ROUND OF ANALYSIS	01_19122020_MA_BUS.txt	MOTIVATION GENDER EMOTION TRANSITIVITY FIELD AUTHOR PROFESSION DATE-OF-DELIVERY Field-general

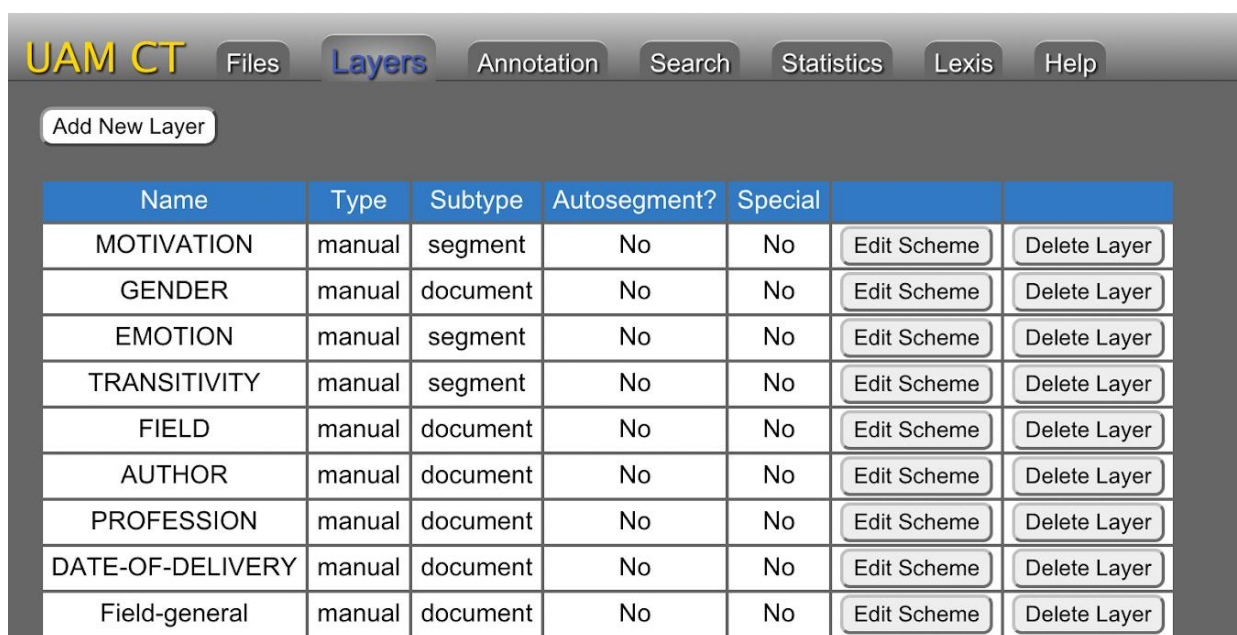
Figure 2.3 The frontal page of the research project in the UAM Corpus Tool

Organisational Phase. This phase marks the initiation of forming and populating layers pertinent to the research objectives to investigate motivational public speeches. The process involved establishing three primary layers reflecting the core interests of the study: motivation (explored through conceptual metaphors), transitivity, and emotional patterns. As the project progressed, the need for additional layers emerged, leading to the integration

of layers such as gender, field, author, profession, date of delivery, field-general. Each of these layers serves a specific purpose:

- **gender layer**: essential for comparing the unique characteristics and structures of speeches delivered by different genders;
- **field layer**: allows for the comparison of speeches across various professional domains of the speakers;
- **author layer**: identifies the speakers, a crucial aspect for statistical analysis;
- **date of delivery layer**: helps in pinpointing the exact dates when the speeches were delivered.

Further layers, including “field-general” and “profession”, were added based on the experimental findings and the significant value they brought to the results. Figure 2.4 in the project documentation illustrates the arrangement of all these layers within the “Layers” section on the second page of the project interface. This visualisation also highlights additional functionalities such as “Edit Scheme” and “Delete Layer”, which aid researchers in modifying or incorporating new elements during the annotation process.



Name	Type	Subtype	Autosegment?	Special		
MOTIVATION	manual	segment	No	No	Edit Scheme	Delete Layer
GENDER	manual	document	No	No	Edit Scheme	Delete Layer
EMOTION	manual	segment	No	No	Edit Scheme	Delete Layer
TRANSITIVITY	manual	segment	No	No	Edit Scheme	Delete Layer
FIELD	manual	document	No	No	Edit Scheme	Delete Layer
AUTHOR	manual	document	No	No	Edit Scheme	Delete Layer
PROFESSION	manual	document	No	No	Edit Scheme	Delete Layer
DATE-OF-DELIVERY	manual	document	No	No	Edit Scheme	Delete Layer
Field-general	manual	document	No	No	Edit Scheme	Delete Layer

Figure 2.4 Representation of the research’s layers in the UAM Corpus Tool

Annotation Phase. In the annotation phase, accuracy in tagging each element within the clauses is paramount. To ensure this accuracy, the Longman dictionary was occasionally consulted for verifying the primary and secondary meanings of words. This approach is

exemplified in the “Comment” section, where the definition of the highlighted word “do” appears in a red frame within the text. This double-checking process is highly beneficial, as it eliminates any uncertainty regarding word tagging.

Additionally, the “Selected” section displays the chosen tags for the word “do”. The top layout of the document interface shows important information such as “Subcorp”, “File name”, and “Layer”. The “Change” button is a convenient feature that allows for quick navigation between different documents or layers, enhancing the efficiency of the annotation process. Overall, 20 motivational speeches of over then 156 192 words were analysed at this stage. The example of annotated text in the UAM Corpus Tool is represented in Figure 2.5.

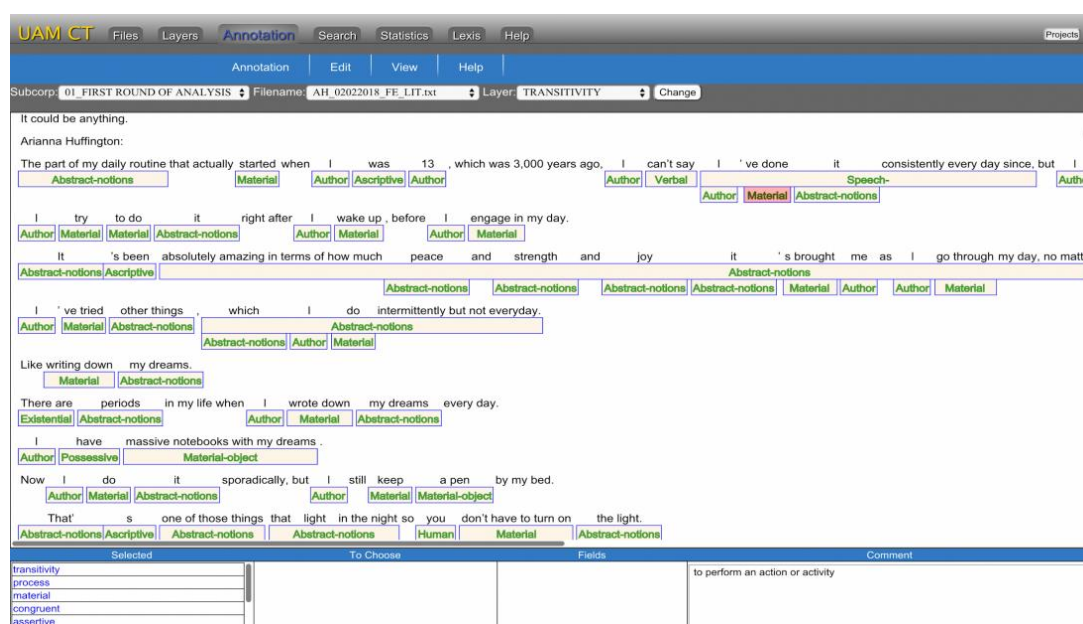


Figure 2.5 Example of annotated text in the UAM Corpus Tool

The initial step involves selecting appropriate features from the software’s options configuration. In the “Type of study” section, the option “Describe a dataset” is to be chosen, as it is designed to provide a thorough description of the corpus or a specific subcorpus (O’Donnell, 2013, p. 32). Following this, within the “Aspect of Interest” section, the “Feature Coding” option is applied, allowing for the categorisation of linguistic elements based on predefined analytical parameters. This step ensures a structured examination of motivational speech components. In the “Counting” section, the “Global” option is activated to obtain an overarching quantitative assessment of linguistic patterns across the dataset,

facilitating broad comparative insights. Lastly, the “Unit” parameter is set to “Motivation”, aligning with the primary focus on identifying and analysing motivational discourse strategies within the research (see Figure 2.6 below).

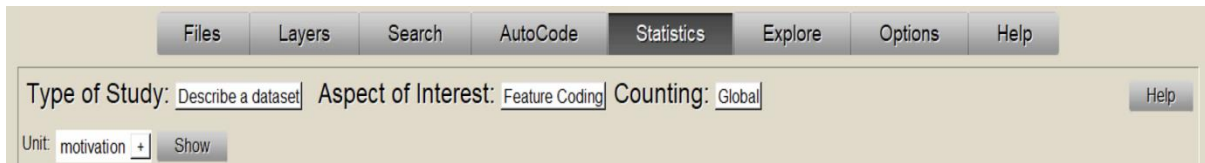


Figure 2.6 The analysis panel with the chosen options to receive the dataset analysis.

In the preparatory stage of this phase, researchers can determine their analytical approach to data. An upcoming image will showcase the capabilities of the text annotation software during this crucial stage of the research project. Figure 2.7 depicts the UAM Corpus Tool facilities for the analysis phase.

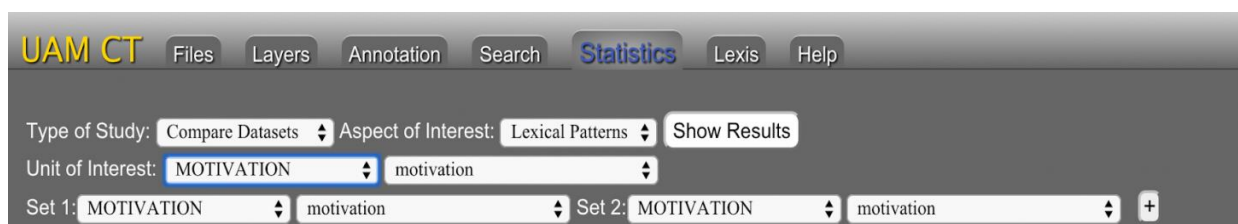


Figure 2.7 The UAM Corpus Tool facilities for the analysis phase

The provided example illustrates the comprehensive range of options available for research analysis within the software tool. The process involves several key decision points:

- **type to study:** in this section, researchers can select from options such as “Describe Dataset”, “Compare Datasets”, or “Describe each file”;
- **aspect of interest:** this domain offers choices such as “Lexical patterns”, “Feature patterns”, or “Wordings”, allowing scholars to focus on specific areas of analysis;
- **unit of interest:** here, researchers can specify fields that were previously defined in the layer section of the tool;
- **combining sets for detailed analysis:** the tool also provides the flexibility to combine and match multiple sets for more comprehensive and detailed results.

For this particular study, the most insightful and significant scientific findings were unearthed by contrasting three specific fields: gender and date of delivery. These fields were pivotal in unearthing meaningful patterns and trends in the data.

The detailed results obtained from this statistical phase are extensively discussed in the practical sections of the research, specifically in Chapter 3 and Chapter 4. The forthcoming image will demonstrate the statistical outcomes derived from comparing the “MOTIVATION” layer between two sets: Set 1, featuring the “Gender feature, male”, and Set 2, focusing on the “Gender feature, female”. Figure 2.8 shows the comparative analysis feature in the UAM Corpus Tool.

Comparative Statistics: Features						
Project:	ANASTASIA					
Counting:	global					
Unit:	<MOTIVATION/>					
Set1:	<GENDER feature="male"/>					
Set2:	<GENDER feature="female"/>					
Date:	Thu Feb 9 16:07:34 2023					
Feature	male		female		Chisqu	Signif.
	N	Percent	N	Percent		
MOTIVATION-TYPE	N=804		N=869			
conceptual	803	99.88%	867	99.77%	0.26	
novel	0	0.00%	1	0.12%	0.93	
CONCEPTUAL-TYPE	N=804		N=869			
orientational	24	2.99%	30	3.45%	0.29	
structural	302	37.56%	309	35.56%	0.72	
ontological	351	43.66%	417	47.99%	3.15	+
conduit	25	3.11%	33	3.80%	0.59	
building	100	12.44%	78	8.98%	5.26	++
ONTOLOGICAL-TYPE	N=804		N=869			
ontological	153	19.03%	209	24.05%	6.21	+++
container	108	13.43%	143	16.46%	2.99	+
personification	87	10.82%	64	7.36%	6.08	+++
TARGET-TYPE	N=804		N=869			
states	13	1.62%	17	1.96%	0.27	
attributes	59	7.34%	53	6.10%	1.03	

Figure 2.8 The comparative analysis feature in the UAM Corpus Tool

Most tools for manual annotation rely on external software for the complex statistical analysis of corpus data. However, the UAM Corpus Tool is notable for its ability to preserve manually annotated data and integrate it into the statistical analysis process. During the Contrastive analysis phase, results can be presented in a detailed table showing levels of Weak Significance (90%), Medium Significance (95%), and High Significance (98%) (O'Donnell, 2008b, p. 1445).

The initial stage of contrastive analysis involves selecting data to identify indicators of High Significance. Various sets are compared, such as professional field and gender, author and professional field, as well as author and gender. However, none of these

comparisons initially yield components with High Significance due to the extensive and vast amount of data.

Consequently, comparisons within a specific domain, such as male vs. female gender, are made, demonstrating a higher volume of components with High Significance (98%), which is considered essential in each research layout. In this context, the research employs self-designed parameters to ensure the most valuable and meaningful outcomes:

- type of study: comparing several datasets;
- aspect of interest: feature coding;
- counting: global;
- unit: motivation;
- set 1: <GENDER feature = “male”/>;
- set 2: <GENDER feature = “female”/>.

As a final point, the analysis using the UAM Corpus Tool followed three phases: preparational, organisational, and annotation.

2.3 Procedure of cognitive-discursive analysis of motivational public speeches

As the first step in identifying the cognitive-discursive properties of motivational public speeches using the UAM Corpus Tool, a working scheme is constructed based on the theoretical approaches of G. Lakoff & M. Johnson (1980), M. Reddy (1979), and Z. Kövecses (2020). In the second step, these theoretical frameworks are selected and analysed to define the MOTIVATION concept, its structure, and its typology within motivational public speeches.

2.3.1 The basic working scheme for cognitive-discursive analysis

DA examines interconnected speech and writing beyond the sentence level, exploring how linguistic and non-linguistic behaviors interact (Harris, 1952). It reveals how cultural contexts shape language patterns, reflecting worldviews, beliefs, and social identities (Paltridge, 2012, p. 2). As a “social construction of reality”, discourse is deeply embedded in ethnic and social contexts, influencing language use across different societal sectors (Johnstone, 2007). Its dynamic nature incorporates emotional, behavioral, and interactional

dimensions, forming structured patterns of communication similar to a choreographed performance (Gee, 2011, p. 36).

This thesis focuses on the nature, peculiarities, and characteristics of motivational speeches by public figures, requiring an approach grounded in CDA, as described by E. Hidalgo-Tenorio (2011, p. 183), is heterogeneous and marked by debates and disagreements. It examines the ideological footprint within text structures, considering aspects such as personal identity, ideology, cultural features, gender, and ethnicity (Paltridge, 2012, p. 186). R. Bayley et al. note that CDA effectively connects text with context and language with society (Bayley et al., 2013, p. 74). In this study, the focus is on analysing gender, ethical, and cultural aspects within the text structure to understand how motivational speeches are constructed in discourse. These aspects help uncover cognitive-discursive and communicative properties by revealing how they shape speaker strategies, audience engagement, and the speech's impact within its context.

In the realm of CDA, seminal contributions have been made by scholars such as T. A. Van Dijk, R. Scollon & S. B. K. Scollon, R. Wodak, S. Jäger & F. Meier, and N. Fairclough. They delved into critical themes such as control, literacy, inequality, and advertising in societal structures. T. A. Van Dijk's approach, termed Socio-cognitive DA, explores the interplay among society, text, and cognition, focusing on how media mediates structured linguistic expressions (Van Dijk, 2005). R. Scollon & S. B. K. Scollon (2005) pioneered Mediated Discourse Analysis, emphasising discourse as a backdrop for human actions and their involvement in contexts of life. R. Wodak (2009) introduced the Discourse historical approach, highlighting the dependence of texts on their socio-historical contexts.

The Duisburg approach views discourse as a medium for developing self-consciousness and societal awareness, shaped by explicit and implicit societal factors (Jäger & Meier, 2009). CDA examines how power and ideology influence discourse within social and cultural contexts (Fairclough, 1993, p. 135). The Dialectical-relational approach, central to this thesis, explores language in relation to social practices, utilising SFG to analyse modality and transitivity (Fairclough, 1995, p. 56). Within CDA, SFG reveals how discourse represents activities and actors, shaped by sociolinguistic factors such as genre, age, and status, while also exposing ideological imbalances

(Hidalgo-Tenorio, 2011, p. 184). The multidimensionality of CDA encompasses a dialectical aspect linking ideology and discourse, a relational facet situating it within social ties, and a transdisciplinary nature that integrates insights from various social sciences (Fairclough, 2010, p. 4-6).

The cognitive analysis of motivational speeches in this research primarily focuses on the “motivation” layer, which facilitates the metaphor analysis. Conceptual metaphors are seen as key tools for uncovering embodied experiences within textual patterns. Motivational aspects in speeches are believed to be encapsulated in these conceptual metaphors, sentence clauses, and emotional patterns. This working scheme is grounded in the Conceptual metaphor theory (hereafter CMT) by G. Lakoff & M. Johnson, as presented in their seminal work, *Metaphors We Live By* (1980). They postulate that every metaphor comprises target and source domains and identify five main types of conceptual metaphors in linguistics. Z. Kövecses (2010, p. 25-28) explains that a conceptual metaphor involves a source domain (physical concepts used in metaphorical expressions) and a target domain (abstract concepts related to various life aspects). Unlike linguistic expressions, conceptual metaphors primarily encompass abstract concepts in the target domain.

First, orientational metaphors, which relate to the spatial orientation of reality, provide a foundational understanding of conceptual spatial relationships (Lakoff & Johnson, 1980, p. 14-21). Second, ontological metaphors derive from a broad spectrum of experiences, often combining abstract and concrete nouns. This category further includes subtypes such as container metaphors, which perceive beings as moving in or out of bounded spaces, and personification, which interprets experiences through a human-centric lens (ibid., p. 25-31). The third type, structural metaphors, involves understanding one term in the context of another. These are particularly prevalent in everyday language use (ibid., p. 7-9). Additionally, the notion of conduit metaphors, introduced by M. Reddy in 1979, characterises language as a “conduit” transferring thoughts or ideas from one person to another. This metaphor type emphasises the transmission of emotions, feelings, and thoughts through words, highlighting the concepts of movement and transformation inherent in communication (Reddy, 1979). Z. Kövecses (2020) further explores the interplay between metaphor and grammar, emphasising the importance of distinguishing dependent and autonomous elements within

structures. He points out that conceptual metaphors such as THEORIES ARE BUILDINGS are prevalent in language and manifest in various sentence forms (Kövecses, 2020).

In the context of this research, a notable presence of “block-building” was observed, prompting the categorisation of these metaphors under a distinct subtype, “building metaphor”. This theoretical framework forms the basis of the working schema for the cognitive analysis of metaphors in motivational speeches (Skichko, 2023b, p. 355). The developed system aims to thoroughly investigate the empirical materials gathered, focusing on aspects relevant to this study. The self-designed Figure 2.9 illustrates a systematic approach to metaphor analysis within the context of the research study. This self-designed scheme is incorporated into the layout of the UAM Corpus Tool.

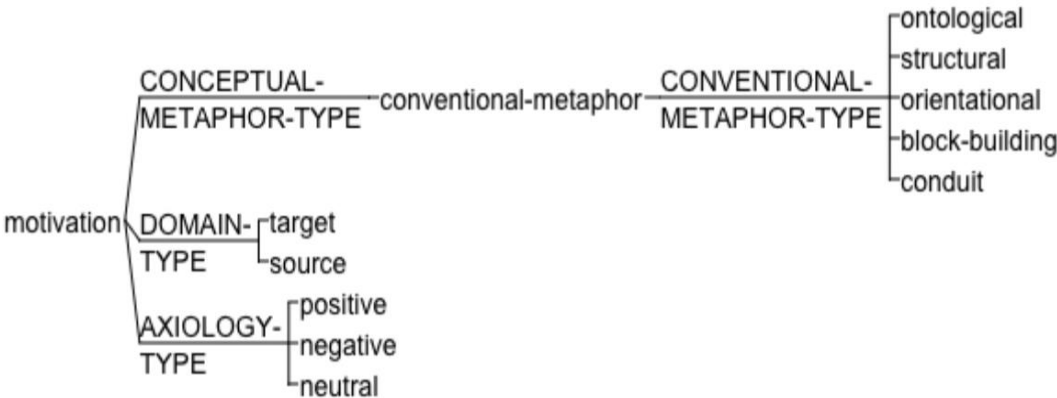


Figure 2.9 The working scheme for metaphor cognitive analysis

The working scheme for the cognitive analysis of metaphors in motivational speeches encompasses several logical components vital for effective research. This scheme can be categorised into three main groups: classification of conceptual metaphors, classification of the structure of conceptual metaphors, and classification of axiology of conceptual metaphors.

Classification of the structure of metaphors: This section focuses on two fundamental aspects of conceptual metaphors – the target and source domains, the analysis of which you can see in Appendix G and Appendix H.

Classification of conceptual metaphors: Conceptual metaphors are categorised according to G. Lakoff & M. Johnson's CMT (Lakoff & Johnson, 1980), M. Reddy's (Reddy, 1979), and Z. Kövecses' contributions (Kövecses, 2020). They are further classified into five types: orientational, structural, ontological, conduit, and block-building (Lakoff & Johnson, 1980; Reddy, 1979; Kövecses, 2020). The ontological metaphor itself branches into ontological, container, and personification subtypes.

Classification of axiology of metaphors: This group of conceptual metaphors deals with the value-laden aspect of conceptual metaphors, categorising them by their conveyed meanings as positive, negative, or neutral. This classification is essential for evaluating the embedded experiences and messages built through specific conceptual metaphors in the speeches under analysis.

The proposed scheme effectively analyses metaphors in motivational speeches by categorising them based on type, structure, and axiological value. Grounded in key metaphor theories, it systematically uncovers persuasive strategies, audience engagement, and emotional impact, making it a valuable tool for discourse analysis.

2.3.2 Actualisation of the MOTIVATION concept in public speeches

The MOTIVATION concept is a central focus of this study, particularly as it manifests in motivational public speeches. To establish a comprehensive definition, structure, and typology of this concept, it is essential to engage with a range of theoretical approaches that provide insight into its cognitive and linguistic representation. Given that motivation is inherently dynamic, shaped by both cognitive structures and social interactions, its conceptualisation requires an interdisciplinary perspective. Theoretical frameworks such as CMT, and cognitive modeling offer valuable tools for analysing how motivation is structured in discourse. By integrating these perspectives, we examine how motivation is linguistically encoded, how it interacts with broader cognitive and emotional domains, and how it functions within communicative contexts aimed at influencing human behavior.

The dominance of the anthropocentric vector in the development of linguistic science prompts researchers to explore ways of addressing the problem of how human consciousness segments narrative reality, which is reflected in the speeches. The

systemic-structural paradigm of knowledge has been replaced by a new one – the cognitive-communicative paradigm, which focuses on the study of linguistic processes in their interrelation with cognition and communication (Бистров, 2023, с. 71). The study of human conceptual systems is central to cognitive science. Over the past few decades, researchers such as G. Lakoff and M. Johnson describe these systems as multi-layered and metaphorically structured, comprising both metaphorical and non-metaphorical concepts. Metaphorical concepts relate experiences or objects to different kinds through orientational, ontological, and structural metaphors, reflected in language. Non-metaphorical concepts directly represent human experiences and consist of spatial orientations, ontological concepts, and routine activities (Lakoff & Johnson, 1980, p. 195). Contemporary cognitive research regards concepts as foundational to understanding life and the world. They are seen as cognitive tools that internalise external reality, facilitating generalisation, categorisation, recognition, and analysis (Enfield, 2022, p. 3; Margolis, 2015, p. 12).

In Ukrainian scientific circles, the term “concept” is depicted as an “informative mental entity and a well-structured unit of memory” (Селіванова, 2000, с. 112); “a generic foundation for numerous mental and cognitive entities” (Жаботинська, 2009, с. 81); “an axiological unit shaped by dominant cultural values”, “fundamental cognitive structure that enables the representation of reality and the formation of derived meanings in human thought” (Borkovska & Karachun, 2020, p. 96), “epistemic structural component” (Приходько, 2008, с. 100-120). A. Wierzbicka defines the concept as an “ideal” world element conveying positive experiences without distortion. Its true nature, she argues, is revealed through its linguistic representation, or “main name”, in the “real” world (Wierzbicka, 1999, p. 18). In Ukrainian academia, there is a consensus that concepts possess a “field structure”, characterised by complex, multilayered aspects such as ethnopsychological, linguocultural, and socio-discursive elements (Приходько, 2006, с. 213). Hence, in view of the aforementioned theoretical approaches to the definition of the concept, it is possible to define the MOTIVATION concept under this study as a mental representation that structures and processes information about goal-directed behavior. It functions as a cognitive framework that integrates emotional, psychological, and social influences, shaping an individual’s drive to act. MOTIVATION concept, like other cognitive constructs, is influenced by cultural and linguistic factors, reflecting dominant values and

societal expectations. Its linguistic representation serves as a means of conveying underlying intentions, reinforcing its role in decision-making and action regulation.

Ukrainian scholar O. P. Vorobyova has generalised the concept classification, identifying six principal characteristics: life environment, which forms the ontological essence of each conceptual unit, content, position in the hierarchy, specific weight in the concept system, degree of variability, format of their representations (Воробійова, 2015, с.59). Based on life environment, concepts can be categorised as textual (Кагановська, 2002), discursive (Приходько, 2008, 2009), linguocultural (Старко, 2004), ethnoconcepts (Слухай, 2005), artistic (Vorobyova, 2005, 2012; Ніконова, 2007), and aesthetic, the latter being a newly discovered and independent class. The content-based classification is vast and multifaceted, varying across different fields. It includes anthropoconcepts (such as FATHER, PRESIDENT), emotional concepts (Kövecses, 2000), and concepts-mythologemes (Колесник, 2003). A significant portion of this classification is comprised of A. M. Prykhodko's typology, which includes three main categories: categorical concepts (e.g., SPACE, TIME); theosophical concepts (e.g., FATE, DESTINY, LIFE, DEATH); teleonomic concepts (e.g., LIE, TRUTH, JUSTICE, INJUSTICE) (Приходько, 2008).

O. M. Kahanovska (2002) differentiates concepts based on their place in the textual hierarchy, identifying mega-, macro-, hyper-, meso-, cataconcepts, and their constituencies. A. M. Prykhodko has developed a classification based on the specific weight in the concept system, identifying three main types of concepts with varying degrees of discourse variability and system reliability: metachthons, autochthons, and allochthons (Приходько, 2008, с. 126). The taxonomy of concepts based on their representation format includes: single concepts (e.g., HATE, LOVE); double gestalts (e.g., LIFE/DEATH), cluster concepts (e.g., WAY TO GLORY) (Ізотонова, 2006, с. 32-33); cumulative concepts (e.g., SAVOIR VIVRE); pictorial concepts (e.g., GOLD AUTUMN); parabolic concepts (e.g., PRAGUE/ARAB SPRING); picture-parabolic concepts (e.g., CHESHIRE CAT'S SMILE); essayistic concepts (e.g., MODERNISM) (Воробійова, 2015, с. 59). A. A. Kalyta, L. I. Taranenko, and O. V. Klymeniuk differentiate concepts according to their domain, singling out emotional, mental, and transcendent concepts. According to their scientific viewpoint the connotation of each type is the following:

- emotional concepts relate to feelings, moods, and experiences. In most of the cases, they are employed to construct evaluative judgments;
- mental concepts are deeply rooted in cognitive processes, logic, and understanding;
- transcendent concepts relate to philosophical and religious notions that go beyond the framework of rationality (Калита, Тараненко, & Клименюк, 2023, с. 146).

These classifications are needed to classify the MOTIVATION concept. Hence, the MOTIVATION concept is multifaceted, encompassing relational and non-relational dimensions while adapting to various classifications. Relationally, it involves a possessor and a source, aligning with sortal concepts as a general category. Within life environment frameworks, it functions as a macro-concept with stable core meaning but variable applications across contexts like education and sports. As an emotional and mental concept, MOTIVATION intertwines cognitive processes with feelings of drive and purpose, often shaping evaluative judgments. It also aligns with teleonomic ideals such as TRUTH and JUSTICE, symbolising high-value principles that inspire action. Representationally, MOTIVATION is primarily a single concept but can form clusters (e.g., TEAM MOTIVATION) or gestalts (e.g., MOTIVATION / DEMOTIVATION). Its role as a macro- and hyper- concept in motivational discourse highlights its importance in organising themes and guiding audience engagement. Additionally, it bridges emotional, cognitive, and transcendent domains, occasionally aligning with spiritual or philosophical ideals, underscoring its versatility and centrality in human behavior.

2.4 Procedure of communicative analysis of motivational speeches

The strategy of realising motivational influence are implemented through two key tactics: *constructing motivational statements*, analysed through CODA (Tenbrink, 2020), and *intensifying motivational statements*, examined within the Appraisal framework (Martin & White, 2005). The first tactic focuses on logical structuring, utilising participant-related techniques (e.g., *speaker-centered, thematic focus, audience engagement, gender-specific, and semantic-role techniques*) and process-related techniques (e.g., *process-role techniques, active-passive voice techniques, modality techniques, evaluation techniques, and speaker-related techniques*). The second tactic

enhances emotional engagement through rhetorical and evaluative strategies, including *polarity, cohesion, explicitness, valence/axiology, and evaluation techniques*.

2.4.1 The basic working scheme for motivational speeches: transitivity analysis

Transitivity stands as a pivotal grammatical feature governing verb classification. Its primary criterion lies in the requirement for an object after verbs (Bowers, 2002). Within the framework of SFG, Transitivity, coupled with semantics, amalgamates to introduce and shape meaning, ultimately culminating in a cohesive sentence idea (Halliday & Matthiessen, 2004, 2014). SFG perceives language as a medium for conveying both explicit and implicit feelings, world perceptions, and social relations (Halliday & Matthiessen, 2004, p. 24). According to M. A. K. Halliday & C. M. I. M. Matthiessen (2014, p. 27), SFG examines language through the lens of meaning-making, focusing on internal meanings conveyed by specific linguistic forms. Language shapes human experience by naming, categorising, and structuring concepts into taxonomies, with grammatical patterns as the highest level of organisation (Martin & Matthiessen, 2004). SFG identifies three fundamental metafunctions – **ideational, interpersonal, and textual** – which construct and represent human experience through lexico-grammatical patterns (Halliday, 1985, p. 53).

The ideational metafunction comprises experiential and logical components, primarily reflecting language as a “theory of human experience” through specific lexico-grammatical resources that reflect all acquired knowledge and emotions. Conversely, the interpersonal metafunction relates language to dynamic action, encompassing interactive and personal dimensions. The textual metafunction focuses on crafting cohesive devices, maintaining continuity, sequencing words and phrases within discourse, and facilitating discourse flow. Our analysis encompasses all three metafunctions. The experimental aspect of the ideational metafunction delves into how humans linguistically embody and represent their experiences. Through the application of transitivity analysis, which serves as an “experimental component in the grammar of the clause”, it becomes feasible to trace the sequential patterns of these embodied experiences on behalf of speakers (Halliday & Webster, 2014, p. 25). Furthermore, the second part of the analysis employs

the Appraisal framework, which pertains to the interpersonal metafunction and is grounded in three fundamental aspects: appreciation, judgment, and affect (Martin & White, 2005, p.7-9). The CODA is intricately connected to the three metafunctions as it uncovers how thoughts manifest in language. Consequently, thoughts, stemming from our experiences across various emotional spectrums, are linguistically reflected in diverse discourse and text types.

Transitivity often described as the “grammar of experience”, is based on three structural components, i.e. semantic roles, such as process, participants, and circumstance (Halliday & Matthiessen, 1999; 2014). Process represents the evolving sequence of actions, events, or states described in a speech. It unfolds over time, reflecting how ideas, emotions, or arguments develop within the discourse. It can also indicate movement, transformation, or continuity, shaping the overall meaning of the messages. Participants are intrinsic to the process, forming the experiential center connected to the main ideas within the discourse. They are the entities (people, things, notions) involved in or affected by the process. Circumstances are regarded as “optional augmentations” that are closely linked to the process. They usually serve as complementary details, providing context or background to the process and participants (Halliday & Matthiessen, 2014, p. 215-216). Transitivity is essential for analysing motivational public speeches as it reveals how speakers construct meaning through actions, relationships, and influence. By examining processes and participants, one can determine how responsibility and emotions are distributed within the discourse. Participants serve as key entities shaping the impact of message. Circumstances, however, were not found to provide significant information in our analysis; therefore, we focused exclusively on processes and participants to uncover the persuasive strategies of speech, emotional appeal, and underlying ideological messages. The scheme for communicative analysis thus adopts a dual-layer structure, separating the analysis of participants and processes for enhanced comprehension and systematic evaluation. This approach ensures a thorough and focused investigation of how motivational speeches construct meaning through the interaction of these two core elements.

For the participant analysis, we developed the working scheme (See Figure 2.10), showcasing the methodological approach employed to dissect and understand the complex dynamics of transitivity within the analysed motivational speeches.

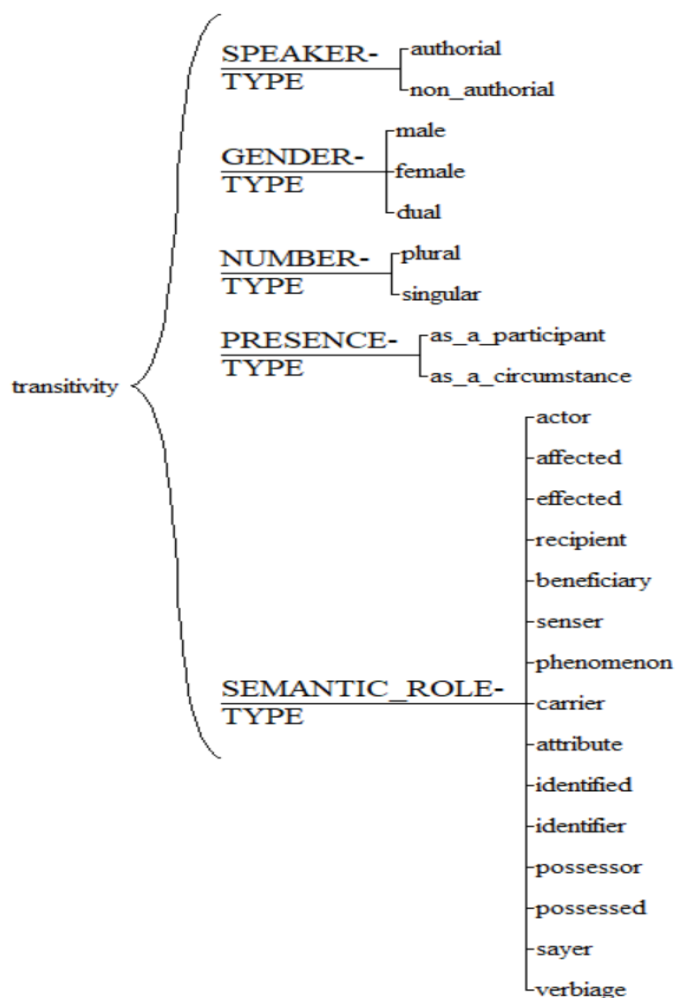


Figure 2.10 The working scheme for analysing participants

This framework, illustrated in Figure 2.10, is a comprehensive scheme for analysing participant roles in motivational public speeches, based on the theoretical approach to Transitivity system developed by M. A. K. Halliday & C. M. I. M. Matthiessen (Halliday & Matthiessen, 2014). It is divided into several indices:

- **speaker index:** identifies the speech originator, distinguishing between the speaker's own words and references to others, such as quotes, examples, or stories. This index is categorised into “authorial” and “non-authorial” groups;

- **number index**: classifies words according to grammatical number: 1st person singular and plural, 2nd person singular and plural, 3rd person singular and plural, and unspecified number;
- **gender index**: analyses speech content for gender-specific references, including male, female, dual gender, unknown, no gender, and collective;
- **presence index**: complements the speaker index by differentiating the semantic roles of the main subject in a clause, categorised either “as a participant” or “as a circumstance”;
- **transitivity index**: aligns with M. A. K. Halliday & C. M. I. M. Matthiessen’s classification within various clause types – material, mental, verbal, relational, and existential.

To conclude, these indices provide a detailed analytical framework for investigating motivational public speeches. The *speaker index* helps identify who is responsible for each part of the discourse, distinguishing between the speaker’s own words and borrowed content, such as quotes or stories. The *number index* allows for an analysis of how the speaker addresses the audience, whether as an individual, group, or collective entity, influencing the inclusivity and scope of the message. The *gender index* helps identify how gender-specific references are used to appeal to particular audiences or create gendered emotional or rhetorical responses. The *presence index* offers insight into the roles participants play within the motivational public speech, identifying whether they are central to the process or merely providing contextual background. Finally, the transitivity sub-system provides a detailed examination of how actions, thoughts, and relationships are structured, revealing how speakers use different clause types to engage with the audience, convey emotions, and persuade. The integration of these indices aids in uncovering the underlying strategies speakers use to emotionally connect with their audience and reinforce their motivational messages.

Taking into account transitivity system, *material clauses* are the clauses of “doing and happening”, encompassing both concrete physical processes and abstract events. They are further subdivided into creative and transformative types, each with either intransitive or transitive entities. Participants of these clauses include *actor* (initiator of

action), *affected* (receiver of action), *scope*, *recipient*, *client*, and *attribute* (Halliday & Matthiessen, 2014, p. 224-243). *Mental clauses* known as “sensing clauses”, reflect the elements and constituents of consciousness, similar to material clauses but occurring within the realm of sentience. They feature *senser* (experiencer of a mental process) and *phenomenon* (the object of the mental process) (ibid., p. 245). *Relational clauses* are central to characterisation or identification, often utilising the verb “to be”. They are categorised as either attributive or identifying. Participants of relational clauses are *identified* and *identifier* in identifying clauses, and *carrier* and *attribute* in attributive clauses. *Possessive* aspects involve *possessor* and *possessed* (ibid., p. 259-265). *Verbal clauses* referred to as “clauses of saying”, these are key to narrative and dialogue in discourse. As participants they encompass *sayer* (speaker), *verbiage* (spoken content), *receiver*, and *beneficiary* (ibid., p. 302). *Existential clauses* indicating the occurrence or existence of events, these clauses typically use the constructions “there is” or “there are”. They are characterised by the *existent*, signifying entities that are stated to exist (ibid., p. 256).

The participant elements in various clause types aid in analysing how motivational speeches engage and influence the audience. In *material clauses*, the *actor*, *affected*, and *recipient* roles illustrate who initiates action and who benefits, emphasising responsibility and motivation. *Mental clauses*, with the *senser* and *phenomenon*, reveal how the speaker appeals to emotions and thoughts, driving internal engagement. *Relational clauses*, through the *identified* and *identifier*, define key concepts and goals, while the *carrier* and *attribute* assign qualities that reinforce motivational messages. *Verbal clauses*, focusing on the *sayer* and *verbiage*, show how the speaker conveys their ideas, while the *receiver* and *beneficiary* clarify the target audience. Finally, *existential clauses*, with the *existent*, ground the speaker’s message in achievable outcomes, encouraging the audience to believe to inspire action, emotional connection, and belief in achievable goals.

The participant analysis framework sets the foundation for subsequent processanalysis of communicative properties of motivational public speeches, depicted in the subsequent figure (see Figure 2.11). This holistic approach offers a nuanced understanding of the participant roles and interactions within motivational speeches,

based on the established linguistic theories of M. A. K. Halliday & C. M. I. M. Matthiessen (2014, p. 225-307, 258, 345).

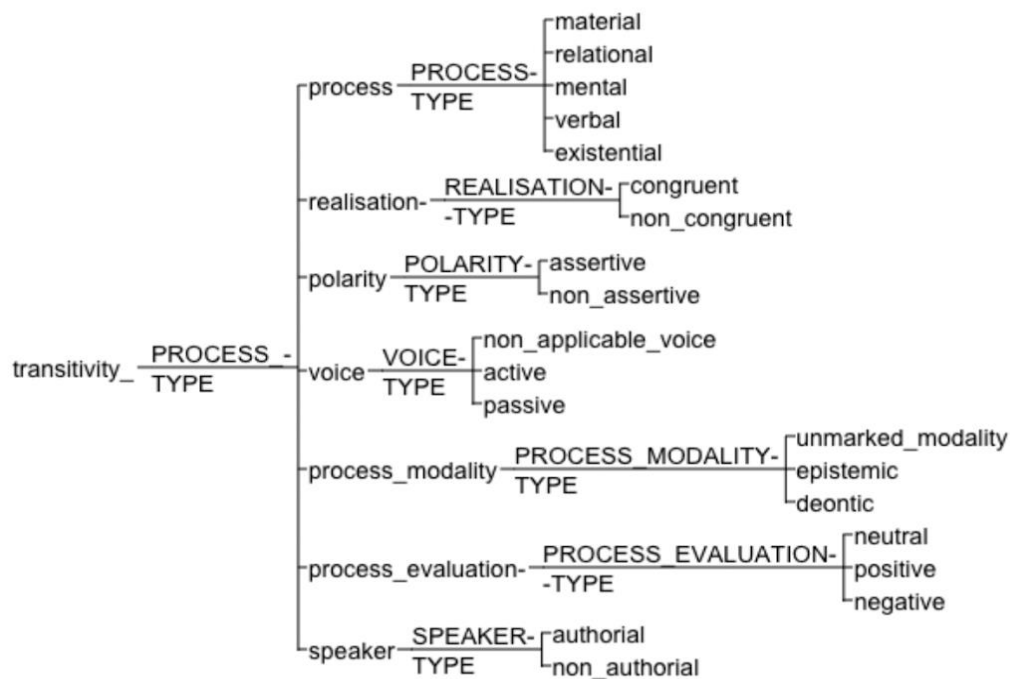


Figure 2.11 The working scheme for analysing processes

The framework begins with the *Process index* divided into several sub-indices: *material*, *relational*, *mental*, *verbal*, and *existential*. The *Process index* is followed by the *realisation index*, expressed through *congruent* and *non-congruent* means. *Non-congruent* means generally involve nominal groups, while *congruent* means involve verbal groups (ibid., p. 468). Next is the *polarity index*, which differentiates between *assertive* and *non-assertive* phrases, often determined by the presence of “not” (ibid., p. 22). *The voice index* encompasses non *applicable voice*, *active voice*, and *passive voice*. *Modality* is another crucial index, divided into *unmarked modality*, *epistemic modality* (related to likelihood), and *deontic modality* (related to obligation) (ibid., p. 619). The *evaluation index* is vital for assessing the *neutral*, *positive*, or *negative* tone of a clause, which helps reveal the overall tone of the discourse. Finally, the *speaker index*, which includes *authorial* and *non-authorial sub-indices*, has to do with who the participant is (i.e., the author themselves or someone else).

2.4.2 The basic working scheme for motivational speeches: emotivity analysis

The formation and realisation of discourse are complex cognitive processes, deeply influenced by a broad spectrum of emotions (Klann-Delius, 2015, p. 141). Correspondingly, the interpretation of discourse is heavily influenced by emotional references to the context (Benítez-Castro & Hidalgo-Tenorio, 2019, p. 207). This influence manifests in both convergences and challenges when analysing emotions within discourse. This subsection delves into the expression and interpretation of emotions in motivational public speeches, with a focus on AT as proposed by J. R. Martin & R. R. White, with the SFG approach of M. A. K. Halliday & C. M. I. M. Matthiessen as a key tool for emotivity analysis.

Public speeches, a subject of study for decades, play a vital role in linguistic research. A key area of interest is identifying the unique characteristics of logically structured communicative expressions. Recent studies suggest that speeches rich in emotional content are more engaging and memorable than purely factual narratives, highlighting the impact of emotion on persuasiveness (Ratneshwar & Thorson, 2017). Meanwhile, it is essential to comprehend that emotions are viewed as psychophysiological processes that generate feelings, which influence the perception of reality, shaping the direction of partially conscious thought-based speech and thought-driven actions (Калита, Клименюк & Тараненко, 2024, с. 100).

AT offers a framework for studying evaluation in texts, in general, and the emotional dimensions of various discourses, in particular. It posits that people's cognitive appraisal and feelings towards a situation shape their behaviour, particularly in relation to the evaluation of emotions (Raghunathan & Pham, 1999). Furthermore, it plays a crucial role in the interpersonal metafunction, facilitating the analysis of how individuals communicate and express emotions (Martin & White, 2005, p. 7). AT focuses on how speakers express a range of emotions, from approval to disapproval, certainty to uncertainty, and beyond, within linguistic discourse (Martin & White, 2005; Bednarek, 2006, 2008). It encompasses three main structural components: *attitude*, *engagement*, and *graduation*. *Attitude* itself comprises *appreciation* (evaluating objects or concepts), *judgment* (assessing behaviour adaptation to circumstances), and *affect* (the expression of the speaker's emotions) (Martin & White, 2005, p. 35-36). *Engagement* reflects the speaker's stance, utilising tools such as modality, projection, and polarity, among others. It also includes linguistic devices that influence the speaker's attitude towards different values, such as denial, counter-argument,

and quoting (Martin & White, 2005, p. 36; Rentel, 2012, p. 342). **Engagement** is integral in aligning the author's voice with the core propositions in the text. This includes both monoglossic (without acknowledging alternative viewpoints) and heteroglossic (incorporating a spectrum of views) elements (Martin & White, 2005, p. 100). **Graduation**, the third component, is a scale for ranking evaluations along two axes: **force** (intensity) and **focus** (prototypicality) (ibid., p. 137). In summary, AT, as detailed by J. R. Martin & R. R. White, provides a comprehensive framework for analysing emotions in discourse, culminating in their summarisation in self-designed Figure 2.12.

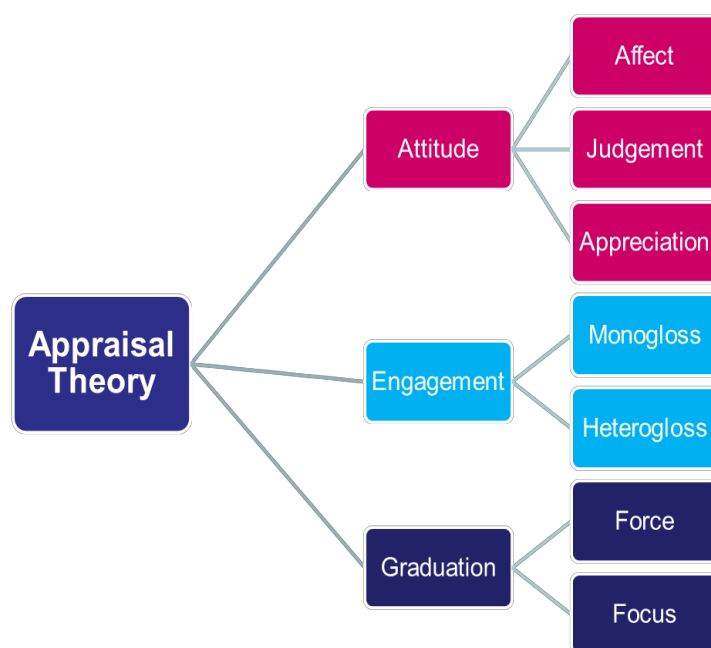


Figure 2.12 An overview of the Appraisal framework

Taking into account the structural elements of AT, it can be observed that **attitude** reveals how speakers use emotions and values to encourage, persuade, and uplift their audience. **Graduation** is crucial for understanding the intensity and emphasis of motivational public speeches. By analysing **force** (amplification or downscaling of meaning) and **focus** (sharpening or softening of categories), one can observe how speakers escalate urgency, reinforce optimism, or create a sense of collective responsibility through their word choices. Engagement allows for an exploration of how speakers position themselves and their audience within the discourse. Motivational public speeches often employ inclusive language, rhetorical strategies like counter-arguments to address doubts,

and quotations to add credibility. Examining monoglossic and heteroglossic elements reveals whether a motivational public speech presents a singular, authoritative vision or acknowledges alternative perspectives to enhance persuasion. For the emotional-communicative analysis of motivational speeches, we primarily use *attitude* components, as they closely interact with the speaker's emotions.

As is admitted in Figure 2.13, *attitude* is segmented into three primary subcomponents: *affect*, *judgment*, and *appreciation*, each contributing uniquely to the emotional landscape of the speeches. To our opinion, *affect* as the first element should be reconsidered and extended by a more modern approach (see Figure 2.13), which we will discuss and explain further. The second type of *attitude* component embodied in the working scheme for emotivity analysis of motivational speeches is judgment. It falls under the category of *evaluation* and is deeply related to the conveying of opinion. Generally, the structural elements of judgment may be divided into two groups, concerning *social esteem* or *social sanction*. *Normality*, *capacity*, and *tenacity* are the cornerstones of the *social esteem* system. Meanwhile, *veracity* and *propriety* are the crucial elements of the *social function* group (Martin & White, 2005, p. 52-56).

In motivational public speeches, *judgment* reveals how speakers evaluate individuals and actions to shape audience perception. *Social esteem (normality, capacity, tenacity)* highlights competence, resilience, and determination, while social sanction (*veracity, propriety*) reinforces ethical responsibility and trust. Positive judgment inspires confidence and motivation, whereas negative judgment critiques obstacles to drive action. This analysis uncovers rhetorical strategies used to persuade, inspire, and establish moral authority within motivational discourse.

The third type of attitude component is appreciation, a primordial aspect directly influencing the construing of the individual evaluation. It may be subdivided into three subgroups: our “reactions” (or outer impact) to the particular life situation; the “composition” of these phenomena evolving the balance and complexity of the emotional responses; and, finally, their “valuation” (ibid, 2005, p. 56-57). In motivational public speeches, *appreciation* thus allows us to examine how the speaker uses positive evaluations to motivate, reinforce, and persuade the audience, shaping how they perceive and react to the speaker's message. Moreover, it enables us to investigate how speakers evaluate and

convey the worth or value of objects, actions, or ideas that are central to their message. For instance, reactions indicate how the speaker responds to particular situations or events, highlighting their emotional or evaluative response to challenges or success; composition reveals how speakers build complexity or simplicity to guide their audience's understanding of motivation; valuation demonstrates how the speaker assigns value to notions like perseverance, success, or collective action, and how these values are framed as desirable or necessary for achieving goals. This aspect highlights the evaluative language used to inspire action or belief in the audience. Taking into account the aforementioned information about the structural elements of AT enables us to construct and present a working scheme for emotivity analysis within the broader context of the study. The accompanying illustrations highlight the specific structural features and intricacies of this analytical framework (see Figure 2.13).

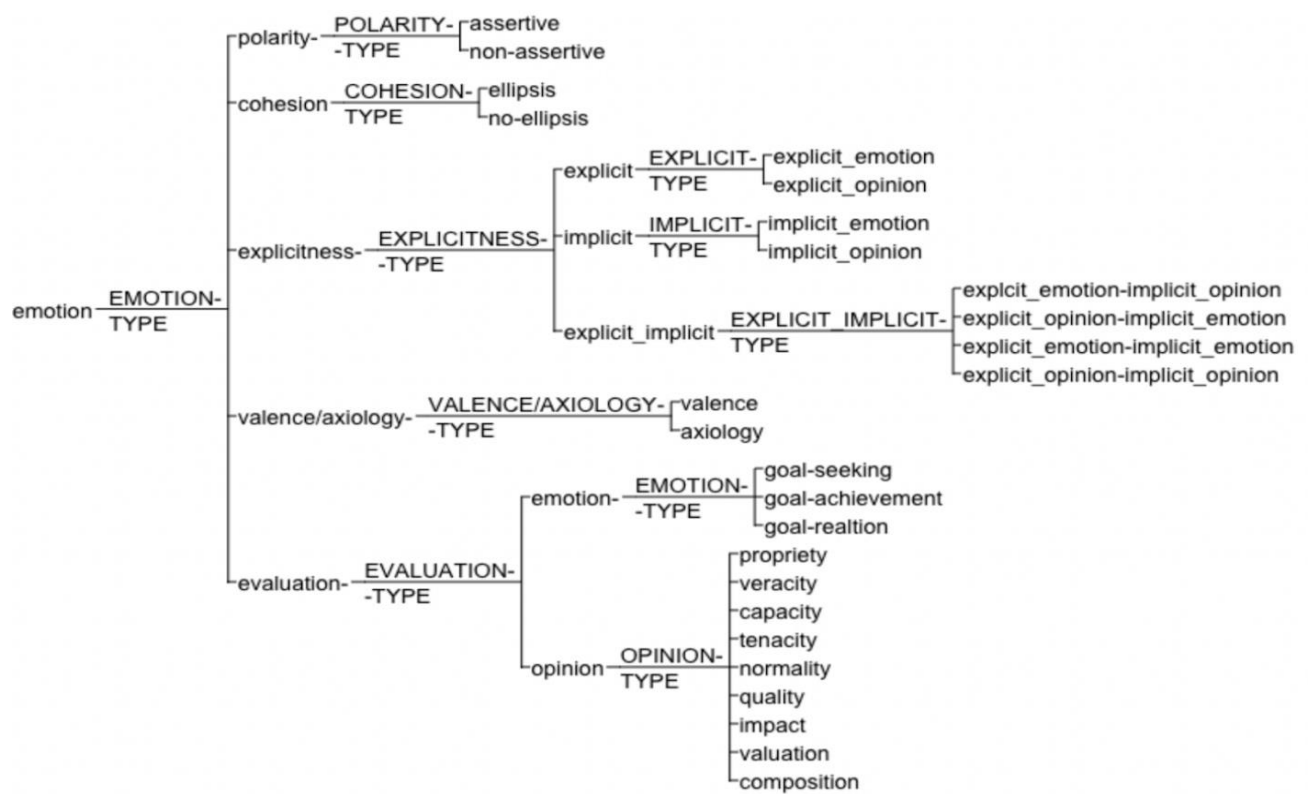


Figure 2.13 Properties and features of the working scheme for emotivity analysis

Beyond the *attitude* component, the framework incorporates other crucial elements: Polarity assesses the positivity or negativity of clauses, distinguishing between *assertive* and *non-assertive* units (Halliday & James, 1993). In motivational speeches, positive *polarity*

can inspire optimism and encourage action, while negative polarity might address challenges, setbacks, or potential obstacles, showing the speaker's strategy for overcoming adversity. **Cohesion** refers to the use of **ellipsis** and **non-ellipsis**, shaping wording, grammatical expressions, and discourse continuity (Halliday & Matthiessen, 2004, p. 536). **Ellipsis** can suggest a sense of efficiency and focus, while **non-ellipsis** (using explicit words) may serve to reinforce key ideas. **Cohesion** assists in maintaining the structure of the speech, guiding the audience through logical or emotional shifts in the message. **Explicitness** ranges from **explicit** to **implicit** and mixed expressions, addressing the overt or covert nature of meaning. In motivational public speeches, **explicitness** conveys direct calls to action, while implicit expressions evoke emotions or values subtly, encouraging personal interpretation. The **explicit-implicit** dynamics reveal the speaker's rhetorical choices in engaging the audience emotionally and ideologically. **Valence** and **axiology** examine emotional and evaluative dimensions, with **valence** focusing on the general depiction of emotions and **axiology** analysing the text's value orientation (Martin & White, 2005, p. 216). Accordingly, **valence** reflects the emotional tone of the motivational public speeches, indicating whether emotions are positive or negative. Meanwhile, **axiology** reveals ethical and moral judgments of speeches, reinforcing shared values like perseverance, success, and responsibility to enhance persuasion.

As it was previously mentioned, **affect** within Attitude component should be extended by a new approach created by M. A. Benítez-Castro & E. Hidalgo-Tenorio (2019), which integrates insights from AT, neuroscience, and construction theory. This “fine-grained” investigation allows for a deeper understanding of both **explicit** and **implicit opinions** and emotions within discourse. They categorise emotions into three main types: goal-seeking, goal-achievement, and goal-relation, each with distinct subcategories:

goal-seeking emotions:

- attention-grabbing: includes emotions such as **surprise** and **interest**, further divided into **interested** and **uninterested**;
- inclination: comprises **inclined** and **disinclined** emotions.

goal-achievement emotions:

- satisfaction: supported by emotions such as **security** and **happiness**;
- dissatisfaction: based on feelings of **insecurity** and **unhappiness**.

goal-relation emotions:

- oriented around *attraction* or *repulsion*, these emotions are rooted in instinctive attitudes.

Figure 2.14 provides a visual representation of M. A. Benítez-Castro & E. Hidalgo-Tenorio's theoretically enriched *affect* scheme, showcasing the intricate relationships between different emotional categories and their role in the discourse of motivational speeches.

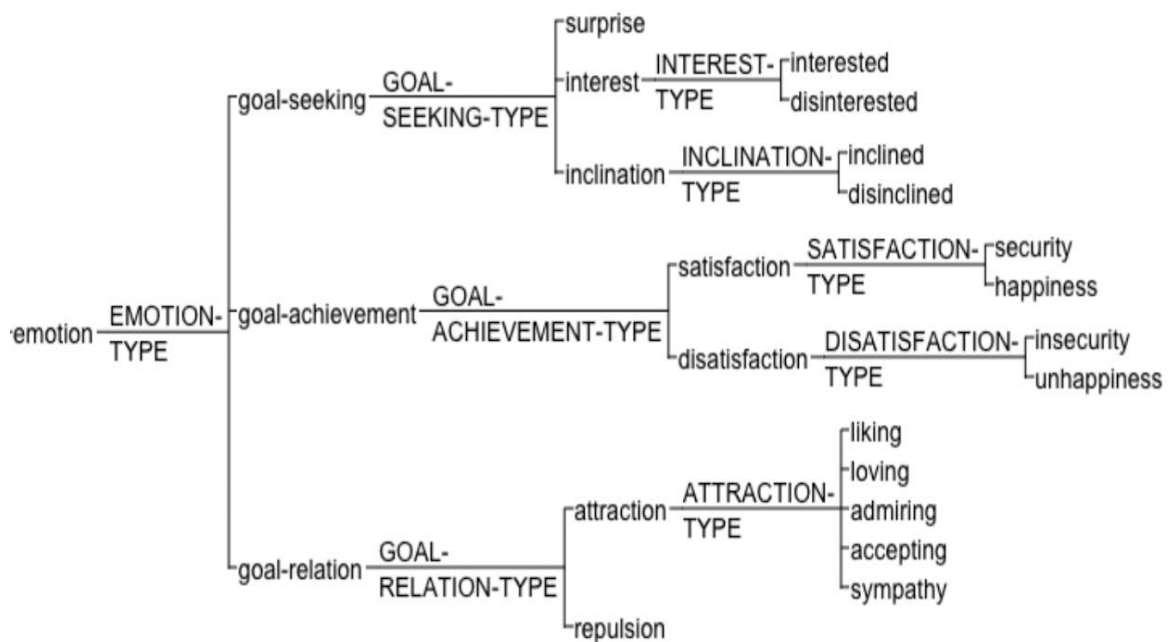


Figure 2.14 Benítez-Castro & Hidalgo-Tenorio's version of the affect scheme

The proposed scheme, grounded in AT, serves as the most effective tool for analysing the emotional-communicative properties of motivational public speeches. Its structured approach enables a systematic examination of how speakers encode emotions, engage their audience, and reinforce values through discourse.

Conclusions to Chapter 2

1. CODA is the primary approach for analysing motivational speeches in this study, supported by CL, FG, and DA. These methodologies ensure the acquisition of reliable statistical data. CL and DA are key for understanding motivational speeches, with CL being the most significant for exploring thought, while FG and AT enhance the communicative analysis of their distinctive features.

2. The empirical material was analysed in nine stages: selecting public speakers and speeches, coding and creating a corpus, choosing the methodological foundation, conducting Corpus-driven and Keyword analysis, developing working schemes, annotating speeches with the UAM Corpus Tool, and processing the data. The corpus consists of 200 speeches (1986-2022), with 20 speeches (10 male, 10 female) annotated for diversity and gender balance. A total of 156,192 lexical units were annotated, covering 375 pages.

3. The corpus of the study includes 20 influential speakers from diverse domains: politics (H. Clinton, K. Harris, B. Obama), business and technology (B. Gates, E. Musk, J. Bezos, S. Sandberg, M. Zuckerberg), film (S. Spielberg, A. Jolie), literature (A. Huffington), sports (D. Beckham), psychology (J. Shetty), music (Madonna), media (O. Winfrey), philanthropy and social development (M. Gates, M. Obama), and diplomacy/education (C. Rice). This selection ensures a broad analysis of rhetorical and linguistic strategies in motivational speeches.

4. Two key tools were employed: AntConc for corpus-driven and keyword analysis using the KWIC tool and the UAM Corpus Tool for manual annotation. The systematically organised corpus considered speaker, gender, expertise, and date. The analysis focused on conceptual metaphors, transitivity in clause structures, and emotional patterns, offering insights into the thematic “aboutness” of speeches.

5. The UAM Corpus Tool analysis proceeded in three phases: preparational (installation and configuration), organisational (adding speeches in txt format and defining analytical layers such as motivation, gender, emotion, transitivity), and annotation (manually coding cognitive-discursive and communicative properties). Three working schemes were developed for conceptual metaphors, participant/process clauses, and emotional constructions.

6. Motivational influence is realised through two key tactics: constructing and intensifying motivational statements. The second scheme, based on CODA (Tenbrink, 2020), examines logical structuring via participant-related (e.g., speaker-centered, thematic focus, audience engagement, gender-specific, semantic-role techniques) and process-related techniques (e.g., process-role, active-passive voice, modality, evaluation, and speaker-related techniques). The third scheme, within the Appraisal framework (Martin & White, 2005), analyses emotional engagement through rhetorical and evaluative strategies, including polarity, cohesion, explicitness, valence/axiology, and evaluation techniques.

CHAPTER 3

KEY FEATURES OF MOTIVATIONAL PUBLIC SPEECHES: A COGNITIVE LINGUISTIC APPROACH

Conceptual metaphors play a crucial role in motivational speeches as they provide a framework for comprehending complex and abstract ideas, such as the MOTIVATION concept, by relating them to more concrete and familiar experiences, thereby making abstract goals more tangible and achievable. The analysis of the research revealed that male and female speakers tend to employ conceptual metaphors in their motivational public speeches, making them the most frequent and powerful tool, as they evoke emotions, enhance audience engagement, and create a sense of personal relevance, ultimately reinforcing the speaker's persuasive impact.

Chapter 3 examines the key features of motivational public speeches through a CL lens, focusing on the analysis of conceptual metaphors. It investigates how metaphors shape the delivery of motivational messages and structure the MOTIVATION concept in the layout of these speeches. Moreover, it also addresses the gendered aspects of metaphor usage and their significance in shaping the audience's perception of motivation. Additionally, the chapter discusses how conceptual metaphors form the foundation of the matrix model of the MOTIVATION concept formed by ontological and structural metaphors.

3.1 Conceptual metaphors in motivational public speeches: a descriptive analytical framework

Conceptual metaphors perform multiple functions in public discourse, contributing to the coherence of both written and oral texts. One of their key roles is ensuring textual cohesion by interconnecting various discourse pieces through intertextual and intratextual “coherence metaphors” (Semino, 2008; Koller, 2004; Deignan, 2005). Beyond coherence, conceptual metaphors also reflect the speaker's attitudes and thought processes, shaping how motivation is verbalised in discourse (Kövecses, 2010, p. 285-286). Additionally, they serve a persuasive function by engaging the audience emotionally, framing abstract notions in familiar language, and generating vivid mental images (Charteris-Black, 2006). The theory of conceptual metaphor provides a framework for the identification and analysis of metaphors, offering

insight into the cognitive processes underlying their construction within a text. Moreover, it examines the transfer of metaphorical meaning between the conceptual structures of the source and target languages (Bystrov & Tatsakovych, 2023, p. 688). Correspondingly, metaphors in public discourse not only structure meaning but also enhance emotional impact, provide cognitive framing, and establish intertextual connections. Their role extends beyond mere linguistic ornamentation, actively shaping how motivation is communicated and perceived.

Conceptual metaphors dominate in all types of discourses, shaping the information within it (Kövecses, 2010, p. 288). Such metaphors arise from human experience, reflecting basic-level categories and synergising with the surrounding world (Stockwell, 2002, p. 109). Numerous influential conceptual metaphors, such as LIFE IS A JOURNEY, COMMUNICATION IS A CONDUIT, FORTUNES ARE BALANCES, GOOD IS UP, ANGER IS A DANGEROUS ANIMAL, TRAFFIC IS A RIVER, ARGUMENT IS A JOURNEY, DEATH IS DEPARTURE, and many others, encapsulate fundamental human experiences and emotions (ibid., p. 110). From a CL standpoint, metaphors are tools for understanding one conceptual domain through another. The Motivation system, identified as the foundational structural element of the public speeches under study, encompasses conventional conceptual metaphors as a one distinct metaphorical component. Table 3.1, presented subsequently, showcases the results derived from the analysis of the Motivation system taken from the UAM Corpus layout, illustrating the prevalence and characteristics of conventional conceptual metaphors within the dataset.

Table 3.1

The descriptive data of the Motivational system in the UAM Corpus Tool

Feature	N	%
MOTIVATION		
Conventional conceptual metaphor	1930	99.79%

Referring to Table 3.1, the focus is on exploring the specific characteristics and frequency of conventional conceptual metaphors. In motivational public speeches, conventional metaphors dominate because they ensure instant comprehension, emotional resonance, and persuasive impact. Unlike novel metaphors, which require cognitive effort to interpret, familiar metaphors allow the audience to understand ideas immediately, making the

speech more effective. Given the nature of oral discourse, speakers rely on well-established metaphors that align with shared cultural values, reinforcing motivation without confusing.

Conventional conceptual metaphors:

- LIFE IS A JOURNEY: *I loved and had read before so it's not as if this was a new journey for me...* (AH_02022018_FE_LIT);
- MONEY IS A BUILDING MATERIAL: *At home, we build a shared prosperity ...* (BO_02062006_MA_PP).

In the framework of our analysis, the Motivation system is a pivotal component of motivational speeches within public discourse, which incorporate five principal types of conceptual metaphors. These include the orientational, structural, and ontological metaphors, as originally conceptualised by G. Lakoff & M. Johnson (1980); the conduit metaphor, introduced by M. Reddy (1979); and the building metaphor (the block-building one in a more traditional terminology), proposed by G. Lakoff & M. Johnson (1980) and Z. Kövecses (2020). Each of these metaphor categories offers a unique lens through which the rhetorical and conceptual structures of motivational speeches can be examined and understood. Table 3.2 showcases the most frequently observed types of conceptual metaphors in motivational speeches. Whilst ontological, structural, and building metaphors are the most recurring, orientational and conduit metaphors are less frequent in the core of motivational speeches.

Table 3.2

The data of the Conceptual indices in the UAM Corpus Tool: descriptive analysis

Feature	N	%
CONVENTIONAL METAPHORS		
Orientalional	73	3.77%
Structural	679	35.11%
Ontological	900	46.54%
Conduit	78	4.03%
Block-building	199	10.29%

Ontological, structural, and building metaphors dominate motivational speeches because they provide a clear framework for understanding abstract concepts, emphasising progress, stability, and effort. These metaphors help structure the message in a way that is engaging and memorable, reinforcing key motivational themes. In contrast, orientational and conduit metaphors are less central because they serve more as underlying cognitive structures rather than primary rhetorical tools. Motivational discourse focuses on inspiring action and transformation, which is more effectively achieved through metaphors that convey dynamic processes rather than basic spatial or communicative relationships. A more detailed examination of the actualisation of these conceptual metaphors is presented below.

Structural metaphors are deeply connected to human experience and are inherently more complex than ontological and orientational metaphors, which primarily help conceptualise abstract ideas in measurable terms and organise them within spatial frameworks. These metaphors establish a structured and coherent system that shapes or interprets one concept through the lens of another (Lakoff & Johnson, 2003, p. 63, 109). As example of structural metaphors from motivational public speeches that were gathered in the course of analysis is provided below:

- CAREER IS A JOURNEY: *It changed the trajectory of my career.* (AH_02022018_FE_LIT);
- LIVE IS A STRUGGLE/ FREEDOM IS A PHYSICAL SPACE: *They volunteer to defend us at the frontlines of freedom.* (CR_2908212_FE_DE).

As seen from the examples, motivational public speeches rely on structural metaphors to frame abstract concepts through familiar, systematised mappings. These metaphors provide a clear cognitive framework, reinforcing ideas of progress, struggle, and agency. By shaping perception and guiding interpretation, they enhance the clarity of the speech, emotional appeal, and persuasive impact. According to the data in Table 3.2, **orientational metaphors**, though less common in motivational speeches under analysis, are nonetheless integral to discourse. When speakers employ spatial metaphors, they often invoke more profound meanings than merely describing the physical environment. F. G. Cassidy (1977, p. 22) and G. Lakoff & M. Johnson (2003, p. 14-21) suggest that these metaphors can implicitly communicate opinions, meanings, and attitudes.

Common orientational metaphors in motivational speeches typically use spatial orientations such as up (1.60%) and down (1.60%). These metaphors effectively reinforce motivational messages by leveraging universal embodied experiences, making them easily understood and emotionally impactful. While other orientations (e.g., front/back, in/out) exist, they do not appear because motivational discourse prioritises movement, growth, and elevation, which are best conveyed through vertical spatial mapping. Examples include:

- VIRTUE IS UP: Metaphors that associate “up” with positive qualities such as high moral standards. Examples: “*high standards*” (CR_2908212_FE_DE), “*highly confident*” (EM_01122020_MA_TECHS);
- NEGATIVE STATES ARE DOWN: Metaphors that relate “down” to negative aspects of life such as low status or unsuccessful outcomes. Examples: “*keep our heads down*” (AJ_07122017_FE_FI), “*low-income people*” (BO_02062006_MA_PP), “*sales start to drop*” (MG_02092010_FE_PH), “*dropped out*” (SJ_12062005_MA_IDES);
- DEPRAVITY IS DOWN: This subcategory of Motivation subsystem specifically addresses moral degradation or decline. Example: “*lacks diversity and equality*”, “*live with conflict and terrorism and displacement and poverty*”, “*to keep our heads down*”, “*bring violence or dishonor to our families*” (AJ_07122017_FE_FI);
- LESS IS DOWN: These metaphors equate “less” with a downward spatial orientation, indicating insufficiency. Example: ... *that’s less than working for a company* ... (WB_19122020_MA_BUS).

Lastly, the orientation FRONT, which is associated with progress and success, particularly in business and career reinforces the idea of forward movement, goal achievement, and strategic advancement. In motivational discourse, this metaphor emphasises proactive decision-making, perseverance, and a clear vision of the future. Left and right are not common as they lack a clear association with positive or negative dynamics. Additionally, their symbolic meanings can vary across cultures, making them less universally effective. Motivational speakers prioritise spatial metaphors that evoke immediate and strong associations, with up representing success and forward signifying progress. For example:

- **SUCCESS IS A FOREFRONT:** Representing progress and leading positions. Example: “*the United States military has been on the forefront of research*” (KH_02062021_FE_PP).

Ontological metaphors categorised into three distinct types: ontological proper, container metaphors, and personifications, drawing from lived experiences, suggest that speakers frequently use personal experiences in their motivational speeches. The use of ontological metaphors can be seen as a key factor in creating a connection between the speaker and the audience. By sharing personal stories and experiences, speakers engage in an intimate act of communication, building bridges of understanding with their listeners. In light of this, ontological metaphors serve as more than just rhetorical devices; they are a means of personal expression and establishing connections in public discourse.

Table 3.3 offers insights into the frequency and types of ontological metaphors used in motivational speeches under study. These data further illuminate the significance of personal experience in public speaking and its role in creating memorable and impactful discourse.

Table 3.3

The data of the ontological subsystem descriptive analysis in the UAM Corpus Tool

Feature	N	%
Ontological		
Ontological proper	428	22.13%
Container	299	15.46%
Personification	169	8.74%

In alignment with the data in Table 3.3, *ontological proper metaphors* are the most frequently used in the motivational public speeches, as compared to container metaphors which are used rather moderately as well as metaphorical personifications that are quite rarely applied in motivational speeches under analysis. Comprehension and estimation of our experience in terms of particular entities or substances enable us to choose specific parts of experience and approach or define them as unique phenomena of a “uniform kind”. The

variation of ontological metaphors depends on the purpose of their usage such as referring, quantifying, identifying aspects, identifying causes, setting goals, and motivating actions (Lakoff & Johnson, 2003, p. 26-27). For example:

- TIME IS MONEY: *And I think, after working on this and spending most of my time*. (MZ_04042019_MA_I-ENTR);
- A LIVING BEING IS A FEATURE OF TERRAIN: *Gayle who's been a friend and Sted man who's been my rock*. (OW_08012018_FE_MI);
- ATTRIBUTES ARE POSSESSIONS: ... *companies should be responsible for having pro-active enforcement* ... (MZ_04042019_MA_I-ENTR);
- SUCCESS IS A MACHINE: ... *and openness that has always been the engine of our progress* ... (MO_03062016_FE_SD).

G. Lakoff & M. Johnson define *container metaphors* as “the basic kinds of experience” due to the fact that all human beings are divided from the rest of the world by their physical bodies assisting in discovering new knowledge through the “in-out orientation”. There are three types of container metaphors, depending on the nature of the boundaries and inclusion-exclusion relations, namely spatial, social, and emotional (Lakoff & Johnson, 2003, p. 30-32), all of which occur in the corpus of motivational speeches. For instance:

- LIFE IS A CONTAINER: ... we already find ourselves *in a different and precarious position*. (BO_02062006_MA_PP);
- CAREER IS A CONTAINER: ... *I was very lucky in my career*. (DB_01022020_MA_SPT);
- SOCIETY IS A CONTAINER: *If women have a chance to work and earn as full and equal partners in society* ... (HC_05111995_FE_PP);
- MONEY IS A CONTAINER: ... *they only had a million dollars in annual revenue*. (JB_01122003_MA_ECOM).

Personification is viewed as the most vivid type of ontological metaphor since it provides extra information about various ranges of obtained experiences by unliving entities concerning the aspects of “human motivations, characteristics, and activities”. However, personification is not a “single unified general process”. It is conditioned by the fact that almost every personification is outstanding and unique due to the person’s worldview

conveying and designing it in the specific context (Lakoff & Johnson, 2003, p. 32). For instance:

- COUNTRY IS A LIVING BEING: ... *where does America stand?* (CR_2908212_FE_DE);
- WORLD IS A LIVING BEING: ... *world focused for the first time on the crisis* ... (KH_02062021_FE_PP);
- TECHNOLOGY IS A LIVING BEING: ... *make sure that data privacy controls are strong*. (MZ_30102018_MA_I-ENTR).

G. Lakoff & M. Johnson emphasise that metaphorical structuring of concepts often manifests itself partially in the lexicon of a language, particularly within the phrasal lexicon, which frequently includes “fixed-form expressions” (Lakoff & Johnson, 2003, p. 56-58). An example of this is the conceptual metaphor THEORIES ARE BUILDINGS. This metaphor allows for the application of terms from one domain (BUILDING) to articulate aspects of another, metaphorically defined domain (THEORIES).

The BUILDING concept, with its structural elements such as foundations and outer shells, can be metaphorically aligned with various aspects of THEORIES. However, it is noted that some building elements, such as rooms, stairs, and furniture, may not logically correspond to the THEORY concept (Lakoff & Johnson, 2003, p. 53). In the corpus under study, a significant presence of ***block-building metaphors*** led to their categorisation into separate classes to examine how speakers “build their reality”. Examples include:

- A LIVING BEING IS A BUILDING MATERIAL: ... *I'm proud to be part of that as an Englishman*. (DB_01022020_MA_SPT);
- WORLD IS A BUILDING MATERIAL: “*our world is interconnected*”, “*world is fragile*”, (KH_02062021_FE_PP), and “*globalisation will bring both benefits and disruptions*” (BO_02062006_MA_PP);
- CAREER IS A BUILDING MATERIAL: ... *remarkable career growth has created new wealth*. (BG_01122015_MA_SD).

The block-building metaphors play a vital role in motivational public speeches, as they symbolise the gradual accumulation of success, knowledge, and resilience and effectively inspire audiences by highlighting growth, construction, and progress, reinforcing the core objectives of these types of speeches.

The structure of conceptual metaphors involves conceptual domain A being equated to conceptual domain B. Thus, it comprises a source domain and a target domain, respectively, with the target domain often relating to various aspects of everyday life and typically encompassing abstract and complex phenomena (Kövecses, 2010, p. 25-28). Throughout the research, it was observed that public figures often utilise various metaphorical concepts to construct their reality, particularly in relation to motivating their audience. To further analyse the relevance and topicality of the target domains of these conceptual metaphors, Appendix G presents the data derived from public speeches, offering a view on how these metaphors engage and motivate listeners.

Typology of target domains. Given these data (see Appendix G), we analyse the topicality of target domains frequently employed in conceptual metaphors in motivational speeches. For clarity in research, these target domains were categorised into three groups: *most frequent, moderately frequent, and less frequent*.

The most frequent target domains include LIFE (19.34%), ATTRIBUTES (7.03%), CHANGES (6.05%), CAUSES (3.98%), CAREER (5.69%), TIME (4.81%), LIVING BEING (5.22%), DIFFICULTIES (2.69%), VALUE (7.39%), COUNTRY (6.05%), COGNITION (2.64%), and COMMUNICATION (2.84%). These domains are prevalent in motivational speeches under analysis, as they encompass a diverse and multilayered array of elements that help speakers to articulate their stance on various aspects of life and career, challenges, moral values, national identity, etc. A significant theme within this group is the philosophy of life (see Appendix G).

The second group, classified as *moderately frequent*, comprises the domains of STATES (1.65%), PURPOSE (1.09%), MOTIVATION (2.02%), MONEY (1.34%), SUCCESS (1.34%), MATERIAL OBJECT (1.29%), SOCIETY (1.55%), MEANS (1.91%), and WORLD (1.81%). These domains indicate that alongside life philosophy, motivational speeches often address socially relevant topics such as policy, finance, success strategies, motivation, and the pursuit of broader personal and societal goals.

The third group, *less frequent* but more diverse, includes a wider range of target domains, reflecting the aim of the research to explore the breadth of concepts forming the target

and source domains. This helps in understanding how speakers construct and perceive the world. This group encompasses the domains of LOVE (0.10%), LITERATURE (0.05%), LANGUAGE (1.50%), HEALTH (0.88%), ATTENTION (0.05%), HABIT (0.10%), WAR (0.16%), MIND (0.41%), VOICE (0.05%), POWER (0.62%), FREEDOM (0.67%), INSPIRATION (0.41%), IDEAS (1.09%), EDUCATION (0.88%), JOURNEY (0.10%), TECHNOLOGY (1.24%), BELIEF (0.16%), LESS (0.41%), HIGH-STATUS (0.05%), LOW-STATUS (0.21%), GOOD (0.05%), LIGHT (0.10%), MUSIC (0.05%), INFORMATION (0.31%), DEPRAVITY (0.67%), UNCONSCIOUS (0.05%), VIRTUE (0.72%), SCIENCE (0.10%), CONSCIOUS (0.16%), DEATH (0.05%), MORE (0.57%) and HAVING CONTROL (0.05%).

Typology of source domains. In motivational speeches under study conceptual metaphors highlight the source domains, containing a range of physical concepts that elucidate the target domain, thus revealing the underlying essence of the target concepts (see Kövecses, 2020, p. 25-28). The table H.1 The source domain of the conceptual metaphors within the corpus in the Appendix H showcases the source domains of the conceptual metaphors identified in the corpus under analysis, providing further insight into the metaphoric structures used by speakers in motivational speeches (see Appendix H).

Based on the data presented in Appendix H, the source domains of the conceptual metaphors used in motivational speeches, similarly to the respective target domains, can be organised into three distinct groups: most frequent, moderately frequent, and less frequent. This classification mirrors the structure used for the target domains.

In the category of *the most frequently occurring source domains*, we find such concepts as POSSESSIONS (7.03%), MOVEMENTS (6.57%), MATERIAL OBJECTS (5.33%), WAR (5.53%), BUILDING MATERIALS (9.62%), SIZE (6.77%), CONTAINER (14.79%), and A LIVING BEING (8.74%). The prevalence of the CONTAINER metaphor, in particular, aligns with the observation that life issues and motivations in the target domain are often conceptualised in terms of abstract notions. This suggests a logical connection between these frequently used source domains and their corresponding target domains, reflecting a common thematic focus.

The second group, classified as *moderately frequent*, includes the domains of FORCES (3.88%), BLOCKAGES (2.07%), BURDENS (1.55%), JOURNEY (3.77%), PERCEPTION (2.43%), GAME (1.45%), PATH (2.02%), DOWN (1.60%), UP (1.60%), and SENDING IDEAS (2.38%). This grouping appears to predominantly address themes of constraints, emotions, and spatial orientation, indicating a diverse range of conceptual mappings in the motivational speeches.

The third group, classified as *less frequent*, encompasses a broader array of concepts and conceptual domains. These include LOCATIONS (1.19%), FOOD (0.16%), AGRICULTURE (0.31%), FEATURE OF TERRAIN (0.36%), COUNTERFORCES (0.26%), LACK OF ENERGY SOURCES (1.14%), MONEY (1.34%), VALUABLE THING (0.41%), PLANNING (0.10%), MUSIC (0.21%), LIQUID (0.05%), CLOTHES (0.26%), THEATRE (0.31%), FAMILY (0.10%), SCIENCE (0.67%), STORY (0.78%), FRAGILITY (1.03%), LENGTH (0.41%), PLANNING (0.10%), FEAST (0.31%), POWER (0.10%), INSPIRATION (0.05%), BELIEF (0.16%), AMBITION (0.36%), ENERGY (0.05%), RISK (0.05%), LIGHT (0.21%), DESTINATIONS (0.88%), BUILDING (0.21%), LACK OF IMPEDIMENTS TO MOTIONS (0.10%), LANGUAGE (0.10%), MACHINE (0.47%), NATURE (0.16%), and FRONT (0.05%). This wide range of source domains reflects the extensive scope of metaphoric expressions used by speakers to construct and convey complex ideas and emotions.

The pairing of source and target domains. The analysis of the above source and target domains provides valuable insights into the prevalent conceptual metaphors in motivational speeches under study. The target domains, often abstract in nature, are paired with more tangible and physical source domains, creating a rich tapestry of metaphorical language that enhances the communicative impact and resonance of these speeches.

This pairing facilitates a deeper understanding of the speakers' messages, as they navigate through various themes such as LIFE, ATTRIBUTES, CHANGES, and CAREER, using metaphors grounded in everyday physical experiences and objects. For instance, the metaphor LIFE IS WAR illustrates the conceptualisation of life as a series of battles and struggles, emphasising resilience and persistence. This metaphor, grounded in the primary metaphor layout, illustrates G. Lakoff's (1993) notion of basic local mapping and

J. E. Grady's (1997, p. 104) metaphorical inheritance, showing the interconnectedness of complex and basic metaphors.

Primary metaphors are fundamental, experience-based associations linking sensorimotor and abstract domains (e.g., KNOWING IS SEEING), forming the foundation for more complex metaphors through repeated correlations in everyday life. The primary metaphor layout reflects Lakoff's (1993) basic local mapping, which directly connects embodied experiences with abstract concepts, such as AFFECTION IS WARMTH arising from physical warmth in close relationships. Grady's (1997, p. 104) metaphorical inheritance explains how complex metaphors evolve from primary ones, as seen in LIFE IS A JOURNEY building on PURPOSES ARE DESTINATIONS and ACTIONS ARE MOTIONS. While basic local mapping establishes direct conceptual links, metaphorical inheritance demonstrates how these mappings combine into sophisticated metaphorical systems, making primary metaphors essential for structuring abstract thought in motivational discourse. For example:

- *I think there are going to be a lot of breakthroughs on the medical front, particularly around the synthetic mRNA.* (EM_01122020_MA_TECHS);
- *We can ... find a cure or vaccine for HIV, and protect the planet.* (BG_01122015_MA_SD).

ATTRIBUTES ARE POSSESSIONS, as another example, aligns with G. Lakoff's (1993, p. 206) discussion on the duality of metaphors involving "locations – objects pairs". J. E. Grady (1997, p. 109) expands on this with the event structure metaphor, which encompasses such branches as the location-event and the possession-event: the former being based on motions and locations, while the latter on possessions, objects, and transfer. This metaphor reflects the gestalt impressions of people and the entities associated with them (ibid., p.111). For instance:

- *But I was terrible and I had a very heavy accent, even heavier than now.* (AH_02022018_FE_LIT);
- *Everything I have is a gift from God.* (MA_14012016_FE_MU).

The CHANGES ARE MOVEMENTS metaphor captures the dynamism of transitions and progressions. J. E. Grady (1997, p. 26) suggests that our sensory experiences, including movement detection, are integral to our direct perception of our bodies and environments.

This metaphor incorporates the domain of physical movements, mapping them onto the domain of actions and changes (ibid., p. 103). For instance:

- *Even, I mean, just to put this into perspective, even when we went public ...* (MZ_04042019_MA_I-ENTR);
- *We can change communities and we can change whole nations ...* (MG_02092010_FE_PH).

A LIVING BEING IS A CONTAINER metaphor is based on J. E. Grady's (1997, p. 98) assumption that thoughts can be conceptualised as entities within a person, rendering human beings as containers or bounded spaces of these internal experiences. For instance:

- *But the truth is that success is so based on what we can create what we have inside us ...* (AH_02022018_FE_LIT);
- *Listen to what's in you and decide what it is that you care so much about ...* (BO_02062006_MA_PP).

CAREER IS A CONTAINER and CAREER IS A JOURNEY metaphors are also pivotal for motivational speeches. The former views a career as a bounded entity with distinct characteristics, separate from other life aspects. The latter metaphor, CAREER IS A JOURNEY, provides a conceptual mapping between the abstract notion of career progression and the tangible concept of JOURNEY, resonating with the idea of navigating through professional paths and milestones. For instance:

- *... I've done a lot in my career ...* (DB_01022020_MA_SPT);
- *Thank you for acknowledging my ability to continue my career ...* (MA_14012016_FE_MU).

A LIVING BEING IS A FRAGILE ENTITY metaphorises vulnerability and authenticity by equating living beings with fragility or susceptibility to harm. This metaphor can intensify the emotional impact of a speech, as in:

- *... made us all more willing to be authentic and vulnerable ...* (AH_02022018_FE_LIT).

COUNTRY IS A LIVING BEING uses the metaphor of a living organism to describe a nation. Due to this fact, personification of a country can be more relatable and dynamic, as seen in:

- *We are a confident country ...* (BO_02062006_MA_PP).

It suggests that a country, like a living being, has its own disposition and identity.

VALUE IS A MATERIAL OBJECT conceptualises abstract values (such as peace and power) as tangible objects. This metaphor can make complex abstract concepts more concrete and understandable, as in:

- ... *peace and strength and joy it's brought me* ... (AH_02022018_FE_LIT).

CAUSES ARE FORCES draws from Lakoff's Event Structure metaphor, illustrating causes as dynamic forces (Lakoff, 1993). This metaphor can simplify complex causal relationships into more tangible concepts, evident in phrase such as:

- ... *it gives them a chance to ask* ... (DB_01022020_MA_SPT).

DIFFICULTIES ARE BLOCKAGES presents challenges as physical obstructions, enhancing the understanding of difficulties as tangible hurdles to be overcome. This is seen in:

- *They're going to face different circumstances* ... (WB_19122020_MA_BUS).

COGNITION IS PERCEPTION links mental activities with sensory experiences, making abstract cognitive processes more graspable. This is illustrated in:

- ... *view your challenges as a disadvantage* ... (MO_03062016_FE_SD).

COMMUNICATION IS SENDING IDEAS presents M. Reddy's (1979) conduit metaphor, conceptualising communication as the transmission of ideas. This metaphor can help audiences visualise the exchange of thoughts, as in:

- *And I could've taken the words of wisdom from that old man* ... (BO_02062006_MA_PP).

VALUE IS SIZE equates the importance or significance of something with its physical size, making value judgments more visually apparent. An example of this is:

- ... *a huge reporting system in chemists* ... (MG_02092010_FE_PH).

Finally, conceptual metaphors in motivational public speeches function as cognitive, rhetorical, and emotional devices that enhance both understanding and persuasion. By mapping abstract ideas into familiar experiences, they promote clarity, emotional impact, and engagement. The prominence of ontological, structural, and block-building metaphors underscores their role in reinforcing motivational messages, emphasising personal experiences, structured advancement, and the gradual achievement

of success. Ultimately, conceptual metaphors are more than stylistic elements – they are essential to how motivation is expressed, internalised, and acted upon in public discourse.

These metaphors in motivational speeches under analysis reveal a sophisticated interplay between abstract concepts and physical experiences. By employing such metaphors, speakers can effectively convey complex ideas, resonate with their audience on a deeper level, and facilitate a more profound understanding of the discussed themes.

3.2 Conceptual metaphors in the matrix model of the MOTIVATION concept

The conceptualisation of MOTIVATION in public discourse that shows how various aspects of speakers' experiences are mirrored in motivational speeches and their delivery could be reconstructed through modeling the MOTIVATION concept which involves two stages:

- identification of conceptual metaphors: utilising the UAM Corpus Tool, the first step involves analysing the corpus data to identify all linguistic expressions as markers of respective conceptual metaphors that encapsulate speakers' experiences and facilitate the understanding of one concept in terms of another (Lakoff & Johnson, 1980; Reddy, 1979; Kövecses, 2020);
- defining the range of structural elements within these conceptual metaphors, which involves dissecting the metaphors under analysis into their target and source domains, which act as the foundational platform for the further reconstructing of the MOTIVATION concept.

In this research, we ground our analysis on the theories of Zhabotynska and Langacker. Langacker's approach conceptualises meaning as emerging from a hierarchical structure in which a general concept gives rise to increasingly specific ones, thereby forming distinct yet overlapping domains (Langacker, 2008, p. 45). This network of interrelated domains – referred to as the conceptual matrix – serves as the foundation of a linguistic unit's meaning, where the domains interconnect and sometimes fully incorporate one another (Langacker, 2008, p. 44-47).

Out of various types of conceptual metaphors identified in motivational speeches under study (see Appendices F and G), we focus here upon ontological and structural

metaphors as they are the most informative due to their complexity and the rich, multifaceted foundation rooted in the speaker's experience. The target and source domains of ontological and structural metaphors serve as a strong foundation for constructing a matrix model of the MOTIVATION concept, as they enable a systematic and multidimensional representation of conceptual structures.

Specifically, ontological metaphors conceptualise abstract notions by associating them with concrete entities, thereby framing motivation in terms of objects, containers, or substances. This approach aligns with Zhabotynska's (2009) methodology, which organises conceptual information within structured domains. Moreover, structural metaphors facilitate knowledge transfer by mapping a well-defined source domain onto a less familiar target domain, thereby establishing hierarchical and relational connections essential for a matrix model. Consequently, the integration of these metaphor types allows for a comprehensive representation of motivation, structured through interconnected slots and values, and reflecting its dynamic, experience-based nature. Other types of conceptual metaphors-conduit, block-building, and those that give complementary information and detail, are considered secondary in reconstructing the matrix model of MOTIVATION. This is because the essence of motivation is believed to be captured more effectively through abstract and concrete objects that vividly reflect the speaker's experience and accumulated knowledge. In the subsequent stage, ontological and structural metaphors are examined in terms of their composition.

3.2.1 Matrix model of the MOTIVATION concept

The analysis of motivational speeches, reveals that ontological metaphors are particularly prevalent due to their wide-ranging distribution into container and personification categories. This prevalence underscores the importance of G. Lakoff & M. Johnson (1980) assertion that speakers often manifest their experiences through material objects. Ontological metaphors, by their nature, are grounded in abstract concepts that are articulated and understood through the lens of physical entities. This approach helps to make abstract ideas more tangible and relatable for the audience. In light of the UAM Corpus Tool analysis, it is discovered that due to the great diversity of ontological metaphors in motivational public speeches, their target and source domains are grounded in multiple concepts, which are exemplified in Table 3.4. It

is worth mentioning that all the concepts within the framework of ontological metaphors serve as a foundation for constructing the conceptual matrix model of the MOTIVATION concept, which is central to motivational public speeches (Skichko, 2023b, p. 356).

Table 3.4

Structural components of ontological metaphors for the matrix model
of the MOTIVATION concept

TARGET DOMAIN	SOURCE DOMAIN
MEANS, ATTRIBUTES, PURPOSE, LIFE, TIME, SUCCESS, CAREER, HABIT, DIFFICULTIES, LIVING BEING, HEALTH, STATES, VALUE, COGNITION, MATERIAL OBJECT, LANGUAGE, SOCIETY, SCIENCE, COUNTRY, MIND, MOTIVATION, PURPOSES, FREEDOM, WORLD, INFORMATION, COGNITION, MONEY, TECHNOLOGY, CAUSE, CHANGES, BELIEF, VOICE, POWER, WORDS, COMMUNICATION, DEPRAVITY, JOURNEY, MOVEMENT, EDUCATION, INSPIRATION, LOVE, IDEAS, POWER, INFORMATION, LITERATURE, INSPIRATION	PATH, POSSESSIONS, DESTINATIONS, BURDENS, MATERIAL OBJECT, MONEY, A FEATURE OF TERRAIN, MACHINE, BLOCKAGES, FRAGILITY, VALUABLE THING, PERCEPTION, A LIVING BEING, CONTAINER, LOCATIONS, POSSESSIONS, CLOTHES, MONEY, THEATRE, FOOD MUSIC FAMILY, MOVEMENTS NATURE

The structural components of ontological metaphors in motivational public speeches reveals that both target and source domains contribute to a structured conceptualisation of motivation as a dynamic and multidimensional phenomenon. The target domains primarily reflect abstract and psychological aspects, representing intangible human experiences that speakers seek to define through metaphorical expressions. In contrast, the source domains are predominantly concrete and physical, encompassing elements related to living beings, movement, material objects, containers, journeys, locations, and societal constructs. The frequent use of domains associated with human life and interaction suggests an anthropocentric framing of motivation, while the presence of movement and spatial metaphors underscores its dynamic and evolving nature. Additionally, associations with material and mechanical

structures highlight motivation as a process influenced by external constraints, whereas references to cognitive and perceptual aspects reflect its psychological underpinnings. Ultimately, the interplay between these domains demonstrates how ontological metaphors serve to concretise and personalise abstract ideas, making them more accessible and relatable for audiences.

In contrast, structural metaphors serve as a powerful cognitive mechanism that bridges abstract concepts, making them more accessible and comprehensible by linking them to familiar experiences or well-established conceptual frameworks. Unlike other types of metaphors, structural metaphors function by systematically mapping one complex concept onto another, thereby providing a structured way of understanding intricate or intangible ideas (Lakoff & Johnson, 1980, p. 7-10). This process not only enhances clarity but also reinforces coherence within discourse, allowing speakers to convey sophisticated notions in a more relatable and persuasive manner. Table 3.5 provides an overview of the key components that shape structural metaphors in the motivational speeches under study, highlighting the diverse conceptual frameworks that contribute to their formation. By outlining the underlying structures that support these metaphors, the table offers representation of how abstract ideas are systematically organised through familiar experiential patterns (Skichko, 2023b, p. 356).

Table 3.5

Structural components of structural metaphors for the matrix model
of the MOTIVATION concept

TARGET DOMAIN	SOURCE DOMAIN
LIFE, INSPIRATION, CHANGES, VALUE, STATE, A LIVING BEING, CAREER, CAUSES, LANGUAGE, MOTIVATION, VALUES, HEALTH, ATTENTION, TIME, DIFFICULTIES, FREEDOM, SUCCESS, PURPOSE, EDUCATION, POWER, MONEY, POWER, HEALTH, MUSIC, COGNITION, LOVE	JOURNEY, LIGHT, MOVEMENTS, SIZE, WAR, LACK OF ENERGY, FRAGILITY, FORCES, SCIENCE, LENGTH, GAME, LIQUIT, BLOCKAGES, LACK OF IMPEDIMENTS TO ACTION, FEAST, PLANING, MOTIVATION, AGRICULTURE, STORY, BELIEF, ENERGY, RISK, AMBITION, FEAST, MUSIC, NATURE, INSPIRATION

The structural components of structural metaphors in motivational public speeches indicate that their composition relies on a systematic mapping between abstract concepts and well-defined experiential frameworks. The target domains predominantly encompass intangible aspects related to human experience, such as emotions, personal growth, and cognitive processes, whereas the source domains draw upon structured and dynamic elements from the physical and social world. Notably, frequent references to movement, journeys, and forces highlight motivation as an ongoing process requiring effort and navigation, while metaphors related to war, obstacles, and impediments reflect challenges that individuals must overcome. Additionally, the presence of metaphors linked to planning, ambition, and risk suggests a goal-oriented perspective on motivation, reinforcing its strategic and forward-looking nature. The inclusion of metaphors from science, energy, and nature further emphasises the fundamental and universal character of motivation, presenting it as both a structured and organic force that drives human action. To sum up, the target and source domains of ontological and structural metaphors could serve as a material for constructing the conceptual matrix model of the MOTIVATION concept.

3.2.2 Components of the matrix model

The conceptual matrix model of the MOTIVATION concept in motivational public speeches represents a structured system of interrelated conceptual domains that collectively define its meaning. This model is based on the idea that MOTIVATION emerges as a multidimensional construct shaped by various experiential, cognitive, and cultural factors. Its componential structure consists of core domains, such as A LIVING BEING, DIFFICULTIES, PURPOSE, MATERIAL OBJECT, STATES, COGNITION, MOVEMENT, INSPIRATION, LIFE, WORLD, EDUCATION, and LANGUAGE which interact dynamically to form an integrated conceptual network. Each of these domains contributes specific attributes to the overall understanding of motivation, allowing speakers to frame motivational public speeches in ways that resonate with their audiences. Figure 3.6 represents the matrix model of the MOTIVATIONAL concept in motivational public speeches based on the structural components of ontological and structural metaphors.

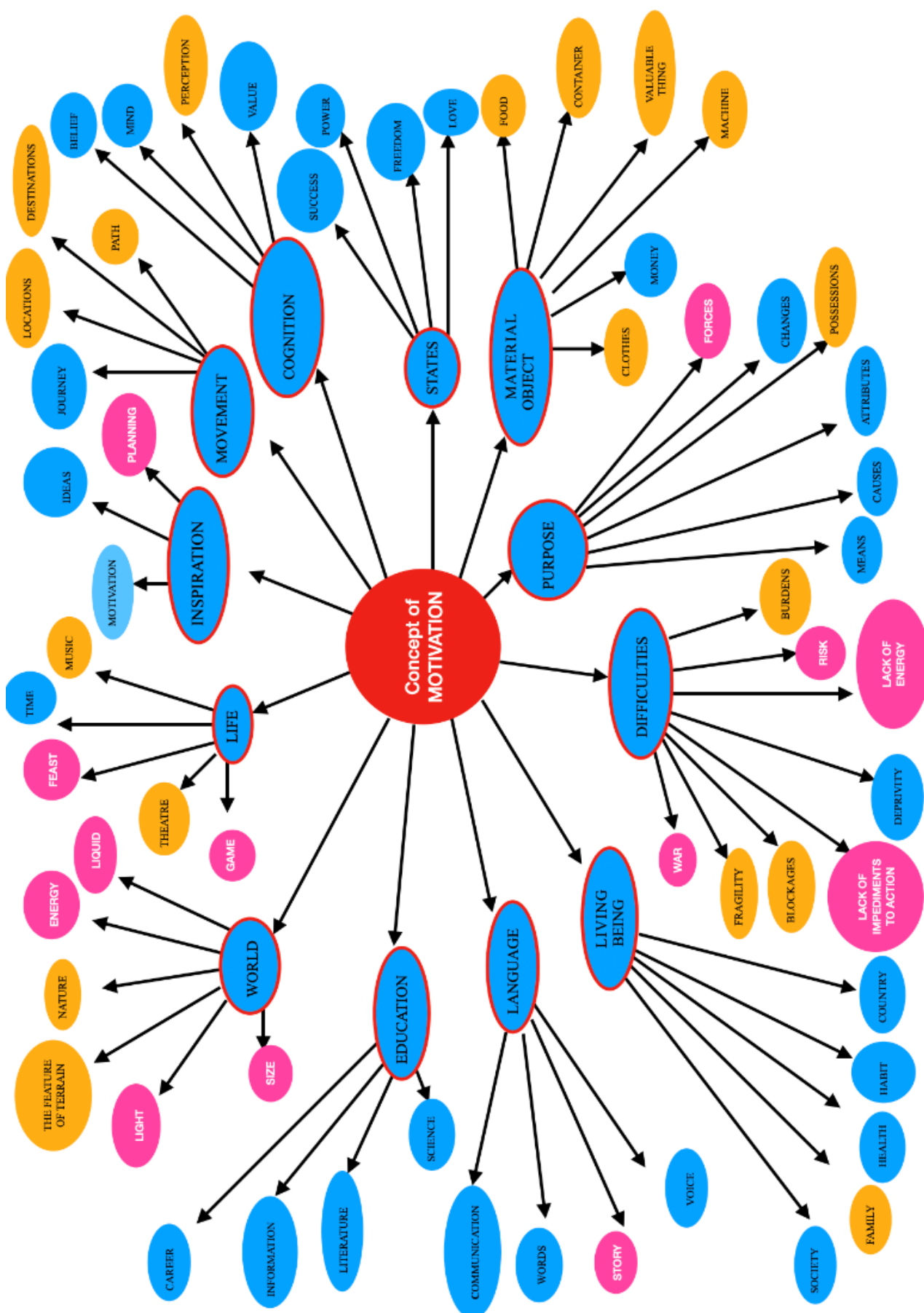


Figure 3.6 Matrix model of the MOTIVATION concept

The matrix model of the MOTIVATION concept in public discourse (see Fig. 3.6) comprises twelve various domains that represent specific aspects or nuances of the overarching MOTIVATION concept. The observation of domains begins with A LIVING BEING domain, as it serves as a central element in constructing the MOTIVATION concept in motivational public speeches. This domain reflects the inherent connection between human agency, growth, and the pursuit of goals, which are fundamental aspects of motivation. Hence, the domains presented below can be grouped according to their importance:

LIVING BEING domain encompasses such subdomains as SOCIETY, FAMILY, HEALTH, HABIT, and COUNTRY, e.g.:

- But that's *the life of a woman, to think of others first* is our nature. (AJ_07122017_FE_FI).

The sentence personifies MOTIVATION by attributing particular qualities (nature and inherent selflessness) to women, connecting their actions and decisions (their motivation) to the deeply human trait of prioritising others. Accordingly, it aligns with the metaphorical concept of MOTIVATION being a human-like entity.

DIFFICULTIES domain includes such subdomains as WAR, FRAGILITY, BLOCKAGES, LACK OF IMPEDIMENTS TO ACTION, DEPRAVITY, LACK OF ENERGY, RISK, and BURDENS, e.g.:

- Figuring out what interventions will make the biggest difference, scaling solutions that work, measuring progress and adjusting strategies – *it's hard to do*. (BG_01122015_MA_SD).

This sentence metaphorically frames motivation and the process of effective philanthropy as something difficult. It emphasises the challenges inherent in navigating and solving problems, implying that overcoming these challenges is part of what drives motivation and effort.

PURPOSE domain consists of MEANS, CAUSES, ATTRIBUTES, POSSESSIONS, CHANGES, and FORCES subdomains, e.g.:

- It is because someone answered that *dream* that I stand before you today. (BO_02062006_MA_PP).

This statement suggests that the dream is a motivating force, and responding to it is what drives the speaker to their current position.

MATERIAL OBJECT domain encounter such subdomains as CLOTHES, MONEY, MACHINE, VALUABLE THING, CONTAINER, and FOOD, e.g.:

- *Every new thing* creates two new questions and two new opportunities. (JB_01122003_MA_ECOM).

Motivation is conceptualised as something tangible or physical, like an object that can be possessed, moved, or accumulated. This metaphor suggests that motivation is something that can be obtained, given, or used to achieve goals. STATES domain is represented by such subdomains as LOVE, FREEDOM, POWER, and SUCCESS love, freedom, power, and success because these abstract notions encapsulate fundamental aspects of human experience that are frequently conceptualised as stable conditions or desirable end states in motivational public speeches. Success, in this context, is also regarded as a state rather than a mere event or achievement, as it implies a sustained condition of accomplishment, recognition, or fulfillment. For instance:

- You have already developed *the resilience and the maturity* that you need to pick yourself up and dust yourself off and keep moving through the pain. (MO_03062016_FE_SD).

Motivation is framed as states of resilience and maturity, which are integral to the SUCCESS subdomain within the STATES domain, as they represent the qualities necessary to achieve and sustain success. Resilience enables individuals to overcome obstacles, adapt to challenges, and persist in their efforts, making success a continuous rather than a momentary state. Similarly, maturity fosters emotional intelligence, strategic thinking, and sound decision-making, all of which contribute to long-term success. Since success is often perceived not as a single achievement but as a maintained state of accomplishment, these attributes play a crucial role in reinforcing and sustaining it over time.

COGNITION domain comprises such subdomains as VALUE, PERCEPTION, MIND, and BELIEF, e.g.:

- *The heaviness* of being successful was replaced by the *lightness* of being a beginner again, less sure about everything. (SJ_12062005_MA_IDES)..

Motivation here is associated with cognitive states of freedom and uncertainty. The “lightness” metaphor suggests mental liberation, which sparks creativity and renewal.

MOVEMENT domain is based on such subdomains as PATH, DESTINATIONS, LOCATIONS, and JOURNEY, e.g.:

- Women who came before us, who pushed the boundaries in their lifetime so that we could be standing here today. (AJ_07122017_FE_FI).

“Pushed the boundaries” implies active movement and motivation to break barriers and pave the way for others.

INSPIRATION domain comprises subdomains MOTIVATION, IDEAS, and PLANNING, e.g.:

- Stay amazed - to remain in wonder at this unlikely place we call America. (BO_02062006_MA_PP).

Wonder and amazement serve as sources of inspiration, keeping motivation alive.

LIFE domain is represented by such subdomains as GAME, THEATRE, FEAST, TIME, and MUSIC, e.g.:

- The one quality all of them seem to share is an ability to maintain hope for a brighter morning, even during our darkest nights. (OW_08012018_FE_MI).

The “hope for a brighter morning” is a motivational force that sustains people through the darkest moments of their lives, keeping them moving forward.

WORLD domain encompasses such subdomains as NATURE, ENERGY, LIQUID, LIGHT, SIZE, and FEATURE OF TERRAIN, e.g.:

- We recharge our phones, but we forget to recharge ourselves. (JS_01042019_MA_PSY).

The idea of recharging itself suggests energy flow, where motivation is a form of energy that needs to be replenished regularly, just like the battery of a phone.

EDUCATION domain consists of such subdomain as SCIENCE, LITERATURE, INFORMATION, and CAREER, e.g.:

- With the education you’ve gotten at this fine school, and the experiences you’ve had in your lives, let me tell you, nothing — and I mean nothing — is going to stop you from fulfilling your dreams. (OW_08012018_FE_MI).

Education here is presented as a tool for motivation that empowers graduates to achieve their goals, reinforcing the metaphor of education as the driving force behind success.

LANGUAGE domain contains such subdomains as COMMUNICATION, WORDS, STORY, and VOICE, e.g.:

- What I know for sure is that *speaking your truth* is the most powerful tool we all have. (OW_08012018_FE_MI).

Truth as a tool and speaking as a powerful tool highlight the instrumental role of language in shaping perspectives, influencing others, and fostering personal and collective transformation. Here, the act of speaking one's truth is framed as an empowering, motivating act. It suggests that language is a powerful tool that can drive change.

Each domain in this model encapsulates a significant aspect of the MOTIVATION concept, with its domains further refining and delineating the nuances of that aspect. The matrix model provides a comprehensive and multidimensional understanding of how motivational public speeches leverage a diverse range of conceptual metaphors to convey complex and abstract ideas in an accessible manner.

3.3 Conceptual metaphors in motivational speeches: a comparative gender analysis

The ability to speak publicly is deemed essential for motivating, coordinating, and organising people to achieve desired objectives, thus playing a significant role in various high-profile careers, as highlighted by M. De Paola et al. (2021). According to D. Abercrombie (1967) and J. Laver & P. Trudgill (1991), speeches comprise three typical speaker's identity markers. The first type, *social markers*, relates to the speaker's social status and regional origin. The second type, *physical markers*, is deeply rooted in factors such as sex, age, race, or satisfactory health conditions. The third type, *psychological markers*, deals with the speaker's mental characteristics and peculiarities that may influence speech structuring and presentation (Laver & Trudgill, 1991, p. 237; Abercrombie, 1967, p. 7-9).

This research primarily examines the second and third types of identity markers in motivational speeches under analysis, as all the speakers have a high social status, making social markers less relevant. Additionally, psychological properties, particularly

emotional dimensions, as defined by AT, as well as gender and race features are analysed as physical markers across motivational, transitivity, and emotional systems.

It is important to note that age is seen as a critical factor influencing speech delivery speed. Older adults tend to speak slower than younger adults, as stated by H. Quené (2008) and J. Verhoeven et al. (2004). Moreover, the overall text length is also impacted by age; younger speakers tend to construct their verbal performances with complex structures and additional information, while older speakers prefer shorter, more comprehensible phrases (Quené, 2008). This tendency is attributed to various physiological factors affecting speech tempo, such as neuromuscular slowing, time processing, visual acuity, and peripheral degeneration of the speech mechanism, among others (Raming, 1983, p. 224). These findings are further supported by observations of motivational public speeches, which reveal that younger speakers often use more elaborate sentence structures and extended discourse, whereas older speakers favor concise, easily digestible statements.

Regarding distinctive features of sex in speech, D. Byrd (1994) claims that men's speech tempo is generally faster than women's, while women are more likely to make pauses during their speeches, emphasising significant aspects for audience comprehension (Whiteside, 1996). They also tend to use longer sentences and create deviations from the main topic. In terms of gender properties in leadership, there is a consistent trend among female speakers to avoid making concrete promises and to struggle with task completion under public scrutiny (Alan et al., 2020). The analysis of motivational public speeches confirms these tendencies, as female speakers frequently structure their discourse with pauses and elaborative statements, while male speakers tend to deliver more direct and goal-oriented messages.

Given the gender related CMA within the MOTIVATION system, all of its layers, such as motivation, conceptual, ontological, target, source, and axiology, are examined in the context of comparing several datasets: Set1 "male gender" and Set2 "female gender" (see Appendix I). Based on the analysis, the conceptual layer is considered for elements of Weak Significance (90%) and Medium Significance (95%) (see Table 3.7).

Table 3.7

Gender-related data of Weak Significance and Medium Significance in the conceptual layer within the UAM Corpus Tool

	MALE		FEMALE			
Feature	N	Percent	N	Percent	ChiSqu	Signif.
Conventional conceptual metaphors	N=804		N=869			
Ontological	351	43.60%	417	47.99%	3.23	+
Block-building	100	12.44%	78	8.98%	5.26	++

The table compares the occurrence of conventional conceptual metaphors in male and female discourse. The *N values* represent the number of instances where these metaphors appear, with 804 occurrences in male speech and 869 in female speech. The *Percent* column indicates the proportion of these metaphors within each gender category. Finally, the *Chi-square* (ChiSq) method is used to assess the statistical significance of observed differences between categorical variables. It determines whether a meaningful association exists between specific factors in the dataset. The *significance* of the parameter is evaluated based on the p-value, typically with a threshold of 0.05, indicating statistical significance if $p < 0.05$. These statistical methods are integral to quantitative linguistic research, as outlined in O'Donnell's works (O'Donnell, 2008a; O'Donnell, 2012).

The analysis reveals that female speakers are more inclined to use ontological metaphors as compared to male speakers because these metaphors make abstract concepts more tangible and relatable. They help structure ideas in a concrete way, allowing female speakers to connect complex themes like motivation and success to everyday experiences. This approach enhances clarity and engagement in motivational speeches. To explore this trend, it is worthwhile to consider specific examples of ontological metaphors used in motivational speeches by men and women. For instance, a common metaphor used by all male speakers is WORD IS CONTAINER illustrated by the phrase: ... *I am honored to be with you today at your commencement from one of the finest universities in the world*

(SJ_12062005_MA_IDES). Another example is COGNITION IS PERCEPTION, manifested in the statement: ... *it saves lives, take a look at this* ... (MG_02092010_FE_PH).

Conversely, male speakers are found to use block-building metaphors more frequently than females because these metaphors emphasise structured progress, logical sequencing, and goal-oriented development. This aligns with a tendency to frame motivation in terms of systematic achievement, reinforcing themes of discipline, stability, and incremental success. Such an approach appeals to audiences by presenting motivation as a step-by-step process rather than an abstract or emotional journey. Comparative analysis proves that these metaphors hold Medium Significance in the corpus under study. Examples include the use of the metaphor CAREER IS A BUILDING MATERIAL in the phrase: ... or we can *build partnerships* (from MZ_04042019_MA_I-ENTR), and LIFE IS A BUILDING MATERIAL, as seen in *build great lives for yourselves* (from MO_03062016_FE_SD).

Further, the ontological layer is acknowledged by G. Lakoff & M. Johnson (1980) as the most comprehensive due to its extensive classification. These classifications have been incorporated into the analytical framework for examining the Conceptual system. The data derived from comparative analysis, particularly focusing on gender differences on the ontological layer, is systematically presented in Table 3.8 This table provides a clearer understanding of the nuanced usage of ontological metaphors among male and female speakers in motivational contexts.

Table 3.8

The comparative data of the ontological layer within the UAM Corpus Tool

	MALE		FEMALE			
Feature	N	Percent	N	Percent	ChiSqu	Signif.
ONTOLOGICAL	N=804		N=869			
Ontological proper	153	19.03%	209	24.05%	6.21	+++
Container	108	13.43%	143	16.46%	2.99	+
Personification	87	10.82%	64	7.36%	6.08	+++

The investigation into the use of ontological metaphors in motivational public speeches reveals distinct patterns typically used by male and female speakers. Females more frequently employ ontological and container metaphors to emphasise emotional depth, relational aspects, and personal experiences, aligning with a nurturing and introspective approach, while males predominantly use personifications to add dynamism to the text and create action-driven narratives, reinforcing authority, strength, and leadership. This distinction is highlighted through specific examples:

ontological metaphors:

- LIFE IS A MATERIAL OBJECT: *We share a common future ...* (KH_02062021_FE_PP);
- TIME IS MONEY: *We then commute to work, we spend our day ...* (JS_01042019_MA_PSY).

container metaphors:

- SOCIETY IS A CONTAINER: *Most of those, it seems, were people in a different online community ...* (MZ_04042019_MA_I-ENTR);
- DEPRAVITY IS A CONTAINER: *They are being forced into prostitution ...* (KH_02062021_FE_PP).

personification metaphors:

- MONEY IS A LIVING BEING: *... bottom-lines know no borders* (BO_02062006_MA_PP);
- LIFE IS A LIVING BEING: *But, graduates, as you all know, life will put many obstacles in your path ...* (MO_03062016_FE_SD).

The next stage of the research focuses on a deeper exploration of the structure of structural, ontological, orientational, block-building, and conduit metaphors to trace the most prevalent concepts within their respective target and source domains in gender-specific perspectives. This approach aims to understand the specific spectrum of concepts through which motivation is communicated.

Target conceptual domains in motivational public speeches reflect underlying cognitive and rhetorical strategies shaped by the speaker's gender. These domains encompass key themes that structure the discourse, guiding the audience's perception and emotional engagement. Gender differences influence the selection and emphasis of these domains, with female speakers often integrating concepts related to personal growth, well-

being, and communication, while male speakers tend to focus on achievement, structure, and resilience. Examining these distinctions provides insight into how conceptual metaphors function within motivational public speeches, revealing broader patterns of persuasion and meaning-making across genders.

For a detailed analysis of the most recurrent phenomena in these metaphor categories, refer to the forthcoming Table 3.9, which systematically presents the results of the analysis. This table demonstrates the usage and frequency of these metaphor types in motivational public speeches.

Table 3.9

The scope of targets employed by female speakers as indicated in the UAM Corpus Tool

	FEMALE		MALE			
Feature	N	Percent	N	Percent	ChiSqu	Signif.
TARGET	N=804		N=869			
LIFE	137	17.04%	177	20.37%	3.03	+
MOTIVATION	13	1.62%	26	2.99%	3.47	+
LANGUAGE	4	0.50%	20	2.30%	9.61	+++
HEALTH	3	0.37%	14	1.61%	6.36	+++
INSPIRATION	0	0.00%	4	0.46%	3.71	+
EDUCATION	2	0.25%	10	1.15%	4.77	++

The analysis of motivational speeches shows that female speakers frequently utilise conceptual domains such as LIFE, MOTIVATION, LANGUAGE, HEALTH, INSPIRATION, and EDUCATION as target concepts. This rhetorical choice is driven by their intent to enrich the content of public speeches, connecting it deeply with various aspects of human well-being without underscoring the importance of health in achieving success. In this respect the concept of LANGUAGE is particularly prominent, forming the basis of almost all conduit metaphors in this discourse. Respectively, the concepts such as EDUCATION demonstrate Medium Significance. However, such concepts as LIFE, MOTIVATION, and INSPIRATION are

found to have Low Significance. These concepts are common in female motivational speeches due to a relational and holistic communication style that emphasises personal growth, well-being, and empowerment. LIFE, MOTIVATION, and INSPIRATION foster emotional engagement, while LANGUAGE and EDUCATION highlight knowledge-sharing and social connection. HEALTH is also prominent, reflecting a comprehensive approach to success and resilience. Table 3.9 provides examples of the most frequent concepts that form the target domains of conceptual metaphors used by female speakers:

- LIVE IS WAR: ... *there is so much that you have to change and fight for*. (AJ_07122017_FE_FI);
- MOTIVATION IS AMBITION: ... *The most arduous labor a man can perform and at length with expectations raised to the highest pitch have reached the coveted goal*. (JB_01122003_MA_ECOM);
- MOTIVATION IS A MATERIAL OBJECT: ... *they knew to seek out this land of opportunity that they dreamed of* ... (MO_03062016_FE_SD);
- LANGUAGE IS POWER: ... *speaking your truth is the most powerful tool* ... (OW_08012018_FE_MI);
- LANGUAGE IS A PLAN: *An oath that has its roots in the founding of our nation*. (KH_02062021_FE_PP);
- DISEASE IS A LIVING BEING: *Rotavirus, a disease we had never even heard of, was killing* ... (BG_01122015_MA_SD);
- HEALTH/ DISEASE IS A CONTAINER: ... *to be in the worst physical shape* (AH_02022018_FE_LIT);
- INSPIRATION IS A BUILDING MATERIAL: *Because talent and effort combined with our various backgrounds* ... (MO_03062016_FE_SD);
- EDUCATION IS A JOURNEY: ... *so he could further his education, improve his skills* ... (BO_02062006_MA_PP);
- EDUCATIONAL INSTITUTION IS A LIVING BEING: *So really, it is no accident that this institution has produced 10 Nobel Prize winners*. (MO_03062016_FE_SD).

The analysis also extends to male speakers, aiming to identify the specificity of the target domains of the conceptual metaphors they use. This comparative approach is detailed in Table 3.10, where the data present the male speakers' use of conceptual metaphors.

Table 3.10

The scope of targets employed by male speakers as indicated in the UAM Corpus Tool

	MALE		FEMALE			
Feature	N	Percent	N	Percent	ChiSqu	Signif.
TARGET	N=804		N=869			
CAREER	51	6.34%	38	4.37%	3.22	+
VALUE	74	9.20%	48	5.52%	8.37	+++
WAR	3	0.37%	0	0.00%	3.25	+
TECHNOLOGY	23	2.86%	0	0.00%	25.21	+++
INFORMATION	6	0.75%	0	0.00%	6.51	+++

Table 3.10 provides observations on how male speakers use conceptual metaphors to shape their speeches, emphasising abstract yet significant phenomena that modify our reality. The analysis reveals a distinct pattern in the Significance of various concepts, the order of which was automatically generated by the UAM Corpus Tool program, ensuring an objective and systematic approach to data organisation.

- High Significance is observed in the manifestation of the concepts of VALUE (9.20%), TECHNOLOGY (2.86%), and INFORMATION (0.75%) as target domains. These concepts are frequently employed, which indicates their crucial role in male speaker's motivational public speeches;
- Low Significance is associated with the recurrent concepts of CAREER (6.34 %) and WAR (0.37 %), suggesting these themes are less frequently used in their speeches.

To further understand the usage of these target domains consider the following examples:

- CAREER IS MONEY: ... *their children become the first in the family to earn a degree on a hopeful Boston day in June.* (BO_02062006_MA_PP);
- CAREER IS A JOURNEY: *Some of you have risked the rejection of your families to pursue your education.* (MO_03062016_FE_SD);
- VALUE IS SIZE: ... *still go on to achieve great things...* (BO_02062006_MA_PP);
- VALUE IS A MATERIAL OBJECT: ... *who does not share our values.* (CR_2908212_FE_DE);
- TECHNOLOGY IS A BUILDING: *And we can do that both by building technology that is possible now ...* (MZ_04042019_MA_I-ENTR);
- INFORMATION IS FOOD: ... *just a place where people can zone out and consume content for a long time ...* (MZ_04042019_MA_I-ENTR).

Understanding the structure of conceptual metaphors necessitates examining the specificity of source domains as well as indicate a correlation with the target domains, highlighting a particular phenomenon. Accordingly, the source domains employed by female speakers are analysed first. The results of the analysis are presented in Table 3.11, which is designed to display the data concerning the source layer of conceptual metaphors and offers insights into the range and nature of metaphors used by female speakers in motivational contexts.

Table 3.11

The scope of sources employed by female speakers as indicated in the UAM Corpus Tool

	MALE		FEMALE			
Feature	N	Percent	N	Percent	ChiSqu	Signif.
SOURCE	N=804		N=869			
MATERIAL OBJECT	22	2.74%	60	6.90%	15.57	+++
CLOTHES	0	0.00%	4	0.46%	3.71	+
STORY	0	0.00%	12	1.38%	11.18	+++
BELIEF	0	0.00%	3	0.35%	2.78	+
LIGHT	0	0.00%	4	0.46%	3.71	+

The examples provided below demonstrate that female speakers predominantly utilise the concepts of MATERIAL OBJECT (6.90 %) and STORY (1.38 %) as source domains in their speeches. This usage is evidenced by the High Significance attributed to these conceptual entities. Female speakers may favor these concepts in their use of conceptual metaphors due to their tendency toward relational and experiential framing in communication. MATERIAL OBJECT metaphors provide tangible and accessible ways to illustrate abstract ideas, making messages more relatable and concrete. Similarly, STORY metaphors align with a narrative-driven approach, allowing speakers to engage their audience emotionally and create a sense of shared experience. Conversely, such concepts such as CLOTHES (0.46 %), BELIEF (0.35 %), and LIGHT (0.46%) are assigned Low Significance as source domains, indicated by their less frequent use or lower emphasis in the discourse of female speakers. These concepts may hold lower significance because they are less directly tied to the practical or emotional themes commonly emphasised in female motivational discourse. Compare the following examples:

- TIME IS A MATERIAL OBJECT: ... *make sure you find the amount of time you need to get that serious battery recharge.* (JS_01042019_MA_PSY);
- A LIVING BEING IS A MATERIAL OBJECT: *Whenever you find yourself doubting us ...* (CR_2908212_FE_DE);
- MIND IS A FABRIC FOR CLOTHES: *We don't have to tailor our clothes or our opinion* (AJ_07122017_FE_FI);
- LIFE IS A STORY: *More than anything else, graduates, that is the American story.* (MO_03062016_FE_SD);
- MOTIVATION IS BELIEF/ A FEATURE OF TERRAIN: ... *they have believed in our creed of opportunity and limitless horizons.* (CR_2908212_FE_DE);
- MUSIC IS LIGHT: ... *his songs still light up Broadway today.* (MO_03062016_FE_SD).

To provide a comprehensive analysis, it is equally important to examine the source domains utilised by male speakers (see Table 3.12). This table offers insights into the range of source domains used by male speakers with regard to how they align or differ from those of female speakers, thereby enhancing the understanding of gender-specific communication styles in motivational speeches.

Table 3.12

The scope of source employed by male speakers as indicated in the UAM Corpus Tool

	MALE		FEMALE			
Feature	N	Percent	N	Percent	ChiSqu	Signif.
SOURCE	N=804		N=869			
FOOD	3	0.37%	0	0.00%	3.25	+
BUILDING MATERIAL/BUILDING	96	11.94%	70	8.06%	7.05	+++
SIZE	74	9.20%	41	4.72%	13.13	+++
GAME	17	2.11%	5	0.58%	7.62	+++
A LIVING BEING	86	10.70%	64	7.36%	5.68	+++

Table 3.12 reveals that certain concepts hold High Significance, such as BUILDING MATERIAL (11.94 %), SIZE (9.20 %), GAME (2.11 %), and A LIVING BEING (10.70 %), whereas the concept of FOOD (0.37 %) is found to have Low Significance. The observed distribution of concepts in male motivational speeches reflects a focus on structure, competition, and measurable progress, emphasising construction, stability, and resilience dominate, as they align with traditionally valued leadership traits. Conversely, the discussed concepts related to nurturing or sustenance appear less frequently, as they do not strongly support the goal-oriented and achievement-driven framing of male discourse. This pattern highlights a preference for metaphors that reinforce control, strength, and systematic development. These findings are illustrated by the following examples:

- TECHNOLOGY IS A LIVING BEING: *The killer app that got the world ready for appliances was the light bulb ...* (JB_01122003_MA_ECOM);
- CAREER IS A LIVING BEING: *Thank you very much, Gertrude Mongella, for your dedicated work that has brought us to this point ...* (HC_05111995_FE_PP);
- LIFE IS FOOD: *... of the appetite for adventure over the love of ease ...* (BO_02062006_MA_PP);

- COUNTRY IS A BUILDING: ... *I have met women ... are now helping to build a new democracy*. (HC_05111995_FE_PP);
- VALUE IS SIZE: ... *have longed to travel great distances and take great risks*. (BO_02062006_MA_PP);
- LIFE / PROFESSIONAL ACTIVITY/ BUSINESS IS A GAME: *The faster we transit to sustainable energy, the less of a gamble we're taking*. (EM_01122020_MA_TECHS).

As the result, the gender-oriented UAM Corpus Analysis revealed that male and female speakers tend to imply a wide range of concepts in their motivational speeches. Regarding gender differences, female speakers typically favor ontological metaphors, particularly container metaphors, while male speakers more commonly use block-building metaphors. Within ontological metaphors, males are more likely to employ personification. This may be due to the tendency of male speakers to frame abstract ideas as entities with agency, allowing them to establish a more authoritative, action-driven narrative. Personification helps to present concepts as forces to be controlled, battled, or guided, reinforcing a leadership-oriented perspective. Women in their motivational public speeches often focus on such concepts as LIFE (30.37%), MOTIVATION (2.99%), LANGUAGE (2.30%), HEALTH (1.61%), INSPIRATION (0.46%), EDUCATION (1.15%). These themes reflect a nurturing, supportive, and self-development-oriented communication style. Women's speeches often emphasise personal growth, emotional well-being, and knowledge-sharing, which align with traditional roles associated with caregiving, education, and interpersonal connections. By focusing on life and motivation, female speakers aim to inspire through personal experiences and relatable challenges, making their messages more emotionally engaging. In contrast, men tend to highlight such themes as CAREER (6.34%), VALUE (9.20%), WAR (0.37%), TECHNOLOGY (2.86%), and INFORMATION (0.75%). These themes align with competitive, hierarchical, and strategic thinking, which are commonly emphasised in traditionally male-dominated fields such as business, leadership, and technology. Career and value metaphors suggest a focus on success, status, and economic achievement, while war-related themes may indicate a tendency to view challenges as battles to be won. The emphasis on technology and information suggests an interest in innovation, logic, and strategic planning as key elements of motivation.

When it comes to source domains, women more frequently draw on MATERIAL OBJECTS (6.90%) and STORY (1.38%) concepts, whereas men are inclined to use the concept of BUILDING (11.94%), SIZE (9.20%), GAME (2.11%), FOOD (0.37%) and LIVING BEING (10.70%). The building metaphor aligns with a goal-oriented mindset, where success is seen as something constructed step by step. Size metaphors (e.g., *thinking big*, *making a huge impact*) reinforce ideas of ambition, dominance, and expansion. Game metaphors suggest a competitive, strategic approach, where success depends on playing by the rules or outsmarting opponents. Food metaphors (though less frequent) may represent sustenance and consumption of knowledge or experience, while living being metaphors highlight adaptability, resilience, and growth, aligning with the idea that success and motivation are dynamic, evolving processes.

Conclusions to Chapter 3

1. Conceptual metaphors are crucial in motivational speeches, linking abstract ideas to familiar concepts and enhancing audience engagement. These metaphors fall into categories such as ontological, structural, building, conduit, and orientation, each contributing uniquely to meaning interpretation.

2. The analysis of motivational public speeches reveals a strong reliance on conventional conceptual metaphors (99.79%), with novel metaphors being nearly absent due to the audience's limited time for decoding complex figurative language. Structural (35.11%) and ontological (46.54%) metaphors are most common, particularly ontological proper metaphors (22.13%), which frame emotions, goals, and challenges as tangible entities. Orientational (3.77%), conduit (4.03%), and block-building (10.29%) metaphors appear less frequently, reinforcing the role of conventional metaphors in ensuring clarity, engagement, and persuasiveness.

3. The analysis of target domains in motivational speeches highlights a structured distribution of conceptual focus. The most frequent domains, including LIFE (19.34%), ATTRIBUTES (7.03%), CHANGES (6.05%), CAUSES (3.98%), CAREER (5.69%), TIME (4.81%), LIVING BEING (5.22%), DIFFICULTIES (2.69%), VALUE (7.39%), COUNTRY (6.05%), COGNITION (2.64%), and COMMUNICATION (2.84%), dominate due to their broad

relevance, encapsulating essential aspects of human existence, challenges, and societal identity. Moderately frequent domains, such as STATES (1.65%), PURPOSE (1.09%), MOTIVATION (2.02%), MONEY (1.34%), SUCCESS (1.34%), MATERIAL OBJECT (1.29%), SOCIETY (1.55%), MEANS (1.91%), and WORLD (1.81%), reflect a focus on personal and societal growth. Less frequent domains, including LOVE (0.10%), LITERATURE (0.05%), LANGUAGE (1.50%), HEALTH (0.88%), ATTENTION (0.05%), HABIT (0.10%), WAR (0.16%), MIND (0.41%), VOICE (0.05%), POWER (0.62%), FREEDOM (0.67%), INSPIRATION (0.41%), IDEAS (1.09%), EDUCATION (0.88%), JOURNEY (0.10%), TECHNOLOGY (1.24%), BELIEF (0.16%), LESS (0.41%), HIGH-STATUS (0.05%), LOW-STATUS (0.21%), GOOD (0.05%), LIGHT (0.10%), MUSIC (0.05%), INFORMATION (0.31%), DEPRAVITY (0.67%), UNCONSCIOUS (0.05%), VIRTUE (0.72%), SCIENCE (0.10%), CONSCIOUS (0.16%), DEATH (0.05%), MORE (0.57%), and HAVING CONTROL (0.05%), represent specialized or abstract concepts that appear less frequently due to their narrower applicability. This distribution indicates that motivational speeches prioritise widely understood and impactful domains to ensure clarity, relatability, and immediate audience engagement, while more abstract or specific domains are used selectively to add depth and nuance.

4. The matrix model of the MOTIVATION concept, grounded in ontological metaphors, connects abstract ideas with tangible entities, enhancing the clarity and impact of motivational speeches. By drawing on diverse experiences, speakers create communication that resonates with audiences, fostering engagement and understanding. Finally, the MOTIVATION concept is synthesised into twelve domains: LIVING BEING, DIFFICULTIES, PURPOSE, MATERIAL OBJECT, STATES, COGNITION, MOVEMENT, INSPIRATION, LIFE, WORLD, EDUCATION, and LANGUAGE. These domains encapsulate key aspects of human experience that shape motivational discourse.

5. Gender differences in motivational public speeches emerge in conceptual metaphor use. Females favor ontological metaphors (47.99%), especially container metaphors (16.46%), framing messages around identity, inclusion, and self-empowerment. Males prefer block-building (12.44%) and personification (10.82%), emphasising strength, control, and achievement. Thematic focus also varies: females highlight LIFE (20.37%), MOTIVATION (2.99%), LANGUAGE (2.30%), INSPIRATION (0.46%), EDUCATION (1.15%),

and HEALTH (1.61%), while males emphasise INFORMATION (0.75%), VALUE (9.20%), WAR (0.37%), TECHNOLOGY (2.86%), and CAREER (6.34%). Source domains reflect these differences, with females using MATERIAL OBJECTS (6.90%) and STORY (1.38%), and males relying on GAME (6.90%), BUILDING MATERIALS (6.90%), SIZE (6.90%), and LIVING BEING (6.90%). This suggests females focus on relational and tangible metaphors, while males emphasise competition, structure, and strength.

CHAPTER 4

COMMUNICATIVE PROPERTIES OF MOTIVATIONAL SPEECHES IN PUBLIC DISCOURSE

Chapter 4 explores the communicative properties of motivational public speeches through the strategy of realising motivational influence. Within this strategy, two key groups of tactics are distinguished: the *tactic of constructing motivational statements*, analysed through transitivity patterns, and the *tactic of motivational statements intensification*, examined within the framework of AT.

Furthermore, these tactics are investigated through gender-specific lenses, highlighting how linguistic choices and rhetorical strategies may vary based on gendered patterns of communication, thereby shaping the effectiveness of motivational discourse.

4.1 The tactic of constructing motivational statements from a gender perspective

The construction of motivational public speeches by male and female speakers can be examined through the communicative techniques that are linked to the analysis of transitivity patterns in participant and process clauses. By examining how agency, roles, and actions are expressed through language, this study identifies gender-specific differences in speech construction. Particular attention is given to the ways in which speakers position themselves and their audience within the speech, as well as how different process types contribute to the persuasive and directive functions of motivational statements. This analysis provides insights into the communicative techniques employed by male and female speakers to enhance engagement and effectiveness in motivational public speeches.

4.1.1 Participant clauses techniques

Initially, the *tactic of constructing motivational statement* is classified according to the transitivity patterns on participant and process. It is worthwhile to mention that participant layer of transitivity system is essential for understanding the content of clauses in motivational public speeches. In the course of this study we analysed several sublayers of participant layer with the aim of investigating the techniques that speakers use in order

to motivate the audience. The public speakers realise the *tactic of constructing motivational statement* through such techniques as *the speaker-centered technique, thematic focus technique, audience engagement technique, the gender-specific technique, and the semantic-role technique*.

The speaker-centered technique is used to effectively convey the communicative message by highlighting the agents of action and specifying their contributions within a particular situation in motivational public speeches, as reflected in participant clauses. Accordingly, it can be investigated through *Speaker indices* within the participant layer, which differentiate between *Authorial sub-indices* (elements directly related to the speaker) and *Non-authorial sub-indices* (other significant entities that contribute to the overall meaning of the participant clause). However, as previously acknowledged, *Non-authorial sub-indices* encompass a wide range of elements, including both concrete and abstract nouns, that contribute to the realisation of *thematic focus techniques*. Therefore, the analysis of *Authorial sub-indices*, which primarily center on the speaker's personality, serves as the foundation for the realisation of the *speaker-centered technique*. This is exemplified in Table 4.1, which is designed to show the frequency of elements within the *Speaker indices* of participant layer.

Table 4.1

Speaker indices in the UAM Corpus Tool

	MALE		FEMALE			
Feature	N	Percent	N	Percent	ChiSqu	Signif.
SPEAKER	N=8497		N=8178			
Authorial	861	10.13%	713	8.72%	9.75	+++
Non-authorial	4343	51.11%	4327	52.91%	5.40	++

The analysis of motivational public speeches demonstrates a notable difference in the usage of personal pronouns by male and female speakers. Male speakers (10.13%) frequently incorporate personal pronouns “I” and “we” into their speeches, which is

indicative of a tendency to foreground their personal experiences and viewpoints, placing their personality at the center of their motivational messages. On the other hand, female speakers (8.72%) often adopt a different approach. They tend to describe situations and emotions in a manner that places themselves in a secondary position, focusing instead on abstract concepts and feelings. *The speaker-centered technique* suggests a preference for exploring the broader context or collective experiences over individual narratives. These differences can be illustrated by the following examples:

- authorial (male): *And I can't act.* (DB_01022020_MA_SPT);
- authorial (female): *And I think we make a fundamental mistake ...* (MG_02092010_FE_PH);
- non-authorial (male): *... people don't want a single private company to be making, right?* (MZ_04042019_MA_I-ENTR);
- non-authorial (female): *Maybe your family has been in this city for generations ...* (MO_03062016_FE_SD).

Authorial sub-indices of *Speaker indices* include such elements as *author*, *parts of the body*, and *emotions*. Notably, the comparative analysis of motivational public speeches has revealed a High Significance of the in the *Author sub-indices*, particularly among male speakers. This trend underscores the initial observation that male speakers often use personal pronouns such as “I” to express their thoughts and feelings, thereby directly projecting their personal narratives onto their speeches. Table 4.2 demonstrates the findings which provide insight into how gender can influence the focus of motivational speeches, showing the distinct ways male and female speakers engage with their audience and articulate their messages.

Table 4.2

Authorial sub-indices of Speaker indices in the UAM Corpus Tool

	MALE		FEMALE			
Feature	N	Percent	N	Percent	ChiSqu	Signif.
AUTHORIAL	N=8497		N=8178			
Author	842	9.91%	689	8.43%	11.01	+++

The analysis of motivational speeches shows that the use of elements of the *Author sub-indices* by female speakers is different from that of male speakers. This observation suggests a more nuanced understanding of how gender influences the communicative tactic of constructing motivational statements that encourage action of motivational public speeches. Hence, it may be seen that males (9.91%) make more references to themselves than females (8.43%). See below:

- in a male's speeches: *When I'm traveling ...* (BG_01122015_MA_SD);
- in a female's speech: *I explained why I wanted to be here ...* (AJ_07122017_FE_FI).

These examples show that female speakers, like their male counterparts, also use the first person to share experiences and insights, although the overall type of communicative techniques might differ.

The thematic focus technique is also grounded in *Speaker indices*, but unlike the speaker-centered technique, it relies on *Non-authorial sub-indices* rather than *Authorial ones*. Given the wide variety of structural elements, including concrete and abstract nouns, motivational public speeches incorporate multiple agents of action within participant clauses, thereby enhancing the dynamism of the discourse. Hence, the second sub-indices in the *Speaker indices* is the *Non-Authorial ones*. As demonstrated earlier, these sub-indices often encompass abstract notions. However, in the analysis of 20 motivational speeches, other components have been identified, such as *physical process*, *enterprises*, *material object*, *God*, *human*, *food*, *education*, *emotions*, *nature*, *country*, *building*, *animals*, *planet*, and *speech*. These components offer a broader view of the subjects and entities referenced in the speeches. Interestingly, the Comparative analysis did not reveal any Low, Medium, or High Significance in layers such as *physical process*, *nature*, *country*, and *building*. Accordingly, male speakers predominantly utilise *abstract notions* (28.29%), *enterprises* (0.86%), *material object* (3.90%), *animals* (0.19%), and *planet* (0.04%) elements, whereas female speakers often incorporate elements such as *God* (0.22%), *human* (20.03%), *food* (0.26%), *education* (0.31%), *emotions* (0.34%), and *speech* (1.93%) (see Appendix J). These tendencies provide insights into the structuring of *the thematic focus technique* of male and female speakers. Examples:

- *abstract notions*:

male: *And I do believe still, overall, giving people a voice is a positive thing.*
(MZ_04042019_MA_I-ENTR);

female: *... that you will never forget the ideals you stand for: duty, honor, and loyalty.*
(KH_02062021_FE_PP).

- ***enterprises:***

male: *CNN reports that when you work out, your brain creates more serotonin ...*
(JS_01042019_MA_PSY);

female: *I decided, together with my co-founder, Kenny Lerer, to launch The Huffington Post ...*
(AH_02022018_FE_LIT).

- ***material object:***

male: *You know, computers are much better at memory ...*(EM_01122020_MA_TECHS);

female: *I've written 15 books.* (AH_02022018_FE_LIT).

- ***God:***

female: *God bless.* (MO_03062016_FE_SD).

- ***human:***

male: *I asked him for a room, and as he was filling out my information ...*
(BO_02062006_MA_PP);

female: *Family and friends of these graduates, thank you for the sacrifices ...*
(KH_02062021_FE_PP).

- ***food:***

male: *Gave the kids breakfast.* (DB_01022020_MA_SPT);

female: *... they noticed that local people were taking the product ...*
(MG_02092010_FE_PH).

- ***education:***

male: *... we've pushed the boundaries of opportunity, by providing free education ...*
(BO_02062006_MA_PP);

female: *To get an education and improve his prospects in life.* (MO_03062016_FE_SD).

- ***emotions:***

male: *So it's very easy, comparatively speaking, to be resilient ...*
(JB_01122003_MA_ECOM);

female: *And they don't just guess what makes people happy ...* (MG_02092010_FE_PH).

- **animals:**

male: *They loaded up their mules and their horses.* (JB_01122003_MA_ECOM);

female: *I only want to have cats.* (AH_02022018_FE_LIT).

- **planet:**

male: *... born on Earth ...* (EM_01122020_MA_TECHS).

- **speech:**

female: *I had expressed in the debate ...* (AH_02022018_FE_LIT).

These findings suggest that male and female speakers emphasise different thematic elements in their motivational speeches, reflecting potential differences in rhetorical focus and communicative strategies. The higher usage of **abstract notions** and **material objects** by male speakers may indicate a preference for conceptual and tangible references, reinforcing authority and objectivity. In contrast, the greater presence of **human**, **emotions**, and **speech-related** elements in female speakers' discourse suggests a stronger emphasis on relational, affective, and communicative aspects, which may enhance audience connection and engagement. These distinctions align with broader gendered patterns in language use and warrant further exploration regarding their impact on motivational effectiveness.

Audience engagement techniques, which is based on the **Number sub-indices**, comprise the following components: **1 singular**, **1 plural**, **2 singular**, **2 plural**, **3 singular**, **3 plural**, and **no number**. Hence, comparative statistics has shown that there are some gender-related differences as to **2nd person singular** and **3rd person plural**. Female speakers, in particular, show a marked preference for using **2nd person singular** (0.78%) and **3rd person plural** (12.79%) persons in their speeches (see Appendix J). Examples illustrating this usage include:

- **2nd person singular** (direct address or interaction):

male: *You can find communities for the interests that you have.* (MZ_04042019_MA_I-ENTR);

female: *And listening after you say you have to get ready now ...* (AJ_07122017_FE_FI).

- **3rd person plural** (referring to groups or others):

male: *They were tired of tyranny and weary of their lot in life.* (BO_02062006_MA_PP);

female: ... *they lived in beautiful campus dorms.* (MO_03062016_FE_SD).

While *Number sub-indices* are considered a marginal aspect compared to other elements, in the analysis of motivational public speeches, they add an important dimension, particularly in understanding how different genders construct their motivational statements. Additionally, *the gender-specific technique* is observed as the fourth essential constituent of the strategy for realising motivational influence, as it enables us to examine which gender is prevalent within participant clauses. *Gender sub-indices*, which serve as the foundation of this technique, are also considered in the analysis of motivational public speeches, though they are classified as marginal as well. They encompass a spectrum of gender identifications, including male, female, unknown, collective, dual, and inanimate. This broad categorisation allows for a nuanced understanding of gender phenomena in various life contexts. Table 4.3 in the analysis provides insights into these outcomes, demonstrating how different genders are represented and how they contribute to the structure of motivational public speeches.

Table 4.3

Gender sub-indices within the UAM Corpus Tool

	MALE		FEMALE			
Feature	N	Percent	N	Percent	ChiSqu	Signif.
GENDER	N=8497		N=8178			
male	761	8.96%	186	2.27%	347.32	+++
female	38	0.45%	908	11.10%	884.21	+++
inanimate	3269	38.47%	2828	34.58%	27.21	+++
collective	25	0.29%	47	0.57%	7.63	+++

In our corpus, the *Authorial* and *Non-Authorial sub-indices* as expressed by male speakers predominantly align with male and no gender patterns. This observation suggests a *male-centric* (8.96%) or *gender-neutral* (38.47%) approach in their motivational statements. Conversely, when examining the speeches from female speakers, a tendency emerges to employ elements that resonate with *female* (11.10%) or *collective genders* (0.57%). This inclination reflects a focus on either distinctly female perspectives or

inclusive, broader viewpoints. The examples provided in the study are chosen to highlight these distinct gender index features, showcasing the diverse ways male and female speakers incorporate gendered language into their speeches. These linguistic choices are not just stylistic but also potentially indicative of the speaker's intent and the target audience:

- **male:** *When I'm traveling, I can see many kids.* (MZ_04042019_MA_I-ENTR);
- **female:** *... for women who are working all night as nurses, hotel clerks ...*(KH_02062021_FE_PP);
- **inanimate:** *... you'd spend your life forced to build somebody else's empire* (BO_02062006_MA_PP); *... and then you can see your impact.* (MG_02092010_FE_PH);
- **collective:** *And people, publicly, can see which companies are actually doing a good job* (MZ_04042019_MA_I-ENTR); *when Americans watched how members of our military helped vaccinate our nation.* (HC_05111995_FE_PP).

Finally, ***the semantic-role technique***, which is grounded in semantic-role sub-indices, is viewed as the most integral part of the strategy of realising motivational influence because it provides a systematic framework for analysing how different participant roles contribute to the overall persuasiveness and effectiveness of motivational public speeches. In this research, ***Semantic-role sub-indices*** are classified according to M. A. K. Halliday & C. M. I. M. Matthiessen's (2014) system of Transitivity. They identify six process types: ***material***, ***mental***, ***verbal***, ***relational***, ***behavioural***, and ***existential***, each associated with specific participant roles. For material clauses, the participants identified are ***actor***, ***goal***, ***recipient***, ***client***, ***scope***, and ***attribute*** (Halliday & Matthiessen, 2014, p. 242). Mental clauses consist of ***senser*** and ***phenomenon***, encapsulating subjects experiencing various cognitive and emotive states (ibid., p. 245). Relational clauses include ***attribute***, ***carrier***, ***identified***, ***identifier***, ***value***, and ***token*** as the main participants (ibid., p. 259-265). Verbal clauses are characterised by four participant types: ***sayer***, ***verbiage***, ***receiver***, ***target*** (ibid., p. 302). Behaviour clauses, which focus on the ***behave***, are not included, as they are primarily concerned with bodily functions and deemed less relevant for this research (ibid., p. 215). The final type, existential clauses, involve the key participant – ***existent*** (ibid., p. 215). The key components of ***Semantic-role indices*** in this study are ***actor***, ***affected***,

effected, recipient, senser, phenomenon, carrier, attribute, identified, identifier, possessor, possessed, sayer, verbiage, beneficiary, receiver, existent, target, and scope. However, Comparative analysis shows significant variations in only twelve of these elements: *actor, affected, senser, phenomenon, attribute, identified, identifier, sayer, verbiage, beneficiary, receiver,* and *existent*. To analyse the realisation of these participants in motivational speeches, Table 4.4 is created, which is crucial for understanding the nuances and specific characteristics of semantic roles.

Table 4.4

Semantic-role indices within the UAM Corpus Tool

	MALE		FEMALE			
Feature	N	Percent	N	Percent	ChiSqu	Signif.
SEMANTIC-ROLE	N=8497		N=8178			
actor	827	9.73%	906	11.08%	8.10	+++
affected	782	9.20%	974	11.91%	32.40	+++
senser	590	6.94%	472	5.77%	9.60	+++
phenomenon	585	6.88%	492	6.02%	5.20	++
attribute	587	6.91%	499	6.10%	4.45	++
identified	336	3.95%	214	2.62%	23.37	+++
identifier	318	3.74%	248	3.03%	6.41	+++
sayer	98	1.15%	124	1.52%	4.18	++
verbiage	106	1.25%	158	1.93%	12.53	+++
beneficiary	17	0.20%	7	0.09%	3.80	+
receiver	47	0.55%	78	0.95%	8.99	+++
existent	73	0.86%	50	0.61%	3.49	+

The most frequent participants within the female speakers' clauses are *actor* (11.08%), *affected* (11.91%), *sayer* (1.52%), *verbiage* (1.93%), and *receiver* (0.95%). With

the latter, male speakers tend to apply such participants as **senser** (6.94%), **phenomenon** (6.88%), **attribute** (6.91%), **identified** (3.95%), **identifier** (3.74%), **beneficiary** (0.20%), and **existent** (0.86%) (see below):

- **actor**: *But you arrive, you put a soccer ball in front of them.* (DB_01022020_MA_SPT);
... *they split the investment.* (AH_02022018_FE_LIT);
- **affected**: *I certainly didn't have the resources then to hire 30,000 people to help with content.* (MZ_04042019_MA_I-ENTR); *God's blessing on you, your work, and all who will benefit from it.* (HC_05111995_FE_PP);
- **senser**: *I loved it.* (SJ_12062005_MA_IDES); ... *why I feel it's important to be with other women and talk about those women and women in art.* (AJ_07122017_FE_FI);
- **phenomenon**: ... *a publisher saw the debate...* (AH_02022018_FE_LIT); *I'm supporting the country's first philanthropy insititute.* (BG_01122015_MA_SD);
- **attribute**: *Like a good Greek peasant girl ...* (AH_02022018_FE_LIT); *I think people are more good than bad.* (MZ_04042019_MA_I-ENTR);
- **identified**: *You are mechanics ...* (KH_02062021_FE_PP); *And they are very special people.* (DB_01022020_MA_SPT);
- **identifier**: *You are mechanical engineers who will help to reinforce sinking bases ...* (KH_02062021_FE_PP); *And they are very special people.* (DB_01022020_MA_SPT);
- **sayer**: *It's not, you can't say that an election is just some period before people go vote.* (MZ_04042019_MA_I-ENTR); *They tell us to be afraid of those who are different, to be suspicious of those with whom we disagree.* (MO_03062016_FE_SD);
- **verbiage**: *She opened the envelope and said five words that literally made history* (OW_08012018_FE_MI); *And often, they'll give us a tip and say, Hey we think that there might be some bad activity coming from this IP rage somewhere.* (MZ_04042019_MA_I-ENTR);
- **beneficiary**: *She opened a trunk and took out a stack of letters, which she handed to me.* (BO_02062006_MA_PP); *They trained 35,000 health extension workers to deliver care directly to the people.* (MG_02092010_FE_PH);

- **receiver**: *Today I want to tell you three stories from my life.* (SJ_12062005_MA_IDES);
... *let me tell you, nothing – and I mean nothing – is going to stop you from fulfilling your dreams.* (MO_03062016_FE_SD);
- **existent**: *There's my truth.* (SS_24052011_FE_TECH); *there's a good, cool site* (EM_01122020_MA_TECHS).

The intricate nature of the semantic roles **actor**, **senser**, and **verbiage** necessitates a detailed classification and analysis of their structural components. This approach is vital for uncovering finer details that enhance the accuracy of the overall research findings. Thus, in the context of the **Participant subsystem** of Transitivity, the role of **actor** is expanded to include several components: **animate**, **force**, and **inanimate**. This expansion allows for a more nuanced understanding of the **actor role**, acknowledging that actors in a speech can be more than just human or living entities. **Animate** refers to living entities, who are active participants in the processes described; **force** encompasses non-human and non-living actors that exert influence or cause changes, such as natural forces or abstract concepts; **inanimate** covers non-living, non-active entities that still play a role in the process or action.

The Significance of these components is not to be understated, as they demonstrate Medium and High Significance in the analysis. This indicates that each of these aspects of the **actor role** is crucial in understanding how motivational speeches are constructed and the variety of elements that speakers use to convey their messages. By dissecting the **actor role** into these subcategories, the research gains a deeper insight into the dynamic ways speakers use language to engage with their audience and articulate their ideas. Accordingly, **animate actor** (8.98%) and **force** (0.05%) prevails in the female speakers' clauses, whilst **inanimate actors** (2.57%) are widely spread as participants of male speakers' clauses construing motivational speeches (see Appendix J). For instance:

- **animate**: *Many of the entrepreneurs in India and China have created their own businesses* (BG_01122015_MA_SD);... *our friends and allies must again be able to trust me...*(CR_2908212_FE_DE);
- **force**: *God's blessing on you, your work, and all who benefit from it.* (HC_05111995_FE_PP);

- **inanimate**: *And what would happen is ... and the Gold Rush went on for years.* (JB_01122003_MA_ECOM); *So really, it is no accident that this intuition has produced 10 Nobel Prize winners ...* (MO_03062016_FE_SD).

As for **sensors**, they can be classified into two distinct categories: **agentive sensors** and **non-agentive sensors**. According to M. A. K. Halliday & C. M. I. M. Matthiessen (2004; 2014), **agentive sensors** are willingly engaged in deliberate actions, whilst **non-agentive sensors** are present in non-volitional perception, cognition, and emotion. Accordingly, male speakers employ **non-agentive sensors** (4.93%) more often than females (see Appendix J). For instance:

- *They know who we are.* (CR_2908212_FE_DE).

Finally, **verbiage** is divided into **direct** and **reported speech** (see Table 4.9). **Direct speech** allows for the verbatim representation of what was said, potentially capturing subtleties that might be lost in indirect or summarised speech. In this context, **direct speech** could be seen as providing additional nuance, emotion, or emphasis to the utterances made by female speakers (0.72%) (see Appendix J). For example:

- *... when nobody ever has to say “Me too” again* (OW_08012018_FE_MI);
- *... and this is the sentence that he put: “The struggle between right and six dollars a month and wrong and 75 dollars a day is a rather seven one”.* (JB_01122003_MA_ECOM).

Another key element to mention is **Participant-evaluation indices**, which mostly rely upon axiology. As noted above, within this configuration, we distinguish three subtypes: **positive**, **negative**, and **neutral** axiology. Interestingly, it is women who opt for positive axiology (6.02%) (see Appendix J). For example:

- *... still pursue the happiness you hope for* (BO_02062006_MA_PP);
- *That’s how you tap into local entrepreneurial talent and you unlock people’s potential* (MG_02092010_FE_PH).

This preference for positive axiology among women may be influenced by socialisation emphasising empathy and cooperation. Societal expectations often position women in nurturing roles, reinforcing the importance of maintaining a positive demeanor and expressing warmth and supportiveness. All in all, women’s inclination towards positive

values in communication seems to be shaped by a combination of societal, psychological, and linguistic factors. Meanwhile, in order to accurately investigate the strategy for realising motivational influence and the tactic of constructing motivational statements that encourage action, it is worthwhile to observe the techniques of process clauses.

4.1.2 Process clauses techniques

Process clauses are considered a powerful tool for construing the strategy of realising motivational influence. The public speakers realise the tactic of constructing motivational statements through five main techniques such as *process-role techniques*, *active-passive voice techniques*, *modality techniques*, *evaluation techniques*, and *speaker-related techniques*. Process-type clauses are constructed through various sub-indices, including *process*, *realisation*, *polarity*, *voice*, *process-modality*, *process-evaluation*, and *Speaker sub-indices*. In the context of this study, *Process indices*, *Process-evaluation indices*, and *Speaker indices* are considered central. On the other hand, *Realisation indices*, *Polarity indices*, *Voice indices*, and *Process-modality indices* are viewed as marginal categories that help trace the grammatical peculiarities of process constructions. Additionally, in comparative analysis, it is observed that there is no Significance detected at the *realisation* and *polarity* sub-indices.

The *process-role techniques* play a central role in the tactic of constructing motivational statements that encourage action since they shape the dynamic relationships between participants, highlight agency and responsibility, and reinforce the intended persuasive impact through strategic verb choices and syntactic structures. They are realised through the **Process sub-indices** reflecting *material*, *mental*, *relational*, *verbal*, and *existential clauses*. In light of this classification, High Significance was found in the *material* (17.67%), *relational* (11.72%), *verbal* (2.82%), and *existential* (0.79%) *sub-indices* through Comparative analysis. To support these findings, Table 4.5 is presented, offering evidence for these observations.

Table 4.5

Process sub-indices within the UAM Corpus Tool

	MALE		MALE			
Feature	N	Percent	N	Percent	ChiSqu	Signif.
PROCESS	N=8497		N=8178			
material	1355	15.95%	1445	17.67%	8.85	+++
relational	996	11.72%	807	9.87%	14.85	+++
verbal	165	1.94%	231	2.82%	14.01	+++
existential	67	0.79%	38	0.46%	6.98	+++

The provided data reveals a distinct pattern in how male and female speakers structure motivational speeches, particularly in their choice of clauses. Male speakers predominantly use *relational* (11.72%) and *existential* (0.79%) clauses, while female speakers employ *material* (17.67%) and *verbal* (2.82%). *Relational clauses* are those that establish relationships between entities or concepts, often involving linking verbs such as “to be”, “to become”, or “to have”. These clauses describe states of being or situations. *Existential clauses*, on the other hand, typically start with “there” followed by a form of the verb “to be”, and are used to assert the existence of something. In contrast, female speakers tend to favor material and verbal clauses. *Material clauses* focus on actions or events, describing processes of doing or happening, where a clear subject is performing an action.

Verbal clauses deal with aspects of saying, thinking, or communicating, often structured around a saying verb. This difference highlights a gender-based stylistic variation in motivational speech construction, with male speakers leaning towards expressing states of being and existence, while female speakers are more inclined towards actions and dialogue. For example:

- *material*: You keep going, and both things are lots of hype. (JB_01122003_MA_ECOM);
You'll experience ... Setbacks that will come out of nowhere and knock you off your feet.
(MO_03062016_FE_SD);

- **relational**: *It was a big moment for us.* (AH_02022018_FE_LIT); *Meditation is a great way to recharge and can take you back up twenty percent.* (JS_01042019_MA_PSY);
- **verbal**: *As I said before, they hadn't invented the electric outlet either ...* (JB_01122003_MA_ECOM); *I said, "Hey, tell me, what does it take to protect such a valuable asset against cyberattack?"*. (KH_02062021_FE_PP);
- **existential**: *But there is nobody I would rather be than a young person graduating from the University of Nebraska.* (WB_19122020_MA_BUS); *In Ethiopia, there are hundreds of thousands of children living because of this health extension worker program.* (MG_02092010_FE_PH).

Relational and **mental clauses** are observed to have complex structure and realisation. Thus, **relational clauses** are divided into *ascriptive*, *equative*, *possessive*, and *circumstantial*, whilst **mental clauses** are classified into *cognitive*, *emotive*, *perceptive*, and *desiderative* within the Transitivity scheme for the annotation of motivational speeches. In our research, High Significance was found in **relational clauses** in the **Equative sub-constituent**. According to M. A. K. Halliday & C. M. I. M. Matthiessen (2014, p. 80), this refers to a specific type of relational clause, which is the equative type.

Equative clauses, as defined by M. A. K. Halliday & C. M. I. M. Matthiessen, are a subset of relational clauses that focus on expressing equality or similarity between two entities. These clauses typically use a form of the verb “to be” to equate one thing directly with another. These clauses do not describe actions or states but rather focus on the relationship of equivalence or identity between the subject and the complement. The preference for equative structures (3.24%) in male communication could imply a tendency towards language that emphasises identity, status, or categorisation (see Appendix J). It might reflect a communicative style that is more oriented towards stating facts or defining positions clearly and succinctly. This finding could contribute to a broader understanding of gender differences in communication styles, where men might favor direct and definitive statements that establish or clarify identities and roles. For instance:

- *It was Blackberry time.* (AH_02022018_FE_LIT);
- *United Way is a fantastic organisation and we're still a strong supporter.* (BG_01122015_MA_SD).

As for **mental clauses**, High Significance is shown at the **cognitive sub-indices**, and Low Significance is detected at the **emotive sub-indices**. The observation that male speakers predominantly use **cognitive** (4.60%) and female speakers utilise **emotional clauses** (1.19%) in motivational speeches suggests a distinct style in their communication (see Appendix J). **Cognitive clauses** are those that express mental processes such as thinking, understanding, believing, or knowing. They often include verbs such as *think*, *believe*, *realise*, or *understand*. These clauses focus on the speaker's internal mental activities.

Emotional clauses, on the other hand, convey feelings, attitudes, and emotional states. They typically involve verbs such as *feel*, *hope*, *fear*, *love*, or *hate*, reflecting the speaker's emotional responses or states of mind. The frequent use of these clause types in female speakers' discourse indicates a communication style that is more introspective and expressive of internal states, both mental and emotional. This can lead to the conclusion that their speeches are more emotionally charged compared to male speakers:

- cognitive: *And, of course, let us not forget Elizabeth Akilu for her amazing performance of the National Anthem. (MO_03062016_FE_SD); And that means every single one of us needs to learn more so we can compete more. (BO_02062006_MA_PP);*
- emotive: *I love Germany. (EM_01122020_MA_TECHS); ... every boy and girl is loved and cared for equally ... (HC_05111995_FE_PP).*

These examples demonstrate how female speakers might structure their motivational speeches to engage the audience on both an intellectual and emotional level, creating a discourse that is rich in emotional and cognitive elements. **Realisation**, **polarity**, and **voice indices** are viewed as complementary elements providing additional meaning to the components of process clauses.

Active-passive voice techniques are observed as a supplementary constituent in the tactic of constructing motivational statements that encourage action, since they allow for strategic emphasis on either the agent or the action itself, thereby shaping the audience's perception of responsibility and urgency. Meanwhile, it is still important because the choice between active and passive voice can influence the clarity, engagement, and persuasive effect of the message, ensuring that the intended motivational impact is effectively conveyed. These techniques are realised through the **Voice indices**, which are grounded on

several elements such as ***non-applicable voice***, i.e., those cases when the unit cannot be said to have a passive counterpart, and ***active*** and ***passive voices***.

In analysing the speech patterns of male and female speakers, it is interesting to note the distinct use of voice in their discourse. Male speakers apply what is referred to as ***non-applicable voice*** (12.04%) more frequently (see Appendix J). For instance, in “*United Way is a fantastic organisation and we’re still a strong supporter*” (BG_01122015_MA_SD) and “*No, we’re all in this together*” (MO_03062016_FE_SD) the focus is not on an actor performing an action but rather on a state of affairs or a collective viewpoint.

Conversely, female speakers are observed to predominantly use the ***passive voice*** (1.74%) (see Appendix J). This voice emphasises the action being received by the subject, rather than the subject performing the action, and often reflects a communication style that spotlights the effects of actions or situations on subjects. For example, Melinda Gates, in her speech, uses the passive voice to underscore the impact and reach of marketing strategies: “... *you know where every can versus bottle of Sprite, Fanta, or Coke was sold*” (MG_02092010_FE_PH).

This usage suggests a tendency in female speech to represent events or phenomena as influenced by external factors, thereby creating a more inclusive or reflective discourse. These differences in the application of voice between male and female speakers offer insights into their respective communication styles. Males may favor direct, actor-oriented statements, while females might emphasise the broader context and impacts of actions. Such nuances in speech patterns are crucial for understanding the dynamics of communication across genders. The ***modality techniques*** serve as a fundamental component in the tactic of constructing motivational statements that encourage action as they enable speakers to express varying degrees of certainty, obligation, and possibility. By strategically employing modal verbs and adverbial modifiers, these techniques help to shape the audience’s perception of urgency, necessity, and potential outcomes, thereby reinforcing the persuasive impact of the message and guiding recipients toward a desired course of action. In essence, modality techniques are structured by means of ***Process-modality indices***, which coincide with ***Participant-modality indices***. Hence, ***Process modality*** is classified to ***unmarked***,

epistemic and *deontic*. High Significance is detected at the *epistemic sub-indices* (6.54%), while Low Significance (2.24%) is found at the *deontic sub-indices* (see Table 4.6).

Table 4.6

Process modality indices within the UAM Corpus Tool

	MALE		FEMALE			
Feature	N	Percent	N	Percent	ChiSqu	Signif.
MODALITY	N=8497		N=8178			
epistemic	556	6.54%	418	5.11%	15.54	+++
deontic	154	1.81%	183	2.24%	3.81	+

In analysing speeches from both genders, a distinct pattern emerges: males predominantly employ *epistemic modality* (6.54%), as evidenced by examples such as “As you can imagine, all these unexpected events not only helped me to become the daring woman” (MZ_04042019_MA_I-ENTR). Conversely, females tend to favor *deontic modality* (2.24%), as seen in phrases such as “... we don’t have to make them want that” (MG_02092010_FE_PH).

This consistent discrepancy suggests a nuanced difference in how individuals of different genders express themselves linguistically. Males, often inclined towards speculation and uncertainty, utilise epistemic modality more frequently, while females, with a tendency towards assertiveness and obligation, favor deontic expressions. This compelling observation underscores the intricate interplay between language, gender, and communication styles. As for *epistemic modality*, it is divided into *possibility*, *probability*, *certainty*, and *capacity*. Male speakers use *possibility* (3.04%) more often in comparison to female speakers (see Appendix J). The realisation of *possibility* within the clauses of male and female speakers is represented below:

- *And people say to me, sometimes if you could have lunch with one person ...* (WB_19122020_MA_BUS);
- *... our comments on politics or jokes we tell on stage could land us in prison where we might be tortured or punished.* (AJ_07122017_FE_FI).

Meanwhile, within *deontic modality* we can see several subtypes, namely *obligation*, *prohibition*, *permission*, and *inclination*. In the view of Comparative analysis, Low Significance is distinguished at the *Permission sub-indices*, whilst *inclination* is highly statistically significant. The variations in language usage between female speakers, including their tendency to use *inclination clauses* (1.58%) to subtly convey intentions and *permission clauses* (0.11%) to assert directives, can be explained by several factors (see Appendix J). For example:

- *permission*: Don't let the noise of other's opinions drown out your own inner voice ... (SJ_12062005_MA_IDES); organisations who wished to participate in this conference have not been able to attend or have been prohibited from fully taking part. (HC_05111995_FE_PP);
- *inclination*: I like to thank David Lean. (SS_07021986_MA_FILM); But I also want to be very clear that with those successes comes a set of obligations ... (MO_03062016_FE_SD).

Women may employ *inclination clauses* to maintain a softer tone and avoid appearing too direct, reflecting societal expectations for women to be nurturing and accommodating. On the other hand, the use of *permission clauses* allows female speakers to assert authority while still maintaining a sense of inclusivity and cooperation, which can be more effective in motivating their audience to take action. These linguistic strategies are influenced by societal norms and expectations surrounding gender roles, as well as communication styles typically associated with femininity.

The effectiveness of tactic of constructing motivational statements that encourage action largely depends on the *evaluation techniques* used in their construction. These techniques serve as the foundation for shaping persuasive messages that resonate with an audience. By strategically employing appraisal strategies, rhetorical framing, and emotional appeals, speakers can enhance the motivational impact of their statements. *Evaluation techniques* help establish credibility, evoke strong emotions, and align the message with the listener's values, ultimately driving them toward action. Whether through positive reinforcement, comparative assessments, or emotionally charged language, these methods shape the way motivation is perceived and acted upon. The *evaluation techniques* rely on

the *Process-evaluation indices*. In the table below, we can see the results of the statistical analysis of the *Process-evaluation indices* are demonstrated. Correspondingly, male speakers often employ *neutral* evaluation (34.93%), using neutral process clauses to convey information without revealing their personal attitudes toward specific situations or phenomena in the motivational speeches of our corpus. Conversely, female speakers tend to utilise *positive* (4.66%) and *negative* (1.91%) clauses to embellish their motivational messages with affirmations or challenges (see Table 4.7).

Table 4.7

Process-evaluation index within the UAM Corpus Tool

	MALE		FEMALE			
Feature	N	Percent	N	Percent	ChiSqu	Signif.
PROCESS EVALUATION	N=8497		N=8178			
neutral	2968	34.93%	2595	31.73%	19.18	+++
positive	218	2.57%	381	4.66%	52.72	+++
negative	78	0.92%	156	1.91%	29.49	+++

For example, male speakers may opt for *neutral* expressions such as: “*When I was young, my family spent a summer in Washington.*” (BG_01122015_MA_SD) In contrast, female speakers may use *positive clauses*, as seen in: “*Seek out strong women to befriend, to align yourself with, to learn from, to be inspired by.*” (MA_14012016_FE_MU), or *negative clauses*, as in “*... I know everyone in this room deals with a lot of tough problems.*” (EM_01122020_MA_TECHS). These differences in linguistic expression may stem from societal norms and gender expectations. Male speakers often adopt a neutral tone to maintain a sense of objectivity, while female speakers may utilise positive and negative clauses to evoke emotions and provide motivational guidance.

The effectiveness of the tactic of constructing motivational statements that encourage action is primarily determined by the strategic implementation of *speaker-related techniques* in their formulation. These techniques are grounded in *speaker-related indices*,

which fully coincide with speaker-related indices in participant clauses. This alignment highlights the actions performed by the main agent within these clauses, emphasising their role in driving motivation. Furthermore, they are crucial because they shape the speaker’s authority, credibility, and emotional appeal, thereby influencing the audience’s perception and response. By strategically selecting linguistic and rhetorical devices, speakers can enhance engagement, establish a sense of urgency, and create a persuasive narrative. The structural composition of *Speaker indices* in both Process and Participant clauses demonstrates a notable similarity. Within the *Speaker indices*, we distinguish between *authorial* and *non-authorial sub-indices*. The findings derived from these sub-indices are systematically presented in Table 4.8.

Table 4.8

Speaker indices within the UAM Corpus Tool

	MALE		FEMALE			
Feature	N	Percent	N	Percent	ChiSqu	Signif.
SPEAKER	N=8497		N=8178			
authorial	955	11.24%	774	9.46%	14.12	+++
non-authorial	2308	27.16%	2358	28.83%	5.77	+++

Analysis reveals distinct patterns in the use of language by male and female speakers, particularly in motivational speeches. Male speakers frequently employ personal pronouns “I” and “we”, which highlights their direct, personal involvement in the narrative. For instance:

- *Well, I'm trying to set a good example for the kid.* (EM_01122020_MA_TECHS).

In contrast, female speakers often incorporate Non-authorial elements within their Process clauses, subtly shifting the focus away from themselves and towards the subject matter. Examples of this include:

- *The book turned out to be a big bestseller.* (AH_02022018_FE_LIT).

This distinction in language use may underscore the differing approaches in constructing motivational statement between male and female speakers. The extensive data collected at the *Non-authorial sub-index* reveals significant findings (see Table 4.19).

We have identified key categories that play a pivotal role in the context of motivational speeches. These categories include *abstract notions*, *physical processes*, *enterprises*, *material objects*, *concepts of God*, *humans*, and *animals*. Each of these elements has been found to be highly significant in the structure and delivery of these speeches. Again, males and females seem to prefer different ones, for instance:

- *abstract notions*: *Making time for deep, meaningful interactions every day, can give the recharge our battery seriously needs.* (JS_01042019_MA_PSY); *But what does marketing really entail that would make a sanitation solution get a result in diarrhea?* (MG_02092010_FE_PH);
- *physical process*: *... you embody the very hopes and dreams carved into the base of that iconic statue ...* (MO_03062016_FE_SD); *Exactly what the gym does for the booty, meditation can do for the mind.* (JS_01042019_MA_PSY);
- *enterprises*: *... and then Space X is about a good future beyond Earth* (SS_24052011_FE_TECH); *... and Tesla is also developing a form of A.I. with self-driving.* (EM_01122020_MA_TECHS);
- *material object*: *Mommy the toy broke.* (SS_24052011_FE_TECH); *And I read these letters, which were in the simple, sometimes awkward, voice of somebody desperate for a chance ...* (BO_02062006_MA_PP);
- *God*: *May God bless you.* (KH_02062021_FE_PP);
- *human*: *They turned the ships into hotels ...* (JB_01122003_MA_ECOM); *They will provide an answer to the question, “Where does America stand?” ...* (CR_2908212_FE_DE);
- *animals*: *I mean caterpillars do it.* (EM_01122020_MA_TECHS).

In the analysis of language use in our corpus, we observe distinct thematic preferences between male and female speakers. Male speakers demonstrate a propensity to include *Non-authorial elements* such as *abstract notions* (10.2%), *physical processes* (0.12%), *enterprises* (0.66%), *material objects* (1.14%), and *animals* (0.09%) (see Appendix J). This

trend suggests a focus on external concepts and entities, ranging from theoretical ideas (*abstract notions*) and observable phenomena (*physical processes*) to business topics (*enterprises*), tangible commodities (*material objects*), and references to non-human living beings (*animals*). Such choices may reflect an emphasis on the external world and its various aspects.

Conversely, female speakers show a recurring emphasis on **God** (14%) and **human** (19.17%) components in their speeches (see Appendix J). This pattern indicates a preference for discussing topics closely related to spirituality, moral values (**God**), and personal or interpersonal dimensions (**human components**). The emphasis on these themes suggests a more introspective approach, focusing on spirituality, personal experiences, emotions, relationships, and social issues. These distinctions, observed in the specific data set of motivational speeches, might be influenced by cultural norms and socialisation patterns.

4.2 The tactic of motivational statement intensification

The intensification of motivational statements is achieved through a range of linguistic techniques, including polarity techniques, cohesion techniques, explicitness techniques, valence/axiology techniques, and evaluation techniques. These methods serve to enhance the persuasive and emotional impact of motivational discourse, ensuring that the intended message resonates with the audience. The theoretical framework underpinning the analysis of these techniques is AT, which provides a systematic approach to examining how evaluative language functions in communication.

4.2.1 Tactic of motivational statement intensification: comparative gender analysis

It is worth noting that the *tactic of motivational statement intensification* is deeply rooted in emotions, which are conveyed by speakers in motivational public speeches. These emotions serve as a key driving force in enhancing the persuasive impact of the speech, fostering a strong connection between the speaker and the audience. Furthermore, it serves as universal mechanisms intrinsic to human nature, functioning to express the state of our inner selves, whether deliberately or inadvertently. Even if someone strives to conceal their

emotions, subtle cues such as facial expressions, body posture, vocal tone, or even the nuances of their silences can inadvertently reveal a spectrum of feelings such as happiness, boredom, disgust, or shock (Benítez-Castro & Hidalgo-Tenorio, 2019, p. 326). Thus, AT aims to discern the nuanced emotional tones in various forms of discourse. The theory suggests that most individuals tend to emotionally communicate their views on social, business, and economic matters.

Cohesion techniques play a crucial role in the tactic of motivational statement intensification because they ensure logical consistency and enhance the overall persuasiveness of the discourse. By employing cohesive devices such as ellipsis and non-ellipsis, speakers can create a well-structured and interconnected speech that maintains audience engagement. Cohesion, closely intertwined with semantics, plays a crucial role in shaping meaning across various text types. While it primarily ensures textual unity and coherence, its relationship with axiology and emotions becomes evident through the way cohesive devices contribute to evaluative and affective meaning. Furthermore, cohesion is an essential component of discourse, as it facilitates the logical and rhetorical organisation of ideas (Halliday & Hasan, 1989, p. 4). In the context of motivational statements, cohesion reinforces evaluative judgments and emotional appeal by linking attitudinal and axiological elements within a text. Through lexical cohesion, reference, substitution, and conjunctions, speakers can emphasise key values, create contrast between positive and negative evaluations, and structure their argument persuasively. Our tagging system encompasses two key elements: *ellipsis* and *non-ellipsis*. These elements significantly impact the coherence and meaningfulness of speech segments. In our comparative analysis, we noted a gender-based linguistic trend: men demonstrated a preference for *ellipsis* (1.03%) (see Appendix K). For example:

- male: *Not because our dream has progressed perfectly. It hasn't* (BO_02062006_MA_PP).

From a communicative perspective, men are often found to use more direct, concise, and action-oriented language, aligning with *ellipsis* as a tool for brevity and efficiency. By omitting certain words that can be inferred from the context, *ellipsis* allows for a more

succinct expression, which may reflect a preference for economy of language and a focus on the core message rather than an elaborate detail.

Explicitness techniques are regarded as fundamental elements in the tactic of *motivational statement intensification* because they enable speakers to convey emotions and opinions with varying degrees of directness, ranging from **explicit** to **implicit**, or a combination of both, within the framework of motivational public speeches. These techniques play a crucial role in shaping the persuasive impact of motivational discourse, influencing how messages are received and interpreted by the audience. Accordingly, this strategy is grounded in **Explicitness indices**, which function as linguistic markers that determine how clearly and directly emotions and opinions are conveyed, influencing the effectiveness of motivational discourse (see Table 4.9).

Table 4.9

Explicitness indices within the UAM Corpus Tool

	MALE		FEMALE			
Feature	N	Percent	N	Percent	ChiSqu	Signif.
EXPLICITNESS	N=1163		N=1188			
explicit	425	36.54%	490	41.25%	5.47	+++
explicit-implicit	725	62.34%	670	56.40%	8.60	+++

The table 4.9 reveals a distinct pattern in the communication styles of male and female speakers. Female speakers typically utilise a more **explicit** approach (41.25%) in their delivery. This explicitness is characterised by a clear and straightforward expression of emotions and opinions, leaving little for the audience to interpret. Their speech structure is often direct and unambiguous, emphasising transparency and clarity in conveying their message. This is because direct communication enhances efficiency, minimises misinterpretation, and reinforces authority, making the message more impactful and goal-oriented. Male speakers often (62.34%) discuss specific events or situations directly, yet

their speech allows for nuanced interpretation because they rely on *implicit* meanings, strategic omissions, and contextual cues. While their statements are clear and assertive, they often leave certain details unstated, prompting the audience to infer additional meaning. This approach maintains efficiency while engaging listeners on a deeper cognitive and emotional level, making the message more impactful. The listener could infer additional, *implicit* meanings from the text, suggesting a layered approach where direct communication is complemented by underlying messages open to interpretation. This approach can add depth and complexity to their discourse. Thus, the contrast with male speakers indicates a nuanced divergence in gender-based communication.

- ***explicit:***

male: *I want to point out one thing.* (JB_01122003_MA_ECOM);

female: *Cokes 'global campaign slogan is "Open Happiness".* (MG_02092010_FE_PH).

- ***explicit emotion – implicit opinion:***

male: *And find opportunities to get involved with causes you're passionate about.* (BG_01122015_MA_SD);

female: *It took 72 years of organised struggle, before that happened ...* (HC_05111995_FE_PP).

- ***explicit opinion – implicit emotion:***

male: *I believe that giving everyone a voice is going to be a positive thing ...* (MZ_04042019_MA_I-ENTR);

female: *Some of you have been homeless.* (MO_03062016_FE_SD).

These examples suggest that male speakers tend to state opinions clearly but leave emotions *implicit*, reinforcing a direct and assertive approach to delivering information. In contrast, female speakers often introduce emotions explicitly while keeping their personal stance or evaluation of the situation more implicit, encouraging the audience to interpret the intended meaning. This distinction reflects broader tendencies in motivational public speeches, where men may prioritise clarity and authority, while women might emphasise emotional engagement and audience connection.

It should be noted that the *Explicit Emotions – Implicit Opinion indices* encompasses several key elements, including *propriety, veracity, capacity, tenacity, normality, quality,*

impact, **valuation**, and **composition** (see Table 4.10). These elements help in understanding how explicit emotions could influence opinions. These elements shape how explicit emotions subtly influence opinions by reinforcing credibility (**propriety**, **veracity**, **capacity**), signaling conviction (**tenacity**, **normality**, **quality**), and guiding audience interpretation through emphasis and structure (**impact**, **valuation**, **composition**). By framing emotions in a socially and contextually relevant manner, they steer the audience's perception of the speaker's viewpoint. Conversely, the **indices Explicit Opinion – Implicit Emotion** involve elements such as **surprise**, **interest**, **inclination**, **satisfaction**, **dissatisfaction**, **attraction**, and **repulsion**, which demonstrate how openly expressed opinions can be underpinned by implicit emotional state. These elements illustrate how explicit opinions are shaped by underlying emotions: **surprise** and **interest** capture engagement, **inclination** and **satisfaction/dissatisfaction** reflect approval or discontent, and **attraction** and **repulsion** signal preference or aversion. While the opinion is stated directly, these implicit emotional cues influence how the audience perceives its intensity and significance. The corresponding data is presented in Appendix K.

Table 4.10

Explicitness indices/ Explicit-Emotion-Implicit-Opinion within the UAM Corpus Tool

	MALE		FEMALE			
Feature	N	Percent	N	Percent	ChiSqu	Signif.
EXPLICIT EMOTION/ IMPLICIT OPINION	N=1163		N=1188			
propriety	46	3.96%	88	7.41%	13.03	+++
tenacity	29	2.49%	48	4.04%	4.44	++
normality	34	2.92%	18	1.52%	5.39	++
quality	25	2.15%	14	1.18%	3.398	+
valuation	291	25.02%	257	21.63%	3.775	+

The observed trends in the utilisation of certain elements such as **normality** (2.92%), **quality** (2.15%), and **valuation** (25.02%) by male speakers, and **propriety** (7.41%) and **tenacity** (4.04%) by female speakers, may reflect underlying differences in gender-specific communication styles. See below:

- **propriety:**

male: *I'm an optimist about the power of philanthropy to reduce inequity.*
(BG_01122015_MA_SD);

female: *... but our armed forces are the surest shield and foundation of liberty ...*
(CR_2908212_FE_DE).

- **tenacity:**

male: *So a portion of our work at the foundation is focused on how to address the barriers to engaging in effective philanthropy ...* (BG_01122015_MA_SD);

female: *There, the discussion will focus on local and highly successful programs that give hard-working women ...* (KH_02062021_FE_PP).

- **normality:**

male: *Generally, they were saying like who's starting a car company is crazy ...*
(EM_01122020_MA_TECHS);

female: *God bless you and God bless this extraordinary country ...* (CR_2908212_FE_DE).

- **quality:**

male: *And, well, it's fun to drive a well-handing car on a winding road in a beautiful train ...*
(EM_01122020_MA_TECHS);

female: *And your amazing salutations, Orubba Almansouri.* (MO_03062016_FE_SD).

- **valuation:**

male: *And I can give you a few examples of where I think this is really important.*
(MZ_04042019_MA_I-ENTR);

female: *I knew that was very important.* (AH_02022018_FE_LIT).

These differences are influenced by a variety of factors, including societal norms, cultural expectations, and individual experiences. Male speakers' preferences for **normality**, **quality**, and **valuation** might indicate a focus on establishing standards, assessing merit, and determining worth, which may align with traditional masculine values of competence and

achievement. In contrast, female speakers' use of *propriety* and *tenacity* could suggest an emphasis on appropriateness, ethics, and persistence, potentially reflecting values associated with nurturing and resilience that are often culturally attributed to women. By providing specific examples from motivational speeches, it is possible to observe how each gender navigates and conveys their messages. This understanding is crucial in appreciating the nuanced ways in which men and women may approach communication, especially in a motivational context, where the impact of these differences are particularly pronounced.

Valence/axiology techniques are central to the tactic of motivational statement intensification because they shape the emotional and evaluative dimensions of discourse, reinforcing the speaker's intended message. By employing positive or negative *valence*, these techniques enhance persuasion, guiding the audience's emotional response toward encouragement, aspiration, or urgency. Axiology, closely associated with *opinion*, categorises judgments as *good*, *bad*, or *neutral*, providing a framework for evaluating perspectives. Similarly, the *Valence indices* assess emotions, classifying them as *pleasant*, *unpleasant*, or *neutral*. This distinction is crucial in understanding emotional responses. In our Comparative Analysis, we observed High Statistical Significance at both the *Valence* and *Axiology sub-indices*. These significant findings are detailed in Table 4.11, showcasing the strong correlation between these sub-indices and their respective influences on opinion and emotional evaluation.

Table 4.11

Valence/Axiology indices within the UAM Corpus Tool

	MALE		FEMALE			
Feature	N	Percent	N	Percent	ChiSqu	Signif.
VALENCE/AXIOLOGY-TYPE	N=1163		N=1188			
valence	500	42.99%	571	48.06%	6.09	+++
axiology	652	56.06%	594	50.00%	8.67	+++

Table 4.11 reveals distinct patterns in the use of **axiology** and **valence** within motivational speeches by male and female speakers. Male speakers predominantly incorporate axiological elements (56.06%), intertwining moral judgments and values within their rhetoric. This approach reflects a tendency to anchor their discourse in definitive concepts of **good**, **bad**, or **neutral**, offering clear-cut evaluations and perspectives. On the other hand, female speakers demonstrate a pronounced use of **valence** units (48.06%). This implies a stronger emphasis on emotional nuances in their speech, capturing a wide spectrum of feelings from **pleasant** to **unpleasant**, and often **neutral**. This divergence in stylistic choices highlights a fundamental difference in communication strategies, which are attributed to cognitive, social, and cultural factors. Research suggests that men tend to adopt a more categorical and assertive approach in communication, relying on clear evaluative markers to establish authority and decisiveness. In contrast, women often integrate a broader range of emotional valence, reflecting a communicative tendency toward relational engagement and audience alignment. This distinction may stem from socialisation patterns, where male discourse is shaped by a preference for objectivity and directness, while female discourse prioritises emotional depth and contextual sensitivity. Consequently, male speakers construct arguments with firm value judgments, whereas female speakers create a more nuanced emotional landscape, allowing for greater interpretative flexibility. Such gendered patterns in speech provide valuable insights into the varied ways in which motivational messages are crafted and conveyed, shaping audience reception and impact. For instance:

- **valence:**

male: *I m also excited to be here today because I m an optimist about the power of philanthropy...* (BG_01122015_MA_SD);

female: *I love you all.* (MO_03062016_FE_SD).

- **axiology:**

male: *This is an incredibly generous country.* (BG_01122015_MA_SD);

female: *It was a big moment for us. I knew that was very important.* (AH_02022018_FE_LIT).

These differences reflect a tendency for male speakers to frame **valence** and **axiological** statements in a broader, more conceptual way, while female speakers often emphasise direct emotional connection and personal experience. Previously, we identified three types of **valence**: **pleasant**, **unpleasant**, and **neutral**. Through our Comparative Statistical Analysis, we discovered that **unpleasant** and **neutral** emotions exhibit High Statistical Significance. Notably, the analysis reveals a higher frequency of **unpleasant** (18.60%) and **neutral** (4.21%) emotional expressions in texts attributed to female speakers (see Appendix K). This pattern suggests that female discourse tends to gravitate more towards these emotional tones, possibly reflecting a nuanced approach to communication that prioritises subtler emotional nuances over overtly positive sentiments. The table thus serves not only as a statistical summary but also as an insightful lens into gender-specific communication styles, highlighting how females uniquely express and navigate complex emotional landscapes in their speech. See below:

- **unpleasant:**

male: ... *I regret to say, exhausted, but still alive ...* (JB_01122003_MA_ECOM);

female: *Internal strife and hostile neighbours are challenging the young, fragile democracy of Iraq ...* (CR_2908212_FE_DE).

- **neutral:**

male: *So I decided to go.* (BO_02062006_MA_PP);

female: *Many of you awake at night wondering how on Earth you were going to support your parents and your kids ...* (MO_03062016_FE_SD).

These distinctions highlight gender-based tendencies in emotional expression. Male speakers often convey **unpleasant** emotions through direct, personal reflections, focusing on their own experiences, while female speakers tend to frame negativity within broader societal or external challenges. Similarly, in neutral statements, men typically present straightforward, action-oriented remarks with minimal emotional engagement, whereas women incorporate elements of reflection and empathy, emphasising shared struggles or concerns. This suggests that male discourse leans toward individual perspective and decisiveness, while female discourse frequently integrates a relational or collective dimension, reinforcing emotional resonance and audience connection.

The last constituent of tactic of motivational statement intensification is *evaluation techniques*. They are significant because they shape the audience's perception of the speaker's message by assigning value, judgment, or importance to ideas, actions, or entities. By employing evaluative language, speakers can reinforce positive or negative attitudes, enhancing persuasion and emotional impact. These techniques also help structure discourse, making motivational statements more compelling, authoritative, and memorable. Additionally, *evaluation techniques* contribute to audience alignment by appealing to shared values and beliefs, thereby strengthening the speaker's influence and fostering engagement. *Evaluation techniques* are based on the *Evaluation sub-indices*, framed by J. R. Martin & R. R. White's AT (2005), relies on three interconnected dimensions: *attitude*, *engagement*, and *graduation*. *Attitude*, a comprehensive semantic system, includes components such as feelings, ethics, and aesthetics, divided into subsystems of *affect*, *judgment*, and *appreciation*. To understand speeches from the *attitude* perspective, analysing these subcategories is crucial. J. R. Martin & Rose (2003; 2005) note that the Attitude system enhances solidarity across social strata. Affect is categorised into *dis/inclination*, *un/happiness*, *in/security*, and *dis/satisfaction*, which M.A. Benítez Castro and E. Hidalgo Tenorio (2019) further refine, adding value to the *Evaluation subsystem's* foundation. The *Evaluation subsystem* consists of Emotion and Opinion sub-indeces. Emotion includes Goal Seeking (characterised by *surprise*, *interest*, *inclination*), Goal Achievement (*satisfaction* or *dissatisfaction*), and Goal Relation (*attraction* and *repulsion*).

In our corpus of motivational speeches, a distinct gender-based pattern emerges in the use of Goal achievement and Goal relational elements. Male speakers tend to emphasise Goal achievement sub-indeces (18.81%) in motivational public speeches. This focus aligns with themes of success, accomplishment, and the fulfillment of objectives, suggesting a preference for a results-oriented approach that resonates with traditional notions of achievement and triumph. Such elements often serve to inspire action and drive, highlighting the end results of perseverance and hard work. Conversely, female speakers predominantly incorporate Goal relational elements (13.55%). This choice reflects a focus on the dynamics of relationships, emotional connections, and the impact of actions on others. It suggests a more empathetic and inclusive approach, valuing interpersonal

relationships and emotional resonance as key aspects of motivation. By emphasising these relational aspects, female speakers may be nurturing a sense of community and mutual support, which is crucial in fostering a collaborative and emotionally intelligent environment. This divergence in thematic elements underscores the varied ways in which male and female speakers construct motivational public speeches.

- ***goal achievement:***

male: *still go on to achieve good things ...* (BO_02062006_MA_PP);

female: *on the way to succeed.* (AH_02022018_FE_LIT).

- ***goal relation:***

male: *You've got to find what you love.* (JB_01122003_MA_ECOM);

female: *It means not taking citizens away from their loved ones and jailing them...*(HC_05111995_FE_PP).

Within the ***Satisfaction sub-indices***, we could observe that male speakers tend to show their happiness (13.24%) more openly to the audience compared to female speakers (see Appendix K). This means that in public speaking, men often appear more cheerful and enthusiastic. They might smile more, use more excited tones in their voice, and have energetic body language, correspondingly it can make the audience feel more energised and positive. The reason for this might be because of how society expects men and women to behave. Men feel more comfortable being happy and excited in front of others. They might think this is a good way to grab the audience's attention and make them feel good as well. Women, however, do not show happiness in such a big way. This does not mean they are less happy; they just express it differently. Women might focus more on showing they understand and care about the audience, which can involve a mix of different feelings, not just happiness. So, men and women might choose different ways to show their feelings when they are speaking to people, and this affects how their audience feels and reacts.

Goal relation type is intricately divided into two pivotal components: ***attraction*** and ***repulsion***. This dichotomy is essential in understanding how speakers engage with their audience – ***attraction*** signifies drawing the audience closer, engendering a sense of connection, while ***repulsion*** indicates pushing them away, often challenging their perspectives. Our research reveals that these elements are highly significant, playing a vital

role in the effectiveness of communication. In the specific context of motivational speeches by female speakers, we observed a rich presence of both **attraction** (10.58%) and **repulsion** (3.79%) elements (see Appendix K). This indicates a nuanced approach where female speakers balance themes of love, admiration and affinity (**attraction**) with those of challenge or disagreement (**repulsion**). Such a strategy is aimed at both connecting with the audience on a deeper emotional level and provoking through more confrontational or challenging ideas. This dynamic use of **attraction** and **repulsion** adds a layer of complexity to their speeches, engaging and challenging the audience simultaneously. For example:

- **attraction:**

female: *And I pay tribute, and we all do, to all the women who came before us, who pushed the boundaries in their lifetime so that we could be standing here today.* (AJ_07122017_FE_FI);

male: *I think just the excitement. I'm still – I'm 36 years old, and every time I step on the field I'm like a little kid.* (DB_01022020_MA_SPT).

- **repulsion:**

female: *And there are women across the world who face serious danger and get hurt just trying to have a voice, just an opinion.* (AJ_07122017_FE_FI);

male: *It was pretty scary at the time, but looking back it was one of the best decisions I ever made.* (SJ_12062005_MA_IDES).

In our analysis of a corpus of motivational speeches, we encountered an intriguing observation: the relative scarcity of **inclination** as a rhetorical element. **Inclination**, in this context, refers to the speaker's expression of a strong tendency or preference toward certain ideas or actions. Typically, one would expect motivational speeches to be replete with expressions of **inclination**, as these speeches often aim to inspire and persuade the audience towards a particular viewpoint or course of action. However, our findings indicate that this expected use of **inclination** is surprisingly infrequent. The analysis shows that female speakers (0.25%) tend to use more disinclined elements than male (see Appendix K).

This could suggest that motivational speakers might be adopting a more nuanced approach, choosing to inspire and engage their audience without overtly expressing a strong bias or preference. Alternatively, it may reflect a strategic decision to leave room for the

audience to form their own inclinations, thereby fostering a sense of autonomy and personal connection with the subject matter. This subtler approach to motivation, prioritising engagement and thought-provocation over direct persuasion, could be a key characteristic distinguishing the style and impact of these speeches. As we have already explained, Evaluation in public speaking is multifaceted, comprising various subcategories including Opinion. The *Opinion sub-indices* are further divided into nine characteristics: *propriety*, *veracity*, *capacity*, *tenacity*, *normality*, *quality*, *impact*, *valuation*, and *composition*. Among these, High Significance is particularly noted in *propriety* (7.58%), *tenacity* (4.29%), Medium Significance is seen in *normality* (2.92%), and Low Significance is detected in *quality* (2.06%). In the realm of public speaking, the nature and effectiveness of a speech can be significantly influenced by the speaker's gender, as evidenced by the data in Table 4.12.

Table 4.12

Opinion indices within the UAM Corpus Tool

	MALE		FEMALE			
Feature	N	Percent	N	Percent	ChiSqu	Signif.
OPINION-TYPE	N=1163		N=1188			
propriety	46	3.96%	90	7.58%	14.13	+++
tenacity	29	2.49%	51	4.29%	5.79	+++
normality	34	2.92%	20	1.68%	4.03	++
quality	24	2.06%	13	1.09%	3.56	+

The study reveals that speeches by female speakers are often distinguished by two primary characteristics: *propriety* and *tenacity*. Normality, which means their speeches align closely with the audience's expectations and societal standard, emerges as the predominant characteristic; likewise, males tend to opt for quality, which has to do mainly with general appearance or view of a person or thing. See for instance:

- *propriety*:

male: I'm sure he was right. (BO_02062006_MA_PP);

female: *I would spent a long time arguing with myself about what the right word was.* (AH_02022018_FE_LIT).

- **tenacity:**

male: *... because they're all lazy or weak of spirit.* (BO_02062006_MA_PP);

female: *Because talent and effort combined with our various backgrounds...* (MO_03062016_FE_SD).

- **normality:**

male: *... to get the Olympics to our country, into London, I wasn't skeptical.* (DB_01022020_MA_SPT);

female: *God bless this exceptional country: the United States of America.* (CR_2908212_FE_DE).

- **quality:**

male: *Berlin is not poor, but it's definitely sexy.* (EM_01122020_MA_TECHS);

female: *Let me start, of course, by thanking President Coico for that wonderful introduction.* (MO_03062016_FE_SD).

To proceed further, we delve into the subsequent facet of the **Opinion indices: valuation**. This sub-index bifurcates into two distinct segments: **importance** and **maintenance**. Notably, the aspect of **importance** assumes a pivotal role, particularly in relation to **maintenance**. It is observed that **importance** gains prominence chiefly through its association with either positive or negative impacts on specific scenarios or individuals. Male speakers often seem to utilise the **maintenance** notion, in particular the **Beneficial sub-indices** (13.32%) more frequently than females, which may be due to social and cultural norms that historically associate males with responsibility for upkeep and continuity (see Appendix K). These norms dictate that males should focus on preserving status, relationships, or situations, reflecting traditional roles in societal and familial structures. For example, in many cultures, men are traditionally viewed as providers or problem-solvers, roles that naturally align with discussing benefits or positive outcomes. This might lead men to focus more on the advantageous aspects of a situation, emphasising positive impacts or solutions in their communication. Conversely, females, who might be socially encouraged to adopt more nurturing or empathetic roles, may focus on a broader range of

communication elements, not just those aligned with benefits or positive results. This gender-based distinction in communication patterns may emerge from ingrained expectations and roles, leading to a higher prevalence of *maintenance* concepts in male discourse as compared to female speakers, who may be encouraged to explore diverse communicative strategies beyond the scope of maintenance. See for instance:

- *It's a huge bust.* (JB_01122003_MA_ECOM);
- *We gather here at a time of significance and challenge.* (CR_2908212_FE_DE);
- *You could not get greater insight into the impact of giving ...* (BG_01122015_MA_SD);
- *... the United States military has been on the forefront of research, development, and technological advancement ...* (KH_02062021_FE_PP).

Male speakers tend to use direct, conclusive statements that reinforce established judgments and assert authority, often focusing on definitive evaluations or outcomes, whereas female speakers frequently frame their discourse within broader contexts, emphasising inclusivity, continuity, and the dynamic nature of processes, which allows for a more nuanced exploration of ideas and perspectives.

4.2.2 Realisation of motivational statement intensification techniques

The tactic of motivational statements intensification is achieved through a range of linguistic techniques – polarity techniques, cohesion techniques, explicitness techniques, valence/axiology techniques, and evaluation techniques – which operate at different linguistic levels (**phonetic**, **lexical**, and **grammatical**) to enhance the effectiveness of motivational public speeches. These techniques work synergistically to reinforce the emotional appeal, persuasive power, and structural coherence of the speech, ensuring that the message is both compelling and memorable.

In the course of the research, it was observed that at **phonetic level**, *cohesion techniques* are realised through alliteration, assonance, consonance, and rhyme, ensuring rhythmic continuity and reinforcing memorability. *Polarity techniques* emerge through euphony and cacophony, strategically shaping the emotional impact of speech by either creating a harmonious or disruptive effect. *Explicitness techniques* can be observed in

onomatopoeia and rhythm, where sound patterns enhance the clarity and intensity of the message.

Alliteration enhances the rhythm and musicality of motivational speeches, making key messages more memorable and impactful. Repeating consonant sounds at the beginning of words draws attention to important themes or actions that the speaker wants the audience to internalise. This repetition also adds a sense of urgency or emphasis, making the message more engaging and persuasive. For instance:

- Good evening, distinguished delegates. (CR_2908212_FE_DE);
- ... We were wrong. (BG_01122015_MA_SD).

Euphony in motivational speeches uses soft, harmonious sounds to create a sense of optimism and hope. The pleasant, flowing sounds evoke positive emotions and bring a sense of peace, uplifting the audience. This device can create a harmonious tone that fosters positivity, hope, and encouragement, ensuring the audience feels inspired. For instance:

- Minds make magic when motivated. (MG_02092010_FE_PH);
- We are not shunned and considered immoral as women because we dare to speak our mind about what we consider to be wrong in society. (AJ_07122017_FE_FI).

Cacophony in motivational speeches can be used strategically to underscore negative challenges or obstacles the audience may face. The harsh, discordant sounds mimic the difficulty or intensity of these challenges, making the audience more aware of the struggle. However, this use of sharp sounds often precedes a turn toward hope or action, making the eventual triumph feel even more powerful. For example:

- Conflict and terrorism and displacement and poverty. (AJ_07122017_FE_FI);
- Diseases that, essentially, nobody dies from in this country: measles, malaria, hepatitis B, yellow fever. (BG_01122015_MA_SD).

Assonance in motivational speeches creates internal harmony by repeating vowel sounds, evoking a sense of calm and optimism, reinforcing the core message of hope and progress in a speech. The smooth, melodic quality of assonance engage the audience, making the speech more fluid, captivating, and easier to remember. For examples:

- To laugh at power and make others laugh with us. (AJ_07122017_FE_FI);

- Yet, the true test of our union is not whether it's perfect, but whether we work to perfect it. (BO_02062006_MA_PP).

Consonance is used in motivational speeches to create rhythm and reinforce important concepts through the repetition of consonant sounds which emphasise strength, resilience, and action. This repetition brings a sense of stability and continuity to the speech, which can capture the audience's attention. The rhythmic quality of consonance also makes the speech more memorable. For instance:

- You are already naked. There is no reason not to follow your heart. (SJ_12062005_MA_IDS);
- Many of you know what it's like to live not just month to month or day to day, but meal to meal. (MO_03062016_FE_SD).

In motivational speeches, onomatopoeia subtly adds depth and vivid imagery, allowing the audience to feel more connected to the narrative. Additionally, it enhances storytelling by making abstract concepts more relatable and impactful. The use of particular words can conjure a sensory experience that engages the audience on a deeper level. This technique often assists in creating more tangible imagery, making the message more immediate and real. For instance:

- ... Klondike Gold *Rush* ... (evokes the sound of the rush and chaos of gold mining) (JB_01122003_MA_ECOM);
- ... *light in the night* ... (phrase mimics a whisper, creating intimacy). (AJ_07122017_FE_FI).

Rhythm and cadence in motivational speeches create a musicality, guiding the audience through the emotional highs and lows of the message. The variation in rhythm adds energy and emphasis to key points, making them more memorable. The careful control of cadence ensures that the audience remains engaged, particularly in moments of climax or emotional appeal. By manipulating both of these phonetic means, the speaker can control the flow of emotions, building anticipation and excitement toward the conclusion of a speech. For instance:

- *You will be tested. You won't always succeed. But know that you have it within your power to try.* (BO_02062006_MA_PP);
- *We must move beyond rhetoric. We must move beyond recognition of problems to working together ...* (HC_05111995_FE_PP).

Rhyme in motivational speeches enhances memorability and gives the speech a melodic quality, ensuring the message lingers. The rhythmic pattern created by rhyming words provides a sense of cohesion and unity, reinforcing the speaker's key message. Rhyme can also enhance the emotional appeal of the speech, making it sound more uplifting or impactful. By using rhyme, the speaker can leave a lasting impression, ensuring that the audience retains the core ideas of the message. For examples:

- Taking the time to clear your mind can help you make better decisions. (JS_01042019_MA_PSY);
- You are tireless. You are ambitious. You are a fierce fighting force. (KH_02062021_FE_PP).

Cadence in motivational speeches enhances emotional engagement, emphasises key points, maintains audience attention, builds tension and release, conveys authority, and encourages reflection and action. By varying pace and pitch, the speaker can evoke excitement, urgency, or reflection, depending on the moment. For example:

- Yes, America has a way of making the impossible seem inevitable in retrospect. (CR_2908212_FE_DE);
- You can achieve your dreams if you believe in yourself. (SJ_12062005_MA_IDES).

Rhythmic variations are used to facilitate the audience to process the information more effectively while maintaining their emotional connection with the message. By alternating between long, flowing sentences and short, punchy phrases, the speaker can build momentum and emphasise key points. This variation also mirrors the emotional highs and lows of the journey, making the speech more dynamic and relatable. For example:

- We were wrong. (BG_01122015_MA_SD). Short and emphatic, contrasts with preceding longer sentences;

- So why does this matter? *Well*, if we're going to speed up the progress and go even faster ... (MG_02092010_FE_PH). The pause well creates anticipation and emphasises the importance of the next statement, enhancing the rhythm.

Throughout the research, it was noted that at the **lexical level**, *explicitness techniques* are reflected in emotionally charged words and expressions, action-oriented verbs, and contrastive phrases, which provide clarity and strengthen persuasive intent. *Valence/axiology techniques* are evident in the use of positive and negative adjectives, metaphorical lexicon, inclusive and collective language, and contrast and irony, which amplify emotional intensity and reinforce value judgments. *Evaluation techniques* are embedded in self-referential language, professional terminology, specific number usage, and humor, enabling structured assessments that bolster credibility and engagement. *Polarity techniques* manifest in personalised vocabulary and contrastive phrases, enhancing the contrast between key concepts. The examples of all these **lexical means** are below:

- **personalised vocabulary:** *optimist, philanthropy, catalytic approach* (BG_01122015_MA_SD); *resilience, technology, internet boom-bust, gold rush, dotcom fever, burn rate, kludge, killer app* (JB_01122003_MA_ECOM); *idealists, midshipmen* (KH_02062021_FE_PP);
- **concrete nouns:** *vaccines, measles, malaria* (BG_01122015_MA_SD); *freedom, challenging authority, equality, dignity, censorship, violence, honor, luxury, human rights* (AJ_07122017_FE_FI); *mothers, children* (MG_02092010_FE_PH); *kids* (SS_24052011_FE_TECH);
- **abstract nouns:** *inequity, suffering* (BG_01122015_MA_SD); *vulnerable, security, defend, shield, and burdens, crisis, challenges, and chaos* (CR_2908212_FE_DE); *happiness, well-being, joy, fulfilling* (JS_01042019_MA_PSY); *life, poverty, and health* (MG_02092010_FE_PH); *honest, truth, communication, responsibility* (SS_24052011_FE_TECH); *trust, faith, destiny, purpose, loss, creativity, intuition* (SJ_12062005_MA_IDES);
- **emotionally charged words and expressions:** *humbling, amazing, dream, fight, journey, and hope* (BO_02062006_MA_PP); *exceptional country, compassionate country* (CR_2908212_FE_DE); *dignity, respect, freedom, violence, abuse, and rights*

(HC_05111995_FE_PP); *are denied the right, sold into slavery, trapped in their own communities* (HC_05111995_FE_PP); *tireless, fierce fighting force, aspirations* (KH_02062021_FE_PP); *misogyny, sexism, constant bullying, and relentless abuse, gifts* (MA_14012016_FE_MU); *success, future, happy, healthy, impact, innovation, celebration* (MG_02092010_FE_PH); *thank, honour, tribute* (SS_07021986_MA_FILM); *devastating, love, loss, heart, passion* (SJ_12062005_MA_IDES); *love, admiration, chills* (MO_03062016_FE_SD);

- **inclusive and collective language** such as *we, us, everyone* to foster a sense of community and shared responsibility. For instance: *If everyone gets involved, we can do something that's never been done before* (BG_01122015_MA_SD); *How do we interact?* (SS_24052011_FE_TECH);
- **action-oriented verbs:** *guaranteeing, supporting, helping, encourage, inspire, push, get involved, take action* (BG_01122015_MA_SD); *exercise, meditate, work out, get, make time and find* (JS_01042019_MA_PSY); *take real-time data, tap into local entrepreneurial talent, and learn from innovators* (MG_02092010_FE_PH); *take responsibility, empowering, being a player* (SS_24052011_FE_TECH); *pay tribute, carry forward, inspire, and satisfy yourself* (SS_07021986_MA_FILM);
- **professional terminology:** *R&D, market forces* (BG_01122015_MA_SD); *economic uncertainty, unemployment, global economy, trade agreements, and private-sector growth* (CR_2908212_FE_DE); *serotonin, cortisol, and nervous system* (JS_01042019_MA_PSY); *cyberattacks, ransomware attack, climate change, pandemic and biological threats* (KH_02062021_FE_PP);
- **positive adjectives:** *terrific, remarkable, exciting, sophisticated* (BG_01122015_MA_SD); *courageous* (HC_05111995_FE_PP); *incredible* (JS_01042019_MA_PSY); *unsurpassed and intellectual* (SS_07021986_MA_FILM); *great, unsurpassed, recklessness, adventure* (SS_07021986_MA_FILM); *brilliant, talented, accomplished, outstanding, and amazing* (MO_03062016_FE_SD);
- **negative adjectives:** *bloodless* (HC_05111995_FE_PP); *wrong* (JB_01122003_MA_ECOM); *dirt* (MG_02092010_FE_PH);

- **common expressions and idioms:** *breaking-bones stuff, hype, jumped ship, struggle between right and wrong, dead horse trail, the last nugget of gold, not a big seller* (JB_01122003_MA_ECOM);
- **contrastive phrases:** *poor countries vs. wealthy countries, United States vs. China, India* (BG_01122015_MA_SD); *privileged vs. displaced, free vs. silenced, and independence vs. oppression* (AJ_07122017_FE_FI); *1.5 billion servings every single day vs. 99 percent reduction in polio in 20 years* (MG_02092010_FE_PH); *player vs. victim, my truth vs. your truth* (SS_24052011_FE_TECH);
- **specific number usage:** *500 million children, 7 million deaths, 37 million lives* (BG_01122015_MA_SD);
- **self-referential language:** the use of first-person pronouns highlights individual experience and the deeply personal nature of the speech. For instance: *I* always feel better with something hard between my legs.; *I*'m receiving an award for being “woman of the year”, so *I* ask myself... (MA_14012016_FE_MU);
- **cultural references:** “*Freedom Ride*”, “*Jackie Robinson*”, “*Civil Rights Movement*” (BO_02062006_MA_PP); “*Wavin 'Flag song*” (MG_02092010_FE_PH);
- **metaphorical lexicon:** *the field of free and fair trade* (CR_2908212_FE_DE); *the world you all are walking into is rapidly changing, turning point, a new age, a new epoch* (KH_02062021_FE_PP); *bowling in the dark* (MG_02092010_FE_PH); *being a player not a victim, scaling yourself, authentic communication* (SS_24052011_FE_TECH). Metaphors are employed to explain complex ideas in simple and impactful ways, often assisting to create vivid imagery that speaks to the audience's imagination;
- **colloquial and conversational tone:** *let's just say, we come up with 15 reasons why we don't want to sweat, kludgey, on the way home* (JS_01042019_MA_PSY); *Wow, almost, right?* (SS_24052011_FE_TECH);
- **contrast and irony:** *You are allowed to be pretty and cute and sexy. But don't act too smart. Don't have an opinion, I was called “a whore” and “a witch”* (MA_14012016_FE_MU); *Yes, he was. But he was a man* (MA_14012016_FE_MU);
- **humor:** *I'm a bad feminist; Sorry Sean* (the brief, humorous apology to her ex-husband) (MA_14012016_FE_MU); *no loo, no 'I do'* (MG_02092010_FE_PH); *Mommy, what's*

growing on your butt? (quotation used for comic effect and to highlight honesty) (SS_24052011_FE_TECH); *My favorite story is my friend Beth* (SS_24052011_FE_TECH).

The properties of motivational speeches are characterised by a wide range of literal devices such as **metaphor, simile, antithesis, parallelism, emotional crescendo, repetition, climactic structure**, and **rhetorical questions** on the lexical level.

Metaphors in motivational speeches compare abstract concepts to tangible images, making complex ideas easier to understand and more relatable. They are not merely a hidden comparison or a stylistic device; it is a fundamental mode of thinking and a key to interpreting the meaning of the text (Плетенецька & Лінтвар, 2022, с. 218). They simplify the message by linking it to something the audience can visualise and connect with emotionally. The text frequently employs conventional metaphors, which are universally recognised, as well as compositional or narrative metaphors that require contextual interpretation, along with simile-based metaphors. Conventional metaphors effectively convey abstract or concrete concepts, evoke emotional responses, and serve an aesthetic function (Лінтвар, 2023 с.107). By turning abstract notions into concrete images, metaphors inspire action and change.

- *Freedom is the light* of all sentient beings. (AJ_07122017_FE_FI);
- If you have the love of those people, *you are a success*. (WB_19122020_MA_BUS).

In motivational speeches, **antithesis** is used to highlight contrasts between opposing ideas, emphasising the importance of making a choice or taking action. It simplifies complex concepts by presenting clear opposites, making the listener reflect on the significance of each option. This contrast not only draws attention but also inspires the audience to move towards the more positive or empowering choice. For instance:

- *It does not matter* where you came from, *it matters* where you are going. (CR_2908212_FE_DE);
- As a *servant of Rome, a peasant in China, or a subject of King George*, there were very few unlikely *futures* ... But as the centuries passed, the people of the world grew restless. (BO_02062006_MA_PP). Historical limitations vs. modern opportunities.

Parallelism in motivational speeches creates balance and symmetry, which enhances the flow of the message. By using similar grammatical structures, the speaker emphasises the equality and importance of the ideas being expressed. This technique creates a sense of unity and cohesion, making the speech feel more organised and deliberate. For example:

- No matter where you're born or how much your parents have; no matter what you look like or what you believe in. (BO_02062006_MA_PP);
- You are tireless. You are ambitious. You are a fierce fighting force. (KH_02062021_FE_PP).

Emotional crescendo in motivational speeches builds emotional intensity, leading to a climax that motivates and inspires the audience to act or reflect. The crescendo often coincides with the speaker's call to action, urging the listeners to act now and make a difference. This technique is powerful in creating a sense of shared purpose and urgency. For instance:

- The brave people who are fighting so that others, one day, will have the freedoms that we have. So I'm very, very proud to stand with all of you (AJ_07122017_FE_FI);
- We can ensure that children everywhere not only survive, but thrive. We can eradicate infectious diseases, find a cure or vaccine for HIV, and protect the planet. (BG_01122015_MA_SD).

Repetition in motivational speeches is used to reinforce key ideas and create a rhythmic structure. By repeating words, phrases, or concepts, the speaker underscores the importance of these ideas, ensuring that the audience remembers them. This repetition creates a sense of unity and continuity, motivating the audience to stay focused on their goals. For instance:

- They know who we are. They know who we want to be. (CR_2908212_FE_DE);
- Huge boom. Huge bust. (JB_01122003_MA_ECOM).

Climactic structure in motivational speeches arranges ideas in ascending order of importance, culminating in a compelling call to action. The speaker uses this structure to lead the audience through a journey of understanding, starting with smaller points and culminating in a powerful, impactful conclusion. This buildup creates a sense of anticipation and excitement, motivating the audience to take action. The climax often serves as a call to

action, urging the listeners to apply the ideas presented in the speech to their own lives. For example:

- *Let us move forward* with strong and active faith. *Let us build a better* world for our children (BO_02062006_MA_PP);
- *Their time is up. Their time is up.* (OW_08012018_FE_MI).

Rhetorical questions are often used in motivational speeches to engage the audience by prompting them to think deeply and reflect on the topic. These questions invite the listeners to consider their role or responsibility in the situation, creating a sense of personal connection with the speaker's message. Finally, rhetorical questions create a sense of urgency, prompting the listeners to take action. For instance:

- *How is it that they can get Coke to these far-flung places? If they can do that, why can't governments and NGOs do the same thing?* (MG_02092010_FE_PH);
- *If today were the last day of my life, would I want to do what I am about to do today?* (SJ_12062005_MA_IDS).

Contrast is employed in motivational speeches to inspire and engage the audience by highlighting differences between opposing ideas – such as challenges and opportunities, failure and success, or fear and courage – thereby simplifying choices, evoking emotions, and driving action. It emphasises the power of choice and change, encouraging the listeners to move beyond their limitations. Through contrast, motivational speeches inspire hope and determination by showing that progress is possible. For instance:

- We assumed that if *millions of children were dying*, there would be *a big worldwide effort to save them*. We were wrong. (BG_01122015_MA_SD);
- *They don't just guess what makes people happy*; they go to places like Latin America and they realise *that happiness there is associated with family life*. (MG_02092010_FE_PH).

Hyperbole functions in motivational speeches as a literary device to amplify key messages, evoke strong emotions, and inspire the audience by exaggerating challenges, achievements, or potential to emphasise their significance and impact. By exaggerating the scale or impact, hyperbole highlights the importance of the speaker's message, stirring the audience to act. This device also conveys the urgency of the situation, motivating the listeners to take immediate action. For instance:

- *Coke is everywhere.* (MG_02092010_FE_PH);
- *They sell 1.5 billion servings every single day* (MG_02092010_FE_PH).

Anaphora is an effective rhetorical device in motivational speeches because it builds momentum and engages the audience through repetition. By repeating a word or phrase at the beginning of successive clauses, the speaker creates a sense of rhythm and anticipation. This repetition contributes to focusing the audience's attention on the key themes of the speech, making them feel more connected to the speaker's message. Anaphora also emphasises the importance of action, encouraging the audience to commit to their goals. For example:

- *You will find people who ... You'll hear that the Americans ... That the immigrants ... That the inner-city children ...* (BO_02062006_MA_PP);
- Amen, amen, amen, amen. (OW_08012018_FE_MI).

Epistrophe reinforces a central message by repeating a phrase or word at the end of successive clauses, drawing attention to the closing idea. In motivational speeches, epistrophe can create a powerful emotional impact by reiterating the call to action or the core message. The repetition at the end of phrases gives the speech a sense of finality and emphasis, leaving the audience with a clear, resonant takeaway. For example:

- Where does America *stand*? ... Where does America *stand* (CR_2908212_FE_DE);
- ... our children and our families. However different we may appear, there is far more that unites *us* than divides *us* (HC_05111995_FE_PP).

The use of AntConc in Corpus-driven analysis enables a comprehensive exploration of linguistic patterns, particularly in relation to emotions conveyed through specific verbal expressions. These expressions are categorised under various dimensions which are represented in the Table L.1. Emotional lexical units explored by Ant.Conc (see Appendix L), including ***attitude***, ***judgment/social sanctions***, and ***appreciation***. In the ***attitude*** dimension, emotions such as desire, fear, happiness, unhappiness, security, insecurity, satisfaction, and dissatisfaction are reflected through words like *want, wish, need, fearful, happy, love, hate, suffering, confident, concern, satisfied, bored, and angry*. Subcategories such as ***desire*** include words like *want, wish, need, demand, and eager*; ***disinclination*** is reflected by terms like *fearful, anxious, afraid, and terrified*; ***happiness*** includes *happy*,

pleased, like, love, and passion; **unhappiness** is conveyed by expressions such as *hate, dislike, and pain*; **security** is represented by *confident, secure, and sure*; **insecurity** is expressed through words like *worried, concerned, and upset*; **satisfaction** is shown by *glad, satisfied, and thrilled*; while **dissatisfaction** is depicted through *bored, tired, and irritated*. The **judgment/social sanctions** dimension includes terms related to **propriety**, **veracity**, **normality**, **capacity**, and **tenacity**, reflecting moral standards, truthfulness, and persistence. **Propriety** is exemplified by words such as *ethical, moral, and decent*; **veracity** by *fair, honest, and genuine*; **normality** through *strange, normal, and terrible*; **capacity** through words like *strong, weak, powerful, and lucky*; and **tenacity** by terms such as *brave, determined, and ambitious*. In the **appreciation** dimension, words related to reaction, composition, and valuation, such as *beautiful, complex, and unique*, are used to express aesthetic and evaluative judgments. **Reaction** includes words like *beautiful, attractive, and ugly*; **composition** is reflected by *complex, logical, and simple*; and **valuation** includes *unique, extraordinary, and usual*. Additionally, the **graduation dimension** addresses the intensity and focus of emotions with words like *slightly, somewhat, rather, very, and entirely*, which indicate degrees of intensity or emphasis, while **focus** is demonstrated by expressions such as *sort of, kind of, true, and pure*. Finally, the **engagement dimension** reveals involvement in discussions through expressions like *but, just, suppose, and would like to*. This classification facilitates a nuanced understanding of how emotions and judgments are linguistically constructed in motivational discourse.

The analysis of the data has demonstrated that at **grammatical level**, **cohesion techniques** are evident in linking markers, relative clauses, and inversion, ensuring logical progression and structural coherence. **Polarity techniques** are employed through negation, conditional sentences, and contrastive structures, sharpening distinctions between opposing ideas. **Explicitness techniques** surface in imperatives, modal verbs, direct and indirect speech, and subjunctive mood, guiding the audience toward a clear interpretation of the speaker's intent. **Valence/axiology techniques** are reinforced by tense variation, sentence structures, and subjunctive mood, which emphasise possibilities and emotional engagement. **Evaluation techniques** operate through syntactic complexity, varied sentence structures, and personal pronouns, enhancing the authority and relatability of the speech.

A motivational speech features a mix of simple, compound, and complex sentences, which creates variety and allows the speaker to convey a range of ideas clearly and effectively. **Simple sentences** are short and direct, making a motivational speech more conversational and easier to follow:

- *I have a great deal of respect for. (SS_24052011_FE_TECH);*
- *This is America. (BO_02062006_MA_PP).*

Compound sentences are used to link related ideas, making the speech fluid and cohesive:

- *The world demands the qualities of youth; not a time of life but a state of mind. (BO_02062006_MA_PP);*
- *There were very few people I had to clap back at, because life was simpler then. (MA_14012016_FE_MU).*

Complex sentences provide more detail and allow for nuanced explanations of the speaker's ideas:

- *Let's just say we slept well the night before, which means we start our day with 100% charge. (JS_01042019_MA_PSY);*
- *It is an honor – and it is a privilege to share the evening with all of them and also with the incredible men and women who have inspired me, who challenged me, who sustained me and made my journey to this stage possible. (OW_08012018_FE_MI).*

A motivational speech shifts between different tenses to describe events in the past, present, and future, maintaining clarity and helping to convey the ideas of progress and possibility. For instance:

- **past tense:** I was here a few years ago; I had just gotten my rear-end handed to me in my very first race. (BO_02062006_MA_PP);
- **present tense:** I stand before you today; It's your turn to help keep it this way. (BO_02062006_MA_PP); We've seen a 99 percent reduction in polio in 20 years and 2009, we're down to 1,600 cases. (MG_02092010_FE_PH);
- **future tense:** You will be tested; You will have to decide where your obligations lie (BO_02062006_MA_PP); Tomorrow, I will attend a gathering of the United Nations Development Fund for Women. (HC_05111995_FE_PP).

Conditional sentences are used in motivational speeches to express hypothetical situations and advice. For instance:

- If you had come up to me a few years earlier and told me I'd be there, I would've politely told you that you were out of your mind. (BO_02062006_MA_PP);
- If you can inspire someone to give money, that's great. (AJ_07122017_FE_FI).

Modality is used to express possibility, necessity, and obligation in motivational speech. Modal verbs like must, will, can, and should are used to convey urgency, certainty, and necessity. For example:

- We must develop them. (CR_2908212_FE_DE);
- But you have to ask yourself if you're in a group whether it's a friend group or a family circle or in a business that you're trying to lead as an entrepreneur. (SS_24052011_FE_TECH).

Cohesion devices such as linking words and phrases maintain coherence and smoothly transition between ideas in motivational speech. For example: *but, and, so, now, yet, finally, in conclusion* (BO_02062006_MA_PP); *also, but, however* (AH_02022018_FE_LIT) – these connect sentences and ideas to guide the audience through the speech and keep it logical.

Passive voice allows the speaker to emphasise the action or result rather than the doer in the motivational speech. For instance:

- We are not shunned and considered immoral, highlighting the societal judgment that women face without focusing on the specific people or groups doing the shunning. (AJ_07122017_FE_FI);
- You can't avoid the boom-bust cycle that is inherent in any new technology. (JB_01122003_MA_ECOM).

Direct speech is used to quote others, adding authenticity and relatability to motivational speech. For example:

- I asked him where I was headed, and he said, "You know, you look like a nice clean-cut young man ...". (BO_02062006_MA_PP);
- *Mommy, what's growing on your butt?* (direct speech used to provide an anecdotal, humorous element) (SS_24052011_FE_TECH).

Indirect speech is used to paraphrase thoughts and ideas:

- *I could've taken the path my friends traveled.* (BO_02062006_MA_PP);
- *He talks about two concepts I think are really important.* (SS_24052011_FE_TECH).

Negation is used throughout motivational speech to emphasise the absence of certain actions or awareness.

- 35% of us are not getting the recommended 7 hours of sleep per night. (JS_01042019_MA_PSY);
- We don't have to worry that acting in a play or singing on television will bring violence or dishonor to our families. (AJ_07122017_FE_FI).

Imperative sentences are used to issue a direct call for action, urging the audience to engage and act in motivational speech. For example:

- *Let us not forget. Let us heed that call.* (CR_2908212_FE_DE);
- *Stay foolish. Keep looking until you find it.* (SJ_12062005_MA_IDES).

Speakers use **relative clauses** in motivational speeches to add extra information about a subject or object, making their speech more informative and fluid. For example:

- The people of the world grew restless, who were tired of tyranny. (BO_02062006_MA_PP);
- We worked with other donors, developing countries, and vaccine manufacturers on a plan to ensure that children in poor countries get the same vaccines as children in rich countries. (BG_01122015_MA_SD);

The **subjunctive mood** appears in expressions of suggestion, desire, or hypothetical situations in motivational speech. For example:

- I hope this spirit of service lives on long after you leave here. (BO_02062006_MA_PP);
- If we do anything less, we condemn generations to joblessness and hopelessness. (CR_2908212_FE_DE).

Inversion is used for emphasis, particularly in key rhetorical moments in motivational speech. For instance:

- It is an idea, and what an idea it is. (CR_2908212_FE_DE);
- Is it an honor ... (OW_08012018_FE_MI).

The use of **personal pronouns** “I” and “you” makes the motivational speech more personal and engaging.

- *I* think that British films have a style and a craft ... (SS_07021986_MA_FILM);
- *I*'m also excited to be here today because *I*'m an optimist ... (BG_01122015_MA_SD).

Thus, various means on the grammatical level make a motivational speech more persuasive and compelling. The *intensification of motivational statements* is achieved through a strategic interplay of linguistic techniques across phonetic, lexical, and grammatical levels. Cohesion, polarity, explicitness, valence/axiology, and evaluation techniques work together to enhance clarity, emotional impact, and rhetorical effectiveness, ensuring that motivational speeches resonate deeply with their audiences.

Conclusions to Chapter 4

1. The analysis of transitivity patterns in motivational public speeches reveals distinct techniques used by speakers to enhance their messages. The *speaker-centered technique* highlights how male speakers (10.13%) emphasise personal experiences with pronouns like “I” and “we”, while female speakers (8.72%) take a different approach. The *thematic focus technique* shows that males rely on abstract notions (28.29%), enterprises (0.86%), material objects (3.90%), animals (0.19%), and planet (0.04%), whereas females incorporate God (0.22%), human (20.03%), food (0.26%), education (0.31%), emotions (0.34%), and speech (1.93%). The *audience engagement technique* reveals that females prefer 2nd person singular (0.78%) and 3rd person plural (12.79%), fostering a more direct and inclusive connection. The *gender-specific technique* shows that male speakers use male (8.96%) or gender-neutral (38.47%) references, while female speakers employ female (11.10%) and collective (0.57%) references. Lastly, the *semantic-role technique* demonstrates that female speakers frequently use actor (11.08%), affected (11.91%), sayer (1.52%), verbiage (1.93%), and receiver (0.95%), while male speakers rely on sensor (6.94%), phenomenon (6.88%), attribute (6.91%), identified (3.95%), identifier (3.74%), beneficiary (0.20%), and existent (0.86%). These findings confirm that gender differences influence how motivational messages are structured, with males favoring assertive,

abstract, and self-focused strategies, while females prioritise relational, emotional, and audience-centered approaches.

2. The analysis of process clauses in motivational speeches highlights distinct gender-based strategies in constructing statements that encourage action. Process-role techniques show that males favor relational (11.72%) and existential (0.79%) clauses, while females prefer material (17.67%) and verbal (2.82%) clauses, emphasising action. Active-passive voice techniques reveal males using non-applicable voice (12.04%), while females preferring passive voice (1.74%). Modality techniques show males favoring epistemic modality (6.54%) for certainty, while females using deontic modality (2.24%) for obligation. Evaluation techniques highlight males' reliance on neutral evaluation (34.93%), while females incorporate positive (4.66%) and negative (1.91%) assessments. Speaker-related techniques show males using authorial elements (11.24%) and external references (10.2%), while females prioritising non-authorial elements (28.83%) and human-centered themes (19.17%). Males construct motivation through logic and objectivity, while females rely on emotion and relational aspects.

3. The *tactic of motivational statement intensification* relies on emotions conveyed through speech. *Cohesion techniques* enhance consistency and persuasiveness, with male speakers favoring ellipsis (1.03%). *Explicitness techniques* shape emotional expression, with females using an explicit approach (41.25%) and males preferring explicit-implicit combinations (62.34%), incorporating normality (2.92%), quality (2.15%), and valuation (25.02%), while females rely on propriety (7.41%) and tenacity (4.04%). *Valence/axiology techniques* define emotional depth, as males integrate axiological elements (56.06%), whereas females favor valence units (48.06%). *Evaluation techniques* shape audience perception, with males focusing on goal achievement (18.81%), while females highlight goal relational elements (13.55%), balancing attraction (10.58%) and repulsion (3.79%). Female speakers use more disinclined elements (0.25%), while males frequently apply the beneficial sub-index (13.32%). High Significance appears in propriety (7.58%) and tenacity (4.29%) for females, whereas males emphasise moral evaluation and stability.

4. Motivational statement intensification operates across phonetic, lexical, and grammatical levels, enhancing persuasiveness and emotional impact. At the phonetic level, *cohesion techniques* use alliteration, assonance, consonance, and rhyme for rhythmic continuity, while *polarity techniques* shape tone through euphony and cacophony. *Explicitness techniques* emerge in onomatopoeia and rhythm, reinforcing clarity. At the lexical level, *explicitness techniques* rely on emotionally charged words and action-oriented verbs, while *valence/axiology techniques* use positive and negative adjectives, metaphorical language, and irony to strengthen emotional intensity. *Evaluation techniques* enhance credibility through self-referential language, professional terminology, and humor, while *polarity techniques* sharpen contrasts with personalised vocabulary and contrastive phrases. At the grammatical level, *cohesion techniques* ensure logical flow via linking markers and inversion, while *polarity techniques* emphasise distinctions through negation and contrastive structures. *Explicitness techniques* appear in imperatives, modal verbs, and direct speech, ensuring clear intent, while *evaluation techniques* enhance authority through syntactic complexity and varied sentence structures. Together, these techniques maximise the rhetorical power of motivational speeches.

CONCLUSIONS

Motivational public speeches constitute a crucial category within special occasion speeches, significantly contributing to public discourse. Delivered by influential figures, these speeches aim to inspire audiences into action by employing emotional, inspirational, and persuasive strategies. Structurally, motivational public speeches in English typically follow one of two patterns: problem-solution or topic-based organisation. Most often, they are composed of three main sections: the introduction, the main body, and the conclusion. The central section incorporates various structural techniques, including chronological sequencing, spatial organisation, cause-and-effect relationships, problem-solution frameworks, topical structuring, storytelling, expressions of gratitude, praise, audience identification, humor, acknowledgment of others' accomplishments, and inclusive strategies. Speakers utilise personal narratives, accounts of others, persuasive messaging, both deductive and inductive reasoning, as well as H. A. Monroe's Motivated Sequence to navigate the audience from problem recognition to actionable resolutions.

Distinct gender-based variations in motivational public speeches are observable in the application of conceptual metaphors. Women predominantly employ ontological metaphors (47.99%), with container metaphors (16.46%) being the most prevalent, framing their discourse around identity, inclusivity, and self-empowerment. Conversely, men tend to favor block-building metaphors (12.44%) and personification (10.82%), which underscore themes of strength, control, and achievement. The thematic focus also diverges: while women emphasise LIFE (20.37%), MOTIVATION (2.99%), LANGUAGE (2.30%), INSPIRATION (0.46%), EDUCATION (1.15%), and HEALTH (1.61%), men prioritise INFORMATION (0.75%), VALUE (9.20%), WAR (0.37%), TECHNOLOGY (2.86%), and CAREER (6.34%). Further distinctions in source domains reveal that women frequently incorporate MATERIAL OBJECTS (6.90%) and STORY (1.38%), whereas men utilise GAME (6.90%), BUILDING MATERIALS (6.90%), SIZE (6.90%), and LIVING BEING (6.90%). This suggests that women favor relational and concrete metaphors, while men emphasise competition, structural integrity, and resilience.

The matrix model of the MOTIVATION concept, founded on ontological metaphors, serves to connect abstract ideas with tangible elements, thereby enhancing clarity and influence in motivational discourse. This conceptual model is divided into twelve domains – LIVING

BEING, DIFFICULTIES, PURPOSE, MATERIAL OBJECT, STATES, COGNITION, MOVEMENT, INSPIRATION, LIFE, WORLD, EDUCATION, and LANGUAGE – each representing essential components of human experience within motivational rhetoric.

The present study identifies two fundamental groups of tactics within the strategic framework of motivational influence. The first category encompasses the *construction of motivational statements*, which primarily appeals to logical reasoning, structured argumentation, and cognitive persuasion to effectively engage the audience. The second category pertains to *intensification strategies*, which aim to heighten emotional appeal, instill a sense of urgency, and reinforce engagement through expressive rhetorical mechanisms. These distinct strategies underscore the dual nature of motivational discourse, balancing rational argumentation with emotional impact to maximise persuasiveness.

TA of motivational speeches reveals notable gender-based variations in discourse construction. The *speaker-centered techniques* highlight that male speakers (10.13%) predominantly emphasise personal experiences through first-person pronouns (“I”, “we”), whereas female speakers (8.72%) adopt a different strategy. The *thematic focus techniques* demonstrate that men rely more on abstract concepts (28.29%), enterprises (0.86%), material objects (3.90%), animals (0.19%), and planetary references (0.04%). Conversely, women integrate themes related to human entities (20.03%), God (0.22%), food (0.26%), education (0.31%), emotions (0.34%), and speech (1.93%). The *audience engagement techniques* reveal that female speakers prefer direct engagement through second-person singular (0.78%) and third-person plural pronouns (12.79%), fostering a more inclusive communicative style. Furthermore, the *gender-specific techniques* indicate that men utilise male-specific (8.96%) and gender-neutral references (38.47%), whereas women employ female-specific (11.10%) and collective references (0.57%). The *semantic-role analysis* illustrates that female speakers frequently use roles such as actor (11.08%), affected participant (11.91%), sayer (1.52%), verbiage (1.93%), and receiver (0.95%). In contrast, male speakers demonstrate a preference for roles such as senser (6.94%), phenomenon (6.88%), attribute (6.91%), identified (3.95%), identifier (3.74%), beneficiary (0.20%), and existent (0.86%). These results suggest that while men favor assertive, abstract, and self-referential discourse strategies, women prioritise relational, affective, and audience-centered communication.

The examination of process clauses further elucidates gender-specific strategies in motivational discourse. *Process-role techniques* show that men predominantly use relational (11.72%) and existential clauses (0.79%), while women prefer material (17.67%) and verbal processes (2.82%), emphasising concrete actions. *Active-passive voice techniques* indicate that male speakers utilise non-applicable voice (12.04%), whereas female speakers employ passive constructions (1.74%) to structure their statements. *Modality techniques* reveal that men favor epistemic modality (6.54%) to convey certainty and authority, while women use deontic modality (2.24%) to express obligation and directive intent. *Evaluation techniques* highlight that men rely heavily on neutral assessments (34.93%), whereas women incorporate both positive (4.66%) and negative (1.91%) evaluations to enhance persuasive effect. *Speaker-related techniques* indicate that men employ authorial elements (11.24%) and external references (10.2%) to establish credibility, while women prioritise non-authorial elements (28.83%) and human-centered themes (19.17%). These findings suggest that male speakers construct motivation through logical structuring and objective framing, whereas female speakers rely on emotional engagement to foster audience connection.

The second category of motivational strategies – *intensification techniques* – capitalises on emotional expression to amplify the persuasive force of a speech. *Cohesion techniques* facilitate consistency and rhetorical effectiveness, with male speakers displaying a greater preference for ellipsis (1.03%) to enhance conciseness. *Explicitness techniques* shape the expressiveness of emotional content, with female speakers adopting an explicit communicative approach (41.25%), while male speakers favor a mixed explicit-implicit strategy (62.34%). Within this framework, men incorporate normality (2.92%), quality (2.15%), and valuation (25.02%) elements, whereas women emphasise propriety (7.41%) and tenacity (4.04%) to strengthen emotional appeal. *Valence and axiological techniques* define the depth of emotional engagement; male speakers integrate axiological components (56.06%), while female speakers rely more on valence-based markers (48.06%). *Evaluation techniques* influence audience perception, with men focusing on goal achievement (18.81%) and women emphasising relational goals (13.55%), striking a balance between attraction (10.58%) and repulsion (3.79%). Additionally, female speakers incorporate disinclined elements (0.25%), whereas male speakers frequently employ the beneficial sub-index (13.32%). Notably, *high-significance*

markers appear in propriety (7.58%) and tenacity (4.29%) among female speakers, while men emphasise moral evaluation and stability, reinforcing their preferred rhetorical strategies.

The rhetorical power of motivational statements is further reinforced through phonetic, lexical, and grammatical techniques that enhance persuasive and emotional impact. At the *phonetic level*, *cohesion techniques* employ alliteration, assonance, consonance, and rhyme to create rhythmic continuity, while *polarity techniques* influence tonal contrast through euphonic and cacophonous elements. *Explicitness techniques*, including onomatopoeia and rhythmic structuring, further reinforce clarity and emphasis.

At the *lexical level*, *explicitness techniques* rely on emotionally charged vocabulary and dynamic action verbs, whereas *valence/axiology techniques* employ positive and negative adjectives, metaphorical expressions, and irony to heighten emotional intensity. *Evaluation techniques* contribute to credibility through self-referential language, professional terminology, and humor, while *polarity techniques* enhance contrastive effects through personalised vocabulary and antithetical phrasing. At the *grammatical level*, *cohesion techniques* ensure logical flow via linking markers and inversion, while *polarity techniques* create contrast through negation and opposition structures. *Explicitness techniques* manifest in the frequent use of imperatives, modal verbs, and direct speech, ensuring communicative intent is clearly conveyed. *Evaluation techniques* contribute to rhetorical authority by incorporating syntactic complexity and varied sentence structures, which further strengthen the persuasive impact of the speech.

Future research on motivational public speeches could be focused on creating and a typology of motivational speeches, taking into consideration factors such as purpose, speaker, and audience. Furthermore, analysing the structure and language of these speeches will assist scholars in understanding how they are crafted to be most effective. It will also be important to study both verbal and non-verbal elements – such as tone of voice, body language, and facial expressions – to reveal how they work together to engage the audience and how motivational speeches are crafted to engage, persuade, and inspire listeners within specific social and cultural settings.

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APPENDICES

APPENDIX A

List of articles according to the topic of the PhD thesis in scientific and professional periodicals of Ukraine

1. Skichko, A. S. (2021a). The concept of motivation taxonomy from the perspective of cognitive linguistics and psychology. *Current issues of the humanities. Interuniversity collection of scientific works of young scientists of Drohobych State Pedagogical University*, 39, 108-115. <https://doi.org/10.24919/2308-4863/39-3-17> [in English]
2. Skichko, A. S. (2021b). Linguocultural peculiarities of the English linguistics picture of the world. *Scientific notes of Tavriya University named after V.I. Vernadsky Series: Philology. Journalism*, 32 (71), 5, 186-190. <https://doi.org/10.32838/2710-4656/2021.5-1/32> [in English]
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APPENDIX B

Table B.1

The main data of the corpus of motivational public speeches

N°	SOURCE	CODE	SPEAKER	DATE	GENDER	FIELD	TITLE
1	https://www.youtube.com/watch?v=BDIRabVP24o&t=111s	EM	Elon Musk	16.05.2014	MA	TECHS	Think Big & Dream Even Bigger
2	https://www.youtube.com/watch?v=NvCln7_FXI	EM	Elon Musk	02.05.2015	MA	TECHS	Tesla introduces Tesla Energy
3	https://www.youtube.com/watch?v=sUFWwlmxRsw	EM	Elon Musk	02.12.2015	MA	TECHS	Elon Musk speaks on Sustainability at the Université de Paris Panthéon Sorbonne
4	https://www.youtube.com/watch?v=tnBQmEqBCY0&list=RDCMUCCefcZRL2oaA_uBNeo5UOWg	EM	Elon Musk	15.09.2016	MA	TECHS	Elon Musk: How to build a future
5	https://www.ted.com/talks/elon_musk_the_future_we_re_building_and_boringhttps://	EM	Elon Musk	17.04.2017	MA	TECHS	The future we're building – and boring

6	https://www.youtube.com/watch?v=zIwLWfaAg-8	EM	Elon Musk	28.04.2017	MA	TECHS	Elon Musk discusses future plans for Tesla and his other endeavors with curator Chris Anderson at a TED Conference in Vancouver
7	https://www.spaceship.com.au/learn/elon-musk-sxsw-spacex/	EM	Elon Musk	11.03.2018	MA	TECHS	Elon Musk: an honest appraisal. Musk discusses space colonists, economics and the brutality of AI
8	https://www.youtube.com/watch?v=bz7yYu_w2HY&t=213s	EM	Elon Musk	28.10.2018	MA	TECHS	Future, A.I., and Mars
9	https://www.youtube.com/watch?v=RcYjXbSJBn8	EM	Elon Musk	07.05.2020	MA	TECHS	Joe Rogan Experience#1470- Elon Musk
10	https://www.youtube.com/watch?v=AF2HXId2Xhg	EM	Elon Musk	01.12.2020	MA	TECHS	Axel Springer Award 2020
11	https://www.ted.com/talks/jeff_bezos_the_electricity_metaphor_for_the_web_s_future/transcript#t-9128	JB	Jeff Bezos	01.12.2003	MA	ECOM	The electricity metaphor for the web's future

12	https://www.youtube.com/watch?v=Dum1SHJqNE	JB	Jeff Bezos	30.05.2010	MA	ECOM	Amazon CEO Jeff Bezos Princeton Commencement Speech Transcript 2010
13	https://singiupost.com/amazins-story-jeff-bezos-full-speech-transcript/?singlepage=1	JB	Jeff Bezos	04.11.2014	MA	ECOM	Amazing Amazon Story by Jeff Bezos Full Speech
14	https://www.youtube.com/watch?v=Xx92bUw7WX8	JB	Jeff Bezos	30.11.2015	MA	ECOM	Business Insider: Amazon CEO Jeff Bezos Interview
15	https://www.youtube.com/watch?v=Hq89wYzOjfs	JB	Jeff Bezos	04.11.2017	MA	ECOM	A Conversation Between Jeff and Mark Bezos
16	https://www.businessinsider.com/jeff-bezos-interview-axel-springer-ceo-amazon-trump-blue-origin-family-regulation-washington-post-2018-4	JB	Jeff Bezos	28.04.2018	MA	ECOM	Jeff Bezos reveals what it's like to build an empire – and why he's willing to spend \$1 billion a year to fund the most important mission of his life
17	https://www.geekwire.com/2018/full-transcript-chief-slowdown-officer-jeff-bezos-shares-amazon-management-wisdom/	JB	Jeff Bezos	19.09.2018	MA	ECOM	Chief slowdown officer 'Jeff Bezos shares Amazon management tips

18	https://www.youtube.com/watch?v=RVVfIVj5z8s&t=625s	JB	Jeff Bezos	19.02.2020	MA	ECON	Amazon Empire: The rise and reign of Jeff Bezos
19	https://www.youtube.com/watch?v=dIRqWnSfj-Q	JB	Jeff Bezos	29.07.2020	MA	ECON	Statement by Jeffrey P. Bezos Founder & Chief Executive Officer, Amazon before the U.S. House of Representatives Committee on the Judiciary
20	https://www.englishspeecheshannel.com/english-speeches/jeff-bezos-2020-speech/	JB	Jeff Bezos	17.10.2020	MA	ECON	Jeff Bezos Speech: Amazon in India
21	https://www.youtube.com/watch?v=p7QjDCah28M	MZ	Mark Zuckerberg	19.05.2020	MA	I-ENTR	Mark Zuckerberg on Facebook's new platform for small businesses
22	https://abcnews.go.com/Business/interview-facebook-ceo-mark-zuckerberg-transcript/story?id=62152829	MZ	Mark Zuckerberg	04.04.2019	MA	I-ENTR	Interview with Facebook CEO Mark Zuckerberg with Stephanopoulos
23	https://www.youtube.com/watch?v=Lb4IcGF5iTQ	MZ	Mark Zuckerberg	16.08.2016	MA	I-ENTR	Mark Zuckerberg: How to build the future

24	https://www.youtube.com/watch?v=Boj9eD0Wug8	MZ	Mark Zuckerberg	29.04.2019	MA	I- ENTR	Mark Zuckerberg and Yuval Noah Harari in Conversation
25	https://www.youtube.com/watch?v=uHk2WfL5Gs4	MZ	Mark Zuckerberg	29.06.2019	MA	I- ENTR	A conversation with Mark Zuckerberg
26	https://www.youtube.com/watch?v=BmYv8XG1-YU&t=184s	MZ	Mark Zuckerberg	25.05.2017	MA	I- ENTR	Mark Zuckerberg's Commencement address at Harvard
27	https://www.youtube.com/watch?v=nYMX-ArjYz8	MZ	Mark Zuckerberg	17.10.2019	MA	I- ENTR	Zuckerberg: Standing For Voice and Free Expression
28	https://www.youtube.com/watch?v=u-FIWZ1BOcA&t=205s	MZ	Mark Zuckerberg	11.04.2018	MA	I- ENTR	Facebook CEO Mark Zuckerberg testifies before Congress on data scandal
29	https://www.youtube.com/watch?v=DLOr1BTJZDY	MZ	Mark Zuckerberg	30.10.2020	MA	I- ENTR	Facebook FB Q3 2020 Earnings Call
30	https://www.youtube.com/watch?v=T48KFHwexM	MZ	Mark Zuckerberg	30.10.2018	MA	I- ENTR	The Facebook Dilemma
31	https://www.youtube.com/watch?v=JaF-fq2Zn7I	BG	Bill Gates	21.01.2010	MA	SD	Innovating to Zero!

32	https://www.youtube.com/watch?v=jiUKpX09zo4	BG	Bill Gates	05.03.2011	MA	SD	How state budgets are breaking us schools
33	https://www.youtube.com/watch?v=5S7FlhXlJ58&t=30s	BG	Bill Gates	02.02.2012	MA	SD	A Conversation with Bill Gates: Global Development Scorecard
34	https://www.youtube.com/watch?v=81Ub0SMxZQo	BG	Bill Gates	08.05.2013	MA	SD	Teachers need real feedback
35	https://www.youtube.com/watch?v=wug9n5Atk8c&t=157s	BG	Bill Gates	16.06.2014	MA	SD	Bill and Melinda Gates '2014 Stanford Commencement Address
36	https://www.youtube.com/watch?v=aSL-ilSkEFU	BG	Bill Gates	02.04.2014	MA	SD	Why giving away our wealth has been the most satisfying thing we're done
37	https://www.rev.com/blog/transcripts/bill-gates-ted-talk-transcript-from-2015-warns-of-pandemics-epidemics	BG	Bill Gates	03.04.2015	MA	SD	The next outbreak? We're not ready!
38	https://www.youtube.com/watch?v=yAiGQORLC5Y	BG	Bill Gates	01.12.2015	MA	SD	The Power of Giving Philanthropies Impact on American Life

39	https://www.youtube.com/watch?v=oda6kcmug8	BG	Bill Gates	24.03.2017	MA	SD	Looking to the Future Innovation Philanthropy and Global Leadership
40	https://www.youtube.com/watch?v=KME2ni92rQ&list=PLosaC3gb0kGCnvkRvp8aOF4OluGaqDHG8&index=12	BG	Bill Gates	01.12.2018	MA	SD	Bill Gates: Harvard Commencement Address
41	https://www.youtube.com/watch?v=D2xRvifbS4E	WB	Warren Buffett	03.05.2020	MA	BUS	Warren Buffett Berkshire Hathaway Annual Meeting Transcript 2020
42	https://www.youtube.com/watch?v=2a9Lx9J8uSs	WB	Warren Buffett	18.07.2001	MA	BUS	Warren Buffett Speech to University of Georgia Students Part 1
43	https://www.youtube.com/watch?v=7Z6x-Ov1smU	WB	Warren Buffett	15.10.1998	MA	BUS	Buffett Lecture at the University of Florida School of Business
44	https://www.youtube.com/watch?v=BXrYDGPUSF4	WB	Warren Buffett	03.10.2017	MA	BUS	Warren Buffett on tax reform, markets, and much more
45	https://www.youtube.com/watch?v=OvMA95jn3YI&t=7s	WB	Warren Buffett	13.05.2018	MA	BUS	Berkshire Hathaway Shareholder Meeting Transcript
46	https://finance.yahoo.com/news/influencers-transcript-	WB	Warren Buffett	02.05.2019	MA	BUS	Warren Buffet joins Influencers with Andy Server

	warren-buffett-104802742.html						
47	https://www.youtube.com/watch?v=BadYRZQ4eOQ	WB	Warren Buffett	19.12.2020	MA	BUS	Go Big Grad: a conversation with Warren Buffet
48	https://www.youtube.com/watch?v=RYHPILsdW0A	WB	Warren Buffett	03.03.2017	MA	BUS	Becoming Warren Buffet
49	https://www.youtube.com/watch?v=PX5-XyBNi00	WB	Warren Buffett	11.09.2017	MA	BUS	Warren Buffett's life advice will change your future
50	https://www.youtube.com/watch?v=0a5PiMygzAM	WB	Warren Buffett	25.10.2019	MA	BUS	The most honest advice about succeeding in life
51	https://news.stanford.edu/2005/06/14/jobs-061505/	SJ	Steve Jobs	12.06.2005	MA	IDES	You've got to find what you love
52	https://www.youtube.com/watch?v=i5f8bqYYwps	SJ	Steve Jobs	02.06.2010	MA	IDES	Steve Jobs At D8: Everything You Missed
53	https://www.youtube.com/watch?v=MmrJzXM7a6o	SJ	Steve Jobs	09.01.2007	MA	IDES	Steve Jobs iPhone 2007 Presentation
54	https://allaboutstevejobs.com/verbatim/interviews/triumph_of_the_nerds_interview_1995	SJ	Steve Jobs	14.04.2007	MA	IDES	Triumph of the Nerds

55	https://allaboutstevejobs.com/verbatim/interviews/d5_conference_steve_bill_2007	SJ	Steve Jobs	30.05.2007	MA	IDES	Steve Jobs and Bill Gates together at D5 Conference 2007
56	https://www.youtube.com/watch?v=O3SduaX4htk	SJ	Steve Jobs	20.10.2010	MA	IDES	Apple posts controversial 4th quarter call
57	https://www.youtube.com/watch?v=qydt0P0SK6o	SJ	Steve Jobs	13.05.1997	MA	IDES	Steve Jobs Apple WWDC Keynote 1997
58	https://www.youtube.com/watch?v=oNC8LEj5X4U	SJ	Steve Jobs	04.06.1990	MA	IDES	Steve Jobs lost interview 1990
59	https://www.youtube.com/watch?v=sJm0P8xpDZA	SJ	Steve Jobs	27.10.2010	MA	IDES	Steve Job's goodbye speech
60	Steve Job and John Lasseter interview on Pixar	SJ	Steve Jobs	30.10.1996	MA	IDES	https://www.youtube.com/watch?v=SgWdjvRgouk&t=74s
61	https://youtu.be/9MLd7kt2IKQ	BD	David Beckham	01.02.2020	MA	SPT	It's Not Just a Game
62	https://www.youtube.com/watch?v=lpQd2CLtCfI	BD	David Beckham	20.11.2019	MA	SPT	Remarks by UNICEF Goodwill Ambassador David Beckham at World Children's Day 2019

63	https://www.youtube.com/watch?v=DeFGK_X_FyM	BD	David Beckham	16.05.2013	MA	SPT	G'Nev interviews Beckham after retirement announcement
64	https://www.youtube.com/watch?v=1t0iWdLc2nQ&t=69s	BD	David Beckham	10.12.2007	MA	SPT	David Beckham talks to Bill Woods about why he went to the L/A Galaxy and his first season there
65	https://www.youtube.com/watch?v=VveDqucdfnc&t=185s	BD	David Beckham	19.01.2012	MA	SPT	David Beckham Google+ Interview
66	https://www.youtube.com/watch?v=a3ZXKkp8esQE	BD	David Beckham	27.02.2020	MA	SPT	David Beckham shares memories about Kobe Bryant, dreams for new soccer team
67	https://www.youtube.com/watch?v=J_Ga-3TVLrg	BD	David Beckham	20.12.2010	MA	SPT	David Beckman's Lifetime Achievement Award speech
68	https://www.youtube.com/watch?v=OwCD_iYSnM0	BD	David Beckham	15.07.2009	MA	SPT	David Beckham on the Today Show
69	https://www.youtube.com/watch?v=6SW-EINmVFU	BD	David Beckham	09.02.2015	MA	SPT	David Beckham talks about 7: the David Beckham Unicef Fund
70	https://www.youtube.com/watch?v=rzxuBtLHyws	BD	David Beckham	03.03.2013	MA	SPT	David Beckham exclusive interview

71	https://www.youtube.com/watch?v=-PTY66FYJjs	JS	Jay Shetty	01.04.2019	MA	PSY	If you're feeling drained
72	https://www.youtube.com/watch?v=NCaJMImlrIAU	JS	Jay Shetty	28.01.2019	MA	PSY	When life is not going your way
73	https://www.youtube.com/watch?v=ybu0FFBuXoZo	JS	Jay Shetty	07.01.2019	MA	PSY	IF YOU'RE WORRIED ABOUT THE FUTURE
74	https://www.youtube.com/watch?v=2nzBWfjdHcI	JS	Jay Shetty	12.04.2018	MA	PSY	Ask Yourself: Is that where I want to be?
75	https://www.youtube.com/watch?v=AUrXa4GFTMk	JS	Jay Shetty	25.09.2020	MA	PSY	On meditation, spirituality and how to think like a monk
76	https://www.youtube.com/watch?v=4HqSUV-hd44	JS	Jay Shetty	07.07.2020	MA	PSY	Don't waste your life
77	https://www.youtube.com/watch?v=EF2mCchpvZU	JS	Jay Shetty	11.06.2018	MA	PSY	Choices that can change your life
78	https://www.youtube.com/watch?v=6_93xq8gea8	JS	Jay Shetty	15.09.2016	MA	PSY	Why our definition of failure is all wrong
79	https://www.youtube.com/watch?v=LrUYfxHIBJw	JS	Jay Shetty	02.01.2021	MA	PSY	If you want 2021 be your year

80	https://www.youtube.com/watch?v=tQiuqgl52a8	JS	Jay Shetty	28.10.2020	MA	PSY	This is why you're not happy in life
81	https://www.youtube.com/watch?v=_K4MctEmkml	BO	Barack Obama	05.07.2016	MA	PP	Obama's full remarks at Howard University commencement ceremony
82	https://www.obama.org/updates/president-obamas-graduation-message-class-2020/	BO	Barack Obama	16.05.2020	MA	PP	Graduate Together: America Honors the High School Class of 2020
83	https://www.youtube.com/watch?v=aip0BAWrLw	BO	Barack Obama	28.07.2016	MA	PP	President Barack Obama's speech at the 2016 Democratic National Convention
84	https://www.youtube.com/watch?v=qWQG8aE8o7s	BO	Barack Obama	02.06.2006	MA	PP	University of Massachusetts at Boston Commencement Address
85	https://www.youtube.com/watch?v=iPHJnHXEDq8	BO	Barack Obama	14.05.2012	MA	PP	President Barack Obama's speech 2012
86	https://www.youtube.com/watch?v=xkCABjFT32A	BO	Barack Obama	15.05.2016	MA	PP	Remarks by the President at Commencement Address at Rutgers, the State University of New Jersey

87	https://www.youtube.com/watch?v=XX5WEgqw6pM	BO	Barack Obama		MA	PP	Remarks of Senator Barack Obama Wesleyan University Commencement
88	https://www.youtube.com/watch?v=wNruBUiHQ-c	BO	Barack Obama	05.11.2008	MA	PP	Barack Obama's Victory Speech
89	https://www.youtube.com/watch?v=3PuHGKnboNY	BO	Barack Obama	20.01.2009	MA	PP	Obama Inaugural Address
90	https://www.youtube.com/watch?v=ato7BtisXzE	BO	Barack Obama	28.08.2008	MA	PP	The American Promise. Acceptance Speech at the Democratic Convention
91	https://www.youtube.com/watch?v=7bRNEZVNVSS	SS	Steven Spielberg	21.03.1994	MA	FILM	Steven Spielberg's AWARDS ACCEPTANCE SPEECH
92	https://www.youtube.com/watch?v=9eb0pL1HAP0	SS	Steven Spielberg	21.03.1999	MA	FILM	AWARDS ACCEPTANCE SPEECH 1999
93	https://www.youtube.com/watch?v=iXl1qgYyxUU	SS	Steven Spielberg	02.02.2019	MA	FILM	Steven Spielberg Speech: Follow Your Intuition
94	https://www.youtube.com/watch?v=yH8MJeR2BHK	SS	Steven Spielberg	30.03.1986	MA	FILM	AWARDS ACCEPTANCE SPEECH 1986

95	https://www.youtube.com/watch?v=UV5AFEqZ-N0	SS	Steven Spielberg	14.02.2016	MA	FILM	Steven Spielberg - Red Carpet Interview, EE British Academy Film Awards in 2016
96	https://www.ign.com/articles/2015/02/07/steven-spielbergs-1986-bafta-fellowship-speech	SS	Steven Spielberg	07.02.1986	MA	FILM	John Williams on Spielberg, "Star Wars," and the power of music
97	https://www.youtube.com/watch?v=tJY5l6l253c	SS	Steven Spielberg	08.08.2016	MA	FILM	Steven Spielberg praises John Williams
98	https://www.youtube.com/watch?v=ULwhcNgf3jA&t=27s	SS	Steven Spielberg	20.02.2007	MA	FILM	Steven Spielberg success story
99	https://www.youtube.com/watch?v=tpuS5TVODFs	SS	Steven Spielberg	20.04.2007	MA	FILM	Steven Spielberg on Sean Connery and James Bond
100	http://edition.cnn.com/TRANSCRIPTS/0206/20/ltn.02.html	SS	Steven Spielberg	20.06.2002	MA	FILM	Interview With Steven Spielberg
101	https://www.youtube.com/watch?v=KoTTBq2OhjM	MO	Michelle Obama	06.01.2017	FE	SD	Michelle Obama's last speech as a First lady

102	https://www.c-span.org/video/?286411-1/university-california-merced-commencement	MO	Michelle Obama	16.05.2009	FE	SD	UC Merced Michelle Obama Speech
103	https://edition.cnn.com/2020/08/17/politics/michelle-obama-speech-transcript/index.html	MO	Michelle Obama	18.08.2020	FE	SD	Michelle Obama's speech from the 2020 Democratic National Convention
104	https://www.youtube.com/watch?v=790hG6BPx0	MO	Michelle Obama	25.08.2008	FE	SD	Michelle Obama's Convention Speech 2008
105	https://www.youtube.com/watch?v=4ZNNWYqDU948	MO	Michelle Obama	26.07.2016	FE	SD	Michelle Obama DNC speech
106	http://thoughtsandpolitics.blogspot.com/2013/11/first-lady-michelle-obama-speaks-on.html	MO	Michelle Obama	12.11.2013	FE	SD	First Lady Michelle Obama Speaks on The Power of Education
107	https://www.ted.com/talks/michelle_obama_a_passionate_personal_case_for_education/transcript#t-13499	MO	Michelle Obama	20.04.2009	FE	SD	A passionate, personal case for education

108	https://www.youtube.com/watch?v=iXrHap3sJt0	MO	Michelle Obama	14.10.2016	FE	SD	First Lady Michelle Obama has made an impassioned plea about the language permeating the election campaign
109	https://www.youtube.com/watch?v=ySFfw0Wa2es	MO	Michelle Obama	03.06.2016	FE	SD	Remarks by the First Lady at City College of New York Commencement
110	https://www.youtube.com/watch?v=JACTrIRjGos	MO	Michelle Obama	09.05.2015	FE	SD	Remarks by the First Lady at Tuskegee University Commencement Address
111	https://www.youtube.com/watch?v=Bpdd3raj8xww	OW	Oprah Winfrey	15.06.2006	FE	MI	Oprah talks to graduates about feelings, failure and finding happiness
112	https://www.youtube.com/watch?v=7Sip6xy1klk	OW	Oprah Winfrey	14.05.2018	FE	MI	Oprah Winfrey's Empowering 2018 USC Commencement Speech
113	https://www.englishspeecheshannel.com/english-speeches/oprah-winfrey-speech/	OW	Oprah Winfrey	30.05.2013	FE	MI	Oprah Winfrey Speech: Learn From Every Mistake
114	https://www.youtube.com/watch?v=iZ5-tmzhfFU	OW	Oprah Winfrey	09.05.2019	FE	MI	Oprah Winfrey's Commencement Address at Colorado College

115	https://www.youtube.com/watch?v=0jaMXGnDnJQ	OW	Oprah Winfrey	08.06.2015	FE	MI	MOTIVATION FOR WOMEN “DESTINY” Oprah Winfrey’s – Motivational Speech
116	https://www.youtube.com/watch?v=Jucu6zb8-bM	OW	Oprah Winfrey	08.01.2018	FE	MI	Oprah’s Inspirational Golden Globes Speech
117	https://abcnews.go.com/US/video/oprah-winfrey-commencement-speech-class-2020-70712038	OW	Oprah Winfrey	18.05.2020	FE	MI	Oprah’s full speech to the Class of 2020
118	https://www.youtube.com/watch?v=272yj-bmQIA	OW	Oprah Winfrey	15.01.2018	FE	MI	Oprah Winfrey on Law Of Attraction
119	https://www.youtube.com/watch?v=a0cqmrHATHg	OW	Oprah Winfrey	30.05.1997	FE	MI	Oprah Winfrey’s Commencement Address
120	https://www.emmys.com/video/oprah-winfrey-accepts-bob-hope-humanitarian-award	OW	Oprah Winfrey	22.09.2002	FE	MI	Oprah Winfrey Receives the first Bob Hope Humanitarian Award
121	https://www.youtube.com/watch?v=MXnePLTILY4	KH	Kamala Harris	08.11.2020	FE	PP	Kamala Harris victory speech

122	https://www.youtube.com/watch?v=NUgA9aOpDDQU	KH	Kamala Harris	06.03.2021	FE	PP	Pre-Taped Remarks by Vice President Kamala Harris As Delivered to the Commission on the Status of Women
123	https://www.youtube.com/watch?v=QJyV-1VwqPE	KH	Kamala Harris	21.01.2021	FE	PP	Kamala Harris's Inauguration Speech
124	https://www.youtube.com/watch?v=916xQbFQb0k	KH	Kamala Harris	02.06.2021	FE	PP	Remarks by Vice President Harris at the United States Naval Academy Graduation and Commissioning Ceremony
125	https://www.youtube.com/watch?v=qVFJEipYwSY	KH	Kamala Harris	19.05.2021	FE	PP	Remarks by Vice President Harris Before Meeting with Guatemalan Justice Sector Leaders
126	https://www.youtube.com/watch?v=wn6slahXT9k	KH	Kamala Harris	17.05.2021	FE	PP	Remarks by Vice President Harris Before a Meeting with Members of the Congressional Hispanic Caucus
127	https://www.youtube.com/watch?v=YNwboxYLGtl	KH	Kamala Harris	04.05.2021	FE	PP	Remarks by Vice President Harris at the Virtual Washington Conference on the Americas
128	https://www.youtube.com/watch?v=s4JUfttgXSE	KH	Kamala Harris	14.05.2021	FE	PP	Remarks by Vice President Harris and Secretary Marty Walsh Before

							Inaugural Meeting of the Task Force on Worker Organizing and Empowerment
129	https://www.youtube.com/watch?v=P_xyYwWgevl	KH	Kamala Harris	30.04.2021	FE	PP	Remarks by Vice President Harris on the Progress Made During the First 100 Days in Office
130	https://www.youtube.com/watch?v=UfmBxNWBAlU	KH	Kamala Harris	22.04.2021	FE	PP	Remarks by Vice President Harris at the Virtual Leaders Summit on Climate Opening Session
131	https://www.ted.com/talks/melinda_gates_what_nonprofits_can_learn_from_coca_cola/	MG	Melinda French Gates	02.09.2010	FE	PH	What nonprofits can learn from Coca-Cola
132	https://www.ted.com/talks/melinda_gates_let_s_put_birth_control_back_on_the_agenda/transcript#t-14844	MG	Melinda French Gates	10.04.2012	FE	PH	Let's put birth control back on the agenda
133	https://www.ted.com/talks/melinda_gates_what_nonprofits_can_learn_from_coca_cola/transcript#t-11975	MG	Melinda French Gates	12.05.2013	FE	PH	Duke Commencement 2013

134	https://www.youtube.com/watch?v=Umy7UpwCRpc	MG	Melinda French Gates	29.11.2012	FE	PH	Pursue Passions with a Vengeance (Entire Talk)
135	https://www.youtube.com/watch?v=0yVFLLPxUXM	MG	Melinda French Gates	20.05.2014	FE	PH	Melinda Gates on World Health Assembly Remarks
136	https://www.ted.com/talks/bill_and_melinda_gates_why_giving_away_our_wealth_has_been_the_most_satisfying_thing_we_ve_done/transcript	MG	Melinda French Gates	15.03.2014	FE	PH	Why giving away our wealth has been the most satisfying thing we've done.
137	https://www.loc.gov/item/webcast-9422/	MG	Melinda French Gates	26.09.2020	FE	PH	Melinda Gates: National Book Festival 2020
138	https://www.youtube.com/watch?v=wug9n5Atk8c&t=157s	MG	Melinda French Gates	16.06.2014	FE	PH	Bill and Melinda Gates' 2014 Stanford Commencement Address
139	https://www.youtube.com/watch?v=puaulcsKYYX4	MG	Melinda French Gates	12.11.2020	FE	PH	Paris Peace Forum

140	https://www.youtube.com/watch?v=IhPSdQlyMWc&t=31s	MG	Melinda French Gates	09.10.2020	FE	PH	Melinda Gates on the U.S. Education Learning Forum
141	https://www.englishspeecheshannel.com/english-speeches/angelina-jolie-2021-speech/	AJ	Angelina Jolie	09.01.2021	FE	FI	Angelina Jolie Speech: Equality for Women
142	https://www.youtube.com/watch?v=Py0TkvwIxI8	AJ	Angelina Jolie	16.05.2016	FE	FI	ANGELINA JOLIE PITT: REFUGEE SYSTEM BREAKING DOWN
143	https://speakola.com/ideas/angelina-jolie-world-refugee-day-2009	AJ	Angelina Jolie	18.06.2009	FE	FI	Angelina Jolie speaks on the World Refugee Day
144	https://www.englishspeecheshannel.com/english-speeches/angelina-jolie-speech/	AJ	Angelina Jolie	29.12.2018	FE	FI	Angelina Jolie Speech: What We Stand For?
145	https://www.goalcast.com/2016/05/12/angelina-jolie-use-inspirational-speech/	AJ	Angelina Jolie	12.05.2016	FE	FI	Angelina Jolie – To Be Of Use (Inspirational Speech)

146	https://www.youtube.com/watch?v=gUGjdc2FB4w	AJ	Angelina Jolie	15.03.2017	FE	FI	Speech by Angelina Jolie 'In defense of internationalism
147	https://www.youtube.com/watch?v=7Kqxiv396nc	AJ	Angelina Jolie	07.12.2017	FE	FI	Angelina Jolie: "There Is So Much That We Have To Change And Fight For"
148	https://www.youtube.com/watch?v=kdpM4-xc6RI	AJ	Angelina Jolie	15.11.2017	FE	FI	Angelina Jolie's Full Keynote Address To UN Peacekeeping Defence Ministerial Summit In Vancouver
149	https://www.youtube.com/watch?v=Pd2CCdyOCvJc	AJ	Angelina Jolie	24.04.2015	FE	FI	United Nations Security Council (7433rd Meeting), Open Briefing on the Humanitarian Situation in Syria, Remarks by Angelina Jolie Pitt, UNHCR Special Envoy for Refugee Issues
150	https://www.youtube.com/watch?v=aNmNp0Xm-h4	AJ	Angelina Jolie	11.06.2014	FE	FI	Angelina Jolie's Speech About Sexual Violence Will Stop You In Your Tracks
151	https://www.youtube.com/watch?v=8w1d1TWxwec	SS	Sheryl Sandberg	08.06.2018	FE	TECH	Sheryl Sandberg told new grads at MIT

152	https://www.youtube.com/watch?v=iqm-XEfpayc	SS	Sheryl Sandberg	14.05.2016	FE	TECH	UNIVERSITY OF CALIFORNIA, BERKELEY 2016 Commencement Address
153	https://www.youtube.com/watch?v=AdvXCKFNqTY	SS	Sheryl Sandberg	17.05.2011	FE	TECH	Barnard College Commencement Speech 2011
154	https://www.youtube.com/watch?v=18uDutyIDa4	SS	Sheryl Sandberg	21.12.2010	FE	TECH	Why we have too few women leaders
155	https://www.youtube.com/watch?v=ZK1I4AwLKkU	SS	Sheryl Sandberg	29.05.2014	FE	TECH	Facebook COO Sheryl Sandberg Commencement Speech at Harvard 2014
156	https://www.youtube.com/watch?v=YraU52j3y8s&t=27s	SS	Sheryl Sandberg	15.12.2013	FE	TECH	So we leaned in...now what?
157	https://www.youtube.com/watch?v=L0MSWXQsyHc	SS	Sheryl Sandberg	12.05.2017	FE	TECH	Sheryl Sandberg VA Tech Graduation Speech
158	https://www.youtube.com/watch?v=2Db0_RafutM	SS	Sheryl Sandberg	25.05.2012	FE	TECH	Sheryl Sandberg Addresses The Class of 2012 at HBS
159	https://www.youtube.com/watch?v=3nRENaRCvLI	SS	Sheryl Sandberg	24.05.2011	FE	TECH	The importance of authentic communication

160	https://www.vox.com/2018/5/30/17397126/facebook-sheryl-sandberg-mike-schroepfer-transcript-code-2018	SS	Sheryl Sandberg	07.06.2018	FE	TECH	Facebook COO Sheryl Sandberg and CTO Mike Schroepfer at Code 2018
161	https://www.youtube.com/watch?v=qslYcIHG-So	MA	Madonna	26.04.2020	FE	MU	Madonna: Truth Or Dare
162	https://www.youtube.com/watch?v=PtXzRvfA4Jo	MA	Madonna	21.01.2017	FE	MU	Madonna's Speech At The Women's March
163	https://www.youtube.com/watch?v=c6Xgbh2E0NM	MA	Madonna	14.01.2016	FE	MU	Madonna "Women of The Year" Billboard Speech
164	https://www.youtube.com/watch?v=U4aQatsyz-Q	MA	Madonna	13.09.2009	FE	MU	Madonna gave the best speech at VMA 2009
165	https://www.youtube.com/watch?v=bEUR4BZ0lus	MA	Madonna	15.11.2015	FE	MU	Madonna's speech in Stockholm
166	https://www.youtube.com/watch?v=PBm5kzTYfNU&t=95s	MA	Madonna	24.04.1994	FE	MU	Madonna Interview
167	https://www.youtube.com/watch?v=NAdR0Fdpyes	MA	Madonna	11.05.2019	FE	MU	Madonna on Glaad Media Awards

168	https://www.youtube.com/watch?v=kXdS4XAAuc4	MA	Madonna	20.09.2003	FE	MU	A NEW SIDE OF MADONNA
169	https://www.youtube.com/watch?v=7nV7s7RXdcg	MA	Madonna	10.11.2015	FE	MU	Madonna's speech at the Gilaad Award
170	https://www.youtube.com/watch?v=t7JaX-e0Hh8	MA	Madonna	07.05.2019	FE	MU	Madonna to the LGBTQ community: Never give up hope
171	https://www.youtube.com/watch?v=aSwkS-GLVfE	HC	Hillary Clinton	26.05.2017	FE	PP	Hillary Clinton's Wellesley College Commencement Speech
172	https://www.vox.com/2016/11/9/13570328/hillary-clinton-concession-speech-full-transcript-2016-presidential-election	HC	Hillary Clinton	09.11.2016	FE	PP	Hillary Clinton's concession speech full transcript: 2016 presidential election
173	https://www.youtube.com/watch?v=OJ-Sd9qFAC4	HC	Hillary Clinton	20.08.2020	FE	PP	Hillary Clinton's DNC speech
174	https://www.youtube.com/watch?v=kRirBIs7VY0	HC	Hillary Clinton	09.10.2018	FE	PP	Remarks at Bonavero Institute of Human Rights

175	https://www.youtube.com/watch?v=xXM4E23EfVk	HC	Hillary Clinton	05.11.1995	FE	PP	Remarks to the U.N. 4th World Conference on Women Plenary Session
176	https://www.youtube.com/watch?v=_2pht42MP0c	HC	Hillary Clinton	25.08.2016	FE	PP	Hillary Clinton's full remarks in Reno, Nevada
177	https://www.youtube.com/watch?v=VNc60AnCOLs	HC	Hillary Clinton	08.11.2016	FE	PP	Hillary Clinton's Economic Speech
178	https://www.youtube.com/watch?v=JSPDq87lwVw	HC	Hillary Clinton	27.10.2017	FE	PP	Hillary Clinton's Full Speech Accepting the Wonder Woman Award
179	https://www.youtube.com/watch?v=pnXiy4D_18g	HC	Hillary Clinton	30.07.2016	FE	PP	Hillary Clinton Full DNC Acceptance Speech
180	https://www.youtube.com/watch?v=S8OEAPSFp4c	HC	Hillary Clinton	27.06.2017	FE	PP	Hillary Rodham Clinton. Closing General Session. SpeechAmerican Library Association Annual Conference, Chicago
181	https://www.youtube.com/watch?v=zBgNaryRQzI	CR	Condoleezza Rice	18.11.2008	FE	DE	Secretary Rice Addresses U.S.-Russia Relations At The German Marshall Fund

182	https://www.youtube.com/watch?v=_DHRlIKl9uA	CR	Condoleezza Rice	19.08.2008	FE	DE	Remarks by US Secretary of State Condoleezza Rice after the Meeting of the North Atlantic Council at the Level of Foreign Ministers
183	https://ed.ted.com/lessons/condoleezza-rice-at-smu-commencement-2012	CR	Condoleezza Rice	14.05.2012	FE	DE	SMU Commencement speech by former U.S. Secretary of State Condoleezza Rice
184	https://www.youtube.com/watch?v=TVNlYpP3_cM	CR	Condoleezza Rice	16.05.2015	FE	DE	College of William & Mary, Williamsburg, Virginia Commencement address
185	https://www.c-span.org/video/?192652-1/condoleezza-rice-delivers-boston-college-commencement-address	CR	Condoleezza Rice	22.05.2006	FE	DE	Commencement Address at Boston College
186	http://news.stanford.edu/news/2002/june19/comm_ricetext-619.html	CR	Condoleezza Rice	16.06.2002	FE	DE	Commencement Address at Stanford University
187	https://www.youtube.com/watch?v=72xuFXTa74	CR	Condoleezza Rice	07.06.2020	FE	DE	https://www.youtube.com/watch?v=72xuFXTa74

188	https://www.youtube.com/watch?v=4g6PlW3hPg	CR	Condoleezza Rice	29.08.2012	FE	DE	Remarks at the 2012 RNC
189	https://www.youtube.com/watch?v=gJ4NWYIRH8o	CR	Condoleezza Rice	08.04.2004	FE	DE	9/11 Commission Opening Statement
190	https://www.youtube.com/watch?v=qB5neZZA87c	CR	Condoleezza Rice	29.08.2012	FE	DE	Remarks at the 2012 RNC
191	https://www.youtube.com/watch?v=UJ25qEHgcM4	AH	Arianna Huffington	19.05.2013	FE	LIT	Commencement Address 2013
192	https://www.youtube.com/watch?v=UcNXNtydKSY	AH	Arianna Huffington	22.08.2013	FE	LIT	INBOUND 2013
193	https://www.youtube.com/watch?v=vXzVXRL07B4	AH	Arianna Huffington	21.06.2016	FE	LIT	Arianna Huffington on We Are Drowning in Data and Starved for Wisdom
194	https://www.huffpost.com/entry/ariana-huffington-to-hunter-college-grads-to-create-a-better-world-secure-your-own-oxygen-mask-first_b_10270058	AH	Arianna Huffington	06.02.2016	FE	LIT	Arianna Huffington to Hunter College Grads: To Create a Better World, Secure Your Own Oxygen Mask First

195	https://www.facebook.com/AriannaHuffington/videos/vassar-commencement-speech/10156385018693279/	AH	Arianna Huffington	31.05.2015	FE	LIT	My Vassar College Commencement Speech for the Class of 2015
196	https://www.ted.com/talks/arianna_huffington_how_to_succeed_get_more_sleep/transcript	AH	Arianna Huffington	03.02.2011	FE	LIT	How to succeed?
197	https://www.youtube.com/watch?v=ggMgAoSQpbl	AH	Arianna Huffington	20.05.2011	FE	LIT	Arianna Huffington Commencement Speech
198	https://tim.blog/2018/02/02/the-tim-ferriss-show-transcripts-arianna-huffington/	AH	Arianna Huffington	02.02.2018	FE	LIT	The Tim Ferriss Show Transcripts: Arianna Huffington (#274)
199	https://podcast.mindvalley.com/transcript-12/	AH	Arianna Huffington	28.04.2018	FE	LIT	Arianna Huffington on The Pillars of Wellbeing
200	https://mastersofscale.com/arianna-huffington-what-great-founders-do-at-night/	AH	Arianna Huffington	12.09.2020	FE	LIT	Masters of Scale Episode : Arianna Huffington

APPENDIX C

Table C.1
Selection criteria of public speakers

Speaker	Visionary & Ethical Leadership	Innovation & Strategic Vision	Philanthropic Involvement	Recognized as Role Model	Cultural & Economic Contributions	Self-Made Success	Adaptability to Challenges	Risk-Taking & Status Quo Challenge	Entrepreneurial Spirit	Problem-Solving & Personal Growth
Kamala Harris	Advocates for social justice, voting rights, and economic equity	Addresses systemic issues like criminal justice reform	Supports healthcare access, education, women's rights	Role model for women and minorities	Promotes diversity, equity, and inclusion in governance	Broke barriers as first female VP	Navigates political & societal barriers	Challenges traditional political norms	Strong leadership in law & politics	Commitment to public service & justice
Barack Obama	Promoted healthcare reform, diplomacy	Developed Affordable Care Act, climate policies	Obama Foundation focuses on leadership & civic engagement	Inspirational figure worldwide	Advanced education & economic equality	Community organizer to U.S. President	Led during financial crises	Advocated for progressive policies	Strong leadership & communication	Continues engagement through writing & public speaking
Bill Gates	Tech leadership & philanthropy	Revolutionized personal computing	Gates Foundation addresses	Model for entrepreneurs & technologists	Digital transformation	Built Microsoft from scratch	Shifted from tech to philanthropy	Invests in futuristic solutions	Driving AI & sustainability efforts	Lifelong learner in

			health, poverty, education		on & job creation				business & philanthropy	
Condoleezza Rice	Leadership in diplomacy & education	Shaped post-Cold War policies	Supports education & leadership programs	Inspires women in politics & academia	Influences international policy	Overcame barriers in politics	Managed diplomatic crises	Advocated for diversity in leadership	Promotes strategic policy thinking	Academic growth & leadership focus
David Beckham	Leadership in sports & philanthropy	Soccer academies & brand expansion	UNICEF ambassador for child welfare	Inspires athletes globally	Popularized soccer worldwide	Built global brand from sports career	Transitioned from player to businessman	Redefined athlete branding	Business & marketing ventures	Evolved from sports to entrepreneurs
Sheryl Sandberg	Promotes gender equality & leadership	Scaled Facebook's business model	Lean In initiatives for women empowerment	Role model for female executives	Advocates for workplace equality	Built career at major tech firms	Managed corporate crises	Advocates for more women in leadership	Drives corporate innovation	Authored influential books
Elon Musk	Leads in space, AI, & electric vehicles	Revolutionized transportation & space travel	Funds AI safety & renewable energy	Inspires tech entrepreneurs	Reshaped global industries	Built multiple billion-dollar companies	Overcame business failures	Disrupts traditional markets	Serial entrepreneur	Innovates in multiple fields
Jeff Bezos	Leadership in e-commerce & space tech	Transformed online shopping	Funds education & climate	Model for business visionaries	Job creation & digital economy	Grew Amazon from startup	Expanded business amid criticism	Redefines global commerce	Innovation-driven leadership	Pursues growth via Blue Origin

			change projects							
Jay Shetty	Leadership in self-improvement	Integrates ancient wisdom into modern life	Supports mental health awareness	Inspires personal development	Promotes mindfulness & wellness	From monk to entrepreneur	Transitioned careers	Challenges societal norms on success	Develops modern self-help concepts	Expands wisdom-sharing platforms
Madonna	Icon in music & business	Redefined pop culture & image	Supports women's rights & education	Empowers female artists	Shaped music & fashion trends	Built independent music empire	Adapted to evolving industry	Breaks gender & artistic norms	Business & artistic ventures	Constant reinvention in entertainment
Mark Zuckerberg	Leadership in social media innovation	Built & scaled Facebook globally	Philanthropy in education & technology	Model for tech entrepreneurs	Social & economic impact	Grew Facebook from dorm room	Managed crises & data challenges	Redefines online interaction	Tech startup mindset	Focus on digital evolution
Melinda Gates	Leadership in philanthropy & gender equality	Drives social impact through Gates Foundation	Focuses on healthcare, education, and women's rights	Role model in philanthropy	Economic development through global health initiatives	Built independent identity in philanthropy	Adjusted leadership after leaving Microsoft	Advocates for women's empowerment	Supports innovation in humanitarian work	Focused on systemic social change
Michelle Obama	Leadership in public service	Advocates for youth education & nutrition	Supports education & military families	Global role model for leadership	Advocates for healthy lifestyles & equality	Rose from working-class roots	Adjusted to role as First Lady & beyond	Speaks on social justice issues	Promotes female leadership	Inspires change through books & speaking

Oprah Winfrey	Leadership in media & philanthropy	Built a media empire	Supports education & women's rights	Inspirational global icon	Shifted television & media landscape	Self-made from humble beginnings	Overcame adversity & career challenges	Breaks media industry norms	Expands influence across industries	Advocates for lifelong learning
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APPENDIX D

Table D.1

The decoded speeches within the corpus

Name	Gender	Field	Code	N. Files	Word types	Word tokens	Date range
Barack Obama	MALE	PP	BO	10	4320	36334	2006-2020
Elon Musk	MALE	TECH S	EM	10	4548	58060	2014-2020
Jeff Bezos	MALE	ECOM	JB	10	5377	78589	2003-2020
Mark Zuckerberg	MALE	I- ENTR	MZ	10	6164	123593	2016-2020
Bill Gates	MALE	SD	BG	10	3278	27789	2010-2018
Warren Buffett	MALE	BUS	WB	10	7153	149236	1998-2020
Steve Jobs	MALE	IDES	SJ	10	4806	72607	1990-2010
David Beckham	MALE	SPT	DB	10	1799	17251	2007-2020
Jay Shetty	MALE	PSY	JS	10	2657	28536	2016-2021
Steven Spielberg	MALE	FILM	SS	10	1739	8508	1986-2019
Michelle Obama	FEMALE	SD	MO	10	3260	25355	2008- 2020
Oprah Winfrey	FEMALE	MI	OW	10	2748	20739	1997-2020
Kamala Harris	FEMALE	PP	KH	10	2014	11916	2020-2021
Melinda French Gates	FEMALE	PH	MG	10	3687	39938	2010-2020
Angelina Jolie	FEMALE	FI	AG	10	2245	14960	2009-2021

Sheryl Sandberg	FEMALE	TECH S	SS	10	3556	37743	2010-2018
Madonna	FEMALE	MU	MA	10	3229	32261	1994-2020
Hillary Clinton	FEMALE	PP	HC	10	4478	33551	1995-2020
Condoleezza Rice	FEMALE	DE	CR	10	3405	27354	2002-2020
Arianna Huffington	FEMALE	LIT	AH	10	4978	50829	2011-2020

APPENDIX E

Table E.1

The manually annotated speeches within the corpus

Code	Author	Name of the speech	Date of creation	The reference
AH_02022018_FE_LIT	Ariana Huffington	The balance between family and business, meditation, and overcoming life's challenges for success	2 February 2018	https://tim.blog/2018/02/02/the-tim-ferriss-show-transcripts-ariana-huffington/
AJ_07122017_FE_FI	Angelina Jolie	There is so much that we have to change and fight for	7 December 2017	https://www.elle.com/culture/celebrities/a14381042/angelina-jolie-speech-hollywood-reporter-breakfast/
BG_01112015_MA_SD	Bill Gates	The Power of Giving Philanthropy Impact on American Life	1 December 2015	https://www.gatesfoundation.org/ideas/speeches/2015/12/bill-gates-the-power-of-giving-philanthropys-impact-on-american-life

BO_02062006_MA_PP	Barack Obama	Commencement Address at the University of Massachusetts	2 June 2006	http://obamaspeeches.com/074-University-of-Massachusetts-at-Boston-Commencement-Address-Obama-Speech.htm
CR_29082012_FE_DE	Condoleezza Rice	Remarks at the 2012 RNC	29 August 2012	https://www.politico.com/story/2012/08/condoleezza-rice-rnc-speech-transcript-080402
DB_01102020_MA_SPT	David Beckham	It's Not Just a Game	1 February 2020	https://www.studocu.com/en-us/document/virginia-polytechnic-institute-and-state-university/honors-freshman-english/transcript-david-beckham/78515084
EM_01222020_MA_TECHS	Elon Musk	Axel Springer Award 2020	1 December 2020	https://elon-musk-interviews.com/2020/12/11/axel-springer-award-2020/
HC_05111995_FE_PP	Hillary Clinton	Remarks to the U.N. 4th World Conference on Women Plenary Session	5 September 1995	https://www.americanrhetoric.com/speeches/hillaryclintonbeijingspeech.htm

JB_01122003_MA_ECOM	Jeff Bezos	The electricity metaphor for the web's future	1 December 2003	https://www.ted.com/talks/jeff_bezos_the_electricity_metaphor_for_the_web_s_future/transcript
JS_01042019_MA_PSY	Jay Shetty	If you're feeling drained	1 April 2019	https://www.youtube.com/watch?v=-PTY66FYJjs – transcripts are manually created in the Doc. Document.
KH_02062021_FE_PP	Kamala Harris	Remarks at the United States Naval Academy Graduation and Commissioning Ceremony	2 June 2021	https://www.ted.com/talks/jeff_bezos_the_electricity_metaphor_for_the_web_s_future/transcript#t-9128
MA_14012016_FE_MU	Madonna	Woman of The Year	14 January 2016	https://artemise74.wordpress.com/2018/02/24/madonnas-full-acceptance-speech-at-billboard-women-in-music-2016/
MG_02092010_FE_PH	Melinda Gates	What nonprofits can learn from Coca-Cola	2 September 2010	https://www.ted.com/talks/melinda_gates_what_nonprofits_can_learn_from_coca_cola/transcript#t-11975
MO_03062016_FE_SD	Michelle Obama	City College of New York Commencement	3 June 2016	https://www.cuny.edu/commencement/commencement-address-first-lady-

					michelle- obama?srsItd=AfmBOopPRdpqZjurRi GuraNeOowx5i6ORGne1xHVrDY5on R4DhVCdva
MZ_04042019_MA_I- ENTER	Mark Zuckerberg	interview with Stephanopoulos discusses data protection and responsible entrepreneurship	4 2019	April	https://abcnews.go.com/Business/interview-facebook-ceo-mark-zuckerberg-transcript/story?id=62152829
OW_08012018_FE_MI	Oprah Winfrey	Golden Globes Speech	8 2018	January	https://www.bbc.com/news/entertainment-arts-42600486
SJ_12062005_MA_IDES	Steve Jobs	You've got to find what you love	12 2005	June	https://news.stanford.edu/2005/06/14/jobs-061505/
SS_07021986_MA_FILM	Steven Spielberg	The power of music	7 1986	February	https://www.ign.com/articles/2015/02/07/steven-spielbergs-1986-bafta-fellowship-speech
SS_24052011_FE_TECH	Sheryl Sandberg	"The importance of authentic communication	24 2011	May	https://ecorner.stanford.edu/wp-content/uploads/sites/2/2009/04/2241.pdf

WB_19122020_MA_BUS	Warren Buffett	Go Big Grad	19 December 2020	https://singjupost.com/warren-buffetts-advice-to-unl-2020-graduates-full-transcript/?singlepage=1
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APPENDIX F

Table F. 1

Corpus-driven analysis with AntConc. Raw data

BO v MO					
#Keyword Types: 11					
#Keyword Tokens: 1215					
1	140	+	63.36	0.0077	america
2	134	+	48.09	0.0073	she
3	80	+	42.45	0.0044	change
4	150	+	41.69	0.0082	more
5	25	+	26.47	0.0014	democracy
6	84	+	25.91	0.0046	new
7	228	+	25.75	0.0124	not
8	23	+	24.36	0.0013	mccain
9	79	+	21.06	0.0043	better
10	25	+	19.77	0.0014	rights
11	247	+	19.3	0.0135	but

AH v WB					
#Keyword Types: 163					
#Keyword Tokens: 9776					
1	241	+	661.28	0.0094	huffington
2	219	+	600.84	0.0086	arianna

3	164	+	407.68	0.0064	sleep
4	85	+	208.62	0.0033	tim
5	72	+	197.38	0.0028	ferriss
6	327	+	186.71	0.0127	your
7	82	+	171.35	0.0032	post
8	381	+	162.37	0.0148	my
9	173	+	145.76	0.0068	life
10	61	+	126.23	0.0024	wisdom
11	40	+	109.64	0.0016	thrive
12	37	+	101.41	0.0015	interviewer
13	36	+	98.67	0.0014	hoffman
14	57	+	84.13	0.0022	success
15	28	+	76.74	0.0011	burnout
16	28	+	76.74	0.0011	vishen
17	147	+	74.63	0.0057	she
18	28	+	68.63	0.0011	cambridge
19	31	+	66.43	0.0012	leaders
20	24	+	65.78	0.0009	meditation
21	1658	+	64.62	0.0589	to
22	30	+	63.88	0.0012	wonder
23	47	+	60.73	0.0018	lives
24	33	+	60.48	0.0013	media
25	22	+	60.29	0.0009	beautiful
26	38	+	58.41	0.0015	technology
27	21	+	57.55	0.0008	walking
28	47	+	57.06	0.0018	women
29	243	+	55.98	0.0094	because

30	73	+	55.26	0.0029	love
31	40	+	53.97	0.0016	night
32	22	+	52.65	0.0009	stress
33	19	+	52.07	0.0007	stories
34	39	+	51.87	0.0015	moment
35	23	+	50.27	0.0009	completely
36	23	+	50.27	0.0009	speech
37	18	+	49.33	0.0007	accent
38	18	+	49.33	0.0007	vassar
39	18	+	49.33	0.0007	wellness
40	37	+	47.72	0.0015	often
41	50	+	47.42	0.002	remember
42	73	+	47.34	0.0029	her
43	17	+	46.59	0.0007	greek
44	38	+	46.09	0.0015	hours
45	16	+	43.85	0.0006	daughters
46	36	+	43.85	0.0014	mother
47	18	+	42.08	0.0007	complete
48	24	+	42.04	0.0009	listening
49	21	+	41.23	0.0008	steps
50	15	+	41.11	0.0006	creativity
51	86	+	39.55	0.0034	being
52	37	+	39.26	0.0015	amazing
53	79	+	39.22	0.0031	new
54	72	+	39.13	0.0028	also
55	20	+	38.76	0.0008	email
56	20	+	38.76	0.0008	wake

57	693	+	38.73	0.0261	is
58	14	+	38.37	0.0006	content
59	14	+	38.37	0.0006	deprivation
60	14	+	38.37	0.0006	nap
61	21	+	37.91	0.0008	favorite
62	57	+	37.66	0.0022	book
63	161	+	37.5	0.0063	who
64	13	+	35.63	0.0005	metric
65	13	+	35.63	0.0005	podcast
66	35	+	35.55	0.0014	third
67	17	+	34.98	0.0007	solutions
68	61	+	34.63	0.0024	place
69	32	+	34.41	0.0013	living
70	160	+	34.26	0.0062	how
71	12	+	32.89	0.0005	recharge
72	26	+	32.67	0.001	phone
73	21	+	32.47	0.0008	leadership
74	21	+	32.47	0.0008	literally
75	16	+	32.46	0.0006	joy
76	23	+	32.32	0.0009	social
77	39	+	32.23	0.0015	yourself
78	14	+	31.61	0.0006	english
79	14	+	31.61	0.0006	founder
80	14	+	31.61	0.0006	journey
81	14	+	31.61	0.0006	smith
82	27	+	31.17	0.0011	myself
83	24	+	30.44	0.0009	science

84	29	+	30.28	0.0011	write
85	11	+	30.15	0.0004	blogging
86	11	+	30.15	0.0004	hunter
87	11	+	30.15	0.0004	reid
88	53	+	29.38	0.0021	call
89	67	+	29.18	0.0026	fact
90	233	+	29.08	0.009	our
91	13	+	29.01	0.0005	launched
92	13	+	29.01	0.0005	tired
93	64	+	28.87	0.0025	need
94	105	+	28.79	0.0041	day
95	17	+	28.48	0.0007	connected
96	20	+	28.01	0.0008	stop
97	26	+	27.67	0.001	create
98	10	+	27.4	0.0004	deprived
99	10	+	27.4	0.0004	devices
100	10	+	27.4	0.0004	grateful
101	10	+	27.4	0.0004	intention
102	10	+	27.4	0.0004	journalism
103	10	+	27.4	0.0004	literature
104	10	+	27.4	0.0004	mindvalley
105	15	+	26.65	0.0006	female
106	27	+	26.61	0.0011	friends
107	27	+	26.61	0.0011	ourselves
108	12	+	26.42	0.0005	inner
109	26	+	26.2	0.001	story
110	16	+	26.18	0.0006	led

111	29	+	26.17	0.0011	culture
112	19	+	25.88	0.0007	especially
113	461	+	25.47	0.0176	was
114	118	+	25.18	0.0046	us
115	23	+	25.06	0.0009	books
116	29	+	24.94	0.0011	college
117	23	+	19.61	0.0009	step
118	9	+	24.66	0.0004	blog
119	9	+	24.66	0.0004	collapsed
120	9	+	24.66	0.0004	delusion
121	9	+	24.66	0.0004	desk
122	9	+	24.66	0.0004	exhaustion
123	9	+	24.66	0.0004	practice
124	9	+	24.66	0.0004	reconnect
125	14	+	24.28	0.0006	address
126	19	+	23.94	0.0007	lead
127	18	+	23.79	0.0007	beginning
128	16	+	23.73	0.0006	conversation
129	22	+	23.18	0.0009	hit
130	22	+	23.18	0.0009	section
131	69	+	23.14	0.0027	kind
132	23	+	22.16	0.0009	everyone
133	13	+	21.94	0.0005	ended
134	13	+	21.94	0.0005	revolution
135	8	+	21.92	0.0003	ancient
136	8	+	21.92	0.0003	coffee
137	8	+	21.92	0.0003	colleges

138	8	+	21.92	0.0003	commencement
139	8	+	21.92	0.0003	dark
140	8	+	21.92	0.0003	everywhere
141	8	+	21.92	0.0003	goodnight
142	8	+	21.92	0.0003	greece
143	8	+	21.92	0.0003	huffpost
144	8	+	21.92	0.0003	perpetually
145	8	+	21.92	0.0003	pillars
146	8	+	21.92	0.0003	sleeping
147	8	+	21.92	0.0003	twitter
148	17	+	21.72	0.0007	dinner
149	17	+	21.72	0.0007	hour
150	14	+	21.64	0.0006	data
151	14	+	21.64	0.0006	heart
152	369	+	21.59	0.0142	are
153	10	+	21.29	0.0004	conversations
154	10	+	21.29	0.0004	disconnect
155	10	+	21.29	0.0004	gratitude
156	10	+	21.29	0.0004	micro
157	10	+	21.29	0.0004	suddenly
158	26	+	21.1	0.001	president
159	20	+	20.94	0.0008	writing
160	32	+	20.28	0.0013	become
161	99	+	20.2	0.0039	into
162	11	+	20.16	0.0004	london
163	77	+	19.85	0.003	first

WB v AH					
#Keyword Types: 106					
#Keyword Tokens: 31904					
1	921	+	541.36	0.0123	warren
2	806	+	473.61	0.0107	buffett
3	396	+	232.41	0.0053	berkshire
4	317	+	186.01	0.0042	charlie
5	213	+	124.94	0.0029	businesses
6	191	+	112.03	0.0026	munger
7	472	+	110.6	0.0063	business
8	35	+	20.52	0.0005	significant
9	210	+	99.86	0.0028	billion
10	724	+	98.85	0.0096	think
11	177	+	94.2	0.0024	stock
12	344	+	92.88	0.0046	money
13	222	+	91.16	0.003	buy
14	319	+	87.05	0.0043	mean
15	1396	+	71.3	0.0185	but
16	439	+	69.97	0.0059	some
17	126	+	64.95	0.0017	bought
18	384	+	64.12	0.0051	years
19	505	+	62.09	0.0067	will
20	105	+	61.57	0.0014	greg
21	153	+	59.06	0.002	capital
22	99	+	58.05	0.0013	stocks

23	90	+	52.77	0.0012	hathaway
24	1147	+	52.53	0.0152	they
25	700	+	52.34	0.0093	know
26	140	+	52.3	0.0019	laughter
27	316	+	51.62	0.0042	got
28	102	+	51.29	0.0014	shareholders
29	463	+	50.12	0.0062	well
30	181	+	49.12	0.0024	yeah
31	83	+	48.67	0.0011	shares
32	81	+	47.5	0.0011	andy
33	81	+	47.5	0.0011	buying
34	80	+	46.91	0.0011	tax
35	2381	+	45.84	0.0313	we
36	47	+	20.57	0.0006	generally
37	382	+	43.99	0.0051	than
38	167	+	42.78	0.0022	companies
39	140	+	41.77	0.0019	market
40	197	+	41.11	0.0026	year
41	70	+	41.04	0.0009	becky
42	222	+	40.62	0.003	question
43	83	+	40.56	0.0011	ok
44	80	+	38.87	0.0011	cash
45	98	+	38.68	0.0013	price
46	235	+	37.96	0.0031	over
47	64	+	37.53	0.0009	sewer
48	103	+	37.22	0.0014	states
49	109	+	36.57	0.0015	meeting

50	215	+	20.71	0.0029	company
51	61	+	35.77	0.0008	abel
52	136	+	34.23	0.0018	country
53	58	+	34.01	0.0008	rates
54	892	+	33.96	0.0119	or
55	189	+	33.75	0.0025	better
56	592	+	33.52	0.0079	don
57	57	+	33.42	0.0008	motion
58	57	+	33.42	0.0008	paid
59	57	+	33.42	0.0008	quick
60	79	+	33.05	0.0011	sell
61	69	+	32.71	0.0009	interest
62	54	+	31.66	0.0007	prices
63	84	+	31.37	0.0011	insurance
64	75	+	30.91	0.001	worth
65	97	+	30.67	0.0013	united
66	52	+	30.49	0.0007	annual
67	761	+	29.79	0.0101	there
68	50	+	29.32	0.0007	net
69	50	+	29.32	0.0007	omaha
70	50	+	29.32	0.0007	shareholder
71	79	+	28.8	0.0011	investment
72	99	+	28.49	0.0013	wouldn
73	61	+	28.27	0.0008	dollars
74	69	+	27.72	0.0009	couple
75	97	+	27.56	0.0013	pay
76	140	+	21	0.0019	should

77	59	+	27.16	0.0008	position
78	2963	+	27.08	0.0387	it
79	58	+	26.61	0.0008	earnings
80	58	+	26.61	0.0008	report
81	129	+	26.44	0.0017	million
82	45	+	26.38	0.0006	cola
83	355	+	26.38	0.0047	lot
84	45	+	26.38	0.0006	mr
85	149	+	26.15	0.002	terms
86	56	+	25.51	0.0008	investing
87	43	+	25.21	0.0006	graham
88	42	+	24.62	0.0006	nebraska
89	41	+	24.04	0.0005	industry
90	41	+	24.04	0.0005	moat
91	133	+	23.89	0.0018	probably
92	53	+	23.86	0.0007	managers
93	650	+	23.24	0.0087	he
94	60	+	22.99	0.0008	months
95	565	+	22.98	0.0075	very
96	2703	+	22.38	0.0354	in
97	50	+	22.21	0.0007	laughs
98	50	+	22.21	0.0007	per
99	37	+	21.69	0.0005	investments
100	37	+	21.69	0.0005	slide
101	49	+	21.67	0.0007	government
102	57	+	21.43	0.0008	cost
103	48	+	21.12	0.0006	selling

104	36	+	21.11	0.0005	coca
105	36	+	21.11	0.0005	farm
106	36	+	21.11	0.0005	fed

JB v HC					
#Keyword Types: 62					
#Keyword Tokens: 15370					
1	841	+	600.69	0.0212	amazon
2	389	+	277.17	0.0099	bezos
3	361	+	257.18	0.0091	narrator
4	315	+	224.35	0.008	jeff
5	186	+	122.34	0.0047	james
6	154	+	109.59	0.0039	newsreader
7	132	+	93.92	0.0034	jacoby
8	627	+	93.47	0.0158	was
9	253	+	91.1	0.0064	very
10	28	+	19.91	0.0007	origin
11	1549	+	85.89	0.0385	you
12	120	+	85.38	0.003	customers
13	28	+	19.91	0.0007	marcus
14	177	+	75.6	0.0045	company
15	28	+	19.91	0.0007	huge
16	1801	+	68.59	0.0445	that
17	93	+	66.16	0.0024	customer
18	164	+	64.27	0.0042	male

19	86	+	61.18	0.0022	female
20	65	+	46.23	0.0017	space
21	58	+	41.25	0.0015	alexa
22	603	+	39.06	0.0152	they
23	265	+	38.87	0.0067	think
24	194	+	37.32	0.0049	things
25	47	+	33.43	0.0012	yeah
26	374	+	31.3	0.0095	there
27	43	+	30.58	0.0011	basically
28	53	+	30.15	0.0013	post
29	1340	+	29.51	0.0334	it
30	1448	+	28.74	0.036	i
31	40	+	28.45	0.001	selling
32	40	+	28.45	0.001	wilke
33	39	+	27.74	0.001	döpfner
34	39	+	27.74	0.001	prime
35	74	+	27.42	0.0019	use
36	294	+	27.4	0.0074	would
37	38	+	27.02	0.001	bit
38	38	+	27.02	0.001	foer
39	36	+	25.6	0.0009	spencer
40	46	+	25.45	0.0012	product
41	35	+	24.89	0.0009	ad
42	35	+	24.89	0.0009	video
43	33	+	23.47	0.0008	publishers
44	33	+	23.47	0.0008	retail
45	50	+	23.43	0.0013	sell

46	32	+	22.76	0.0008	commerce
47	32	+	22.76	0.0008	limp
48	32	+	22.76	0.0008	seller
49	41	+	22.12	0.001	audience
50	59	+	21.82	0.0015	online
51	127	+	21.66	0.0032	big
52	30	+	21.33	0.0008	dave
53	30	+	21.33	0.0008	hundreds
54	30	+	21.33	0.0008	somebody
55	52	+	20.94	0.0013	early
56	29	+	20.62	0.0007	fulfillment
57	29	+	20.62	0.0007	gifts
58	51	+	20.34	0.0013	services
59	120	+	20.3	0.003	something
60	116	+	20.21	0.0029	kind
61	50	+	19.74	0.0013	products
62	28	+	19.91	0.0007	cloud

HC v JB					
#Keyword Types: 100					
#Keyword Tokens: 5665					
1	138	+	313.89	0.0082	women
2	123	+	297.16	0.0073	hillary
3	122	+	235.55	0.0072	rights
4	89	+	174.45	0.0053	applause

5	104	+	158.82	0.0062	trump
6	90	+	145.13	0.0053	america
7	80	+	127.18	0.0048	human
8	1373	+	110.67	0.0739	and
9	51	+	97.31	0.003	children
10	46	+	90.62	0.0027	families
11	145	+	87.79	0.0086	will
12	41	+	84.23	0.0024	americans
13	37	+	80.78	0.0022	campaign
14	65	+	80.63	0.0039	together
15	256	+	66.31	0.015	our
16	82	+	62.18	0.0049	country
17	25	+	60.35	0.0015	election
18	25	+	60.35	0.0015	vote
19	32	+	58.9	0.0019	freedom
20	172	+	57.4	0.0101	who
21	31	+	56.67	0.0018	must
22	23	+	55.52	0.0014	declaration
23	30	+	54.45	0.0018	democracy
24	22	+	53.1	0.0013	clinton
25	33	+	50.44	0.002	american
26	33	+	50.44	0.002	donald
27	67	+	50.02	0.004	let
28	20	+	48.28	0.0012	dignity
29	27	+	44.18	0.0016	economic
30	62	+	43.88	0.0037	president
31	36	+	41.45	0.0021	lives

32	17	+	41.03	0.001	girls
33	149	+	40.85	0.0088	from
34	28	+	40.17	0.0017	stand
35	53	+	39.36	0.0032	thank
36	108	+	34.81	0.0064	now
37	14	+	33.79	0.0008	libraries
38	14	+	33.79	0.0008	stronger
39	14	+	33.79	0.0008	wellesley
40	20	+	32.6	0.0012	truth
41	18	+	31.87	0.0011	policy
42	198	+	31.53	0.0116	as
43	13	+	31.38	0.0008	eleanor
44	55	+	29.9	0.0033	own
45	17	+	29.67	0.001	library
46	17	+	29.67	0.001	values
47	17	+	29.67	0.001	war
48	28	+	29.01	0.0017	economy
49	12	+	28.96	0.0007	nations
50	374	+	28.42	0.0217	for
51	58	+	28.13	0.0034	believe
52	11	+	26.55	0.0007	equal
53	21	+	26.35	0.0013	hope
54	23	+	25.8	0.0014	communities
55	105	+	25.74	0.0062	us
56	18	+	25.43	0.0011	social
57	15	+	25.31	0.0009	class
58	15	+	25.31	0.0009	fear

59	15	+	25.31	0.0009	universal
60	13	+	24.88	0.0008	democracies
61	19	+	24.85	0.0011	men
62	19	+	24.85	0.0011	political
63	16	+	24.18	0.001	black
64	10	+	24.14	0.0006	joe
65	10	+	24.14	0.0006	librarians
66	10	+	24.14	0.0006	presidential
67	10	+	24.14	0.0006	threats
68	10	+	24.14	0.0006	violence
69	28	+	24.07	0.0017	everyone
70	25	+	23.85	0.0015	woman
71	17	+	23.43	0.001	education
72	17	+	23.43	0.001	politics
73	14	+	23.16	0.0008	immigrants
74	14	+	23.16	0.0008	met
75	18	+	22.92	0.0011	college
76	12	+	22.62	0.0007	michigan
77	12	+	22.62	0.0007	standing
78	60	+	22.52	0.0036	should
79	15	+	22.12	0.0009	china
80	9	+	21.72	0.0005	ground
81	9	+	21.72	0.0005	village
82	36	+	21.05	0.0021	help
83	13	+	21.02	0.0008	corporations
84	17	+	21	0.001	justice
85	17	+	21	0.001	white

86	81	+	20.72	0.0048	here
87	18	+	20.72	0.0011	places
88	20	+	20.46	0.0012	words
89	21	+	20.43	0.0013	media
90	11	+	20.38	0.0007	facts
91	11	+	20.38	0.0007	struggle
92	33	+	20.17	0.002	pay
93	14	+	20.08	0.0008	citizens
94	31	+	19.6	0.0018	family
95	8	+	19.31	0.0005	beijing
96	8	+	19.31	0.0005	neighborhoods
97	8	+	19.31	0.0005	republican
98	8	+	19.31	0.0005	senator
99	8	+	19.31	0.0005	societies
100	8	+	19.31	0.0005	voices

KH v MZ					
#Keyword Types: 110					
#Keyword Tokens: 2945					
1	58	+	194.63	0.0097	president
2	178	+	172.32	0.0282	our
3	36	+	149.87	0.006	women
4	31	+	136.08	0.0052	vice
5	41	+	116.49	0.0068	united
6	30	+	102.79	0.005	nation

7	71	+	100.46	0.0117	work
8	25	+	99.07	0.0042	region
9	39	+	95.13	0.0065	states
10	45	+	91.42	0.0075	american
11	18	+	87.55	0.003	joe
12	19	+	84.65	0.0032	corruption
13	26	+	77.25	0.0043	must
14	20	+	76.39	0.0034	plan
15	649	+	74.71	0.0754	the
16	19	+	71.89	0.0032	workers
17	24	+	71.16	0.004	harris
18	23	+	71.09	0.0038	leaders
19	14	+	68.09	0.0023	aspiration
20	14	+	68.09	0.0023	biden
21	77	+	68.06	0.0126	will
22	19	+	65.96	0.0032	union
23	19	+	56.89	0.0032	applause
24	13	+	56.2	0.0022	kamala
25	497	+	54.9	0.0622	and
26	13	+	51.81	0.0022	administration
27	10	+	48.63	0.0017	female
28	20	+	48.01	0.0033	she
29	13	+	45.41	0.0022	justice
30	16	+	45.01	0.0027	families
31	28	+	44.99	0.0047	america
32	23	+	43.9	0.0038	democracy
33	10	+	42.11	0.0017	era

34	10	+	42.11	0.0017	honor
35	10	+	38.19	0.0017	secretary
36	20	+	38.13	0.0033	rights
37	15	+	38.06	0.0025	gender
38	7	+	34.04	0.0012	baltimore
39	7	+	34.04	0.0012	guatemala
40	7	+	34.04	0.0012	midshipmen
41	7	+	34.04	0.0012	oath
42	7	+	34.04	0.0012	triangle
43	8	+	32.81	0.0013	mother
44	25	+	31.78	0.0042	together
45	13	+	30.81	0.0022	climate
46	13	+	29.57	0.0022	pandemic
47	8	+	29.26	0.0013	causes
48	6	+	29.18	0.001	bless
49	6	+	29.18	0.001	broadband
50	6	+	29.18	0.001	hemisphere
51	6	+	29.18	0.001	hispanic
52	6	+	29.18	0.001	maryland
53	6	+	29.18	0.001	western
54	6	+	29.18	0.001	worker
55	10	+	28.56	0.0017	politics
56	8	+	26.56	0.0013	root
57	12	+	25.04	0.002	children
58	11	+	25.02	0.0018	crisis
59	7	+	24.87	0.0012	northern
60	8	+	24.36	0.0013	remarks

61	5	+	24.31	0.0008	caucus
62	5	+	24.31	0.0008	hurricanes
63	5	+	24.31	0.0008	walsh
64	10	+	24	0.0017	high
65	14	+	17.99	0.0023	violence
66	8	+	18.19	0.0013	middle
67	42	+	23.74	0.0069	thank
68	6	+	23.62	0.001	food
69	6	+	23.62	0.001	fought
70	6	+	23.62	0.001	task
71	10	+	22.74	0.0017	https
72	10	+	22.74	0.0017	title
73	7	+	22.37	0.0012	leadership
74	137	+	21.86	0.0211	are
75	23	+	21.09	0.0038	country
76	18	+	20.44	0.003	support
77	7	+	20.36	0.0012	education
78	7	+	20.36	0.0012	strength
79	15	+	18.3	0.0025	jobs
80	10	+	19.53	0.0017	field
81	10	+	19.53	0.0017	youtube
82	4	+	19.45	0.0007	classroom
83	4	+	19.45	0.0007	collective
84	4	+	19.45	0.0007	combat
85	4	+	19.45	0.0007	congressman
86	81	+	20.72	0.0048	here
87	18	+	20.72	0.0011	places

88	20	+	20.46	0.0012	words
89	21	+	20.43	0.0013	media
90	11	+	20.38	0.0007	facts
91	11	+	20.38	0.0007	struggle
92	33	+	20.17	0.002	pay
93	14	+	20.08	0.0008	citizens
94	31	+	19.6	0.0018	family
95	8	+	19.31	0.0005	beijing
96	8	+	19.31	0.0005	neighborhoods
97	8	+	19.31	0.0005	republican
98	8	+	19.31	0.0005	senator
99	8	+	19.31	0.0005	societies
100	8	+	19.31	0.0005	voices
101	5	+	19.09	0.0008	dr
102	5	+	19.09	0.0008	homes
103	5	+	19.09	0.0008	latin
104	5	+	19.09	0.0008	migration
105	5	+	19.09	0.0008	relief
106	5	+	19.09	0.0008	spirit
107	13	+	19	0.0022	days
108	10	+	18.6	0.0017	date
109	10	+	18.6	0.0017	source
110	20	+	18.33	0.0033	day

MZ v KH					
#Keyword Types: 32					

#Keyword Tokens: 21314					
1	857	+	158.29	0.0138	facebook
2	675	+	124.58	0.0109	zuckerberg
3	4360	+	89.53	0.068	that
4	912	+	84.43	0.0146	think
5	111	+	20.44	0.0018	political
6	2465	+	21.34	0.0391	you
7	391	+	63	0.0063	data
8	319	+	50.12	0.0051	lot
9	245	+	45.14	0.004	information
10	219	+	40.35	0.0035	company
11	218	+	40.17	0.0035	content
12	394	+	39.48	0.0064	like
13	213	+	39.24	0.0034	mark
14	116	+	21.36	0.0019	platform
15	317	+	34.83	0.0051	senator
16	750	+	33.21	0.0121	but
17	594	+	32.43	0.0096	or
18	166	+	30.58	0.0027	question
19	290	+	30.56	0.0047	Don't
20	161	+	29.66	0.0026	privacy
21	152	+	28	0.0025	social
22	145	+	26.71	0.0023	narrator
23	185	+	26.49	0.003	different
24	142	+	26.15	0.0023	able
25	380	+	25.62	0.0061	would
26	137	+	25.23	0.0022	users
27	2560	+	24.51	0.0405	i

28	133	+	24.5	0.0021	ads
29	173	+	24.42	0.0028	kind
30	125	+	23.02	0.002	companies
31	279	+	22.37	0.0045	get
32	156	+	21.49	0.0025	actually

SS v EM					
#Keyword Types: 86					
#Keyword Tokens: 8434					
1	153	+	274.34	0.0081	women
2	144	+	268.6	0.0076	sheryl
3	128	+	238.73	0.0068	sandberg
4	87	+	162.2	0.0046	kara
5	92	+	161.48	0.0049	facebook
6	79	+	147.28	0.0042	swisher
7	98	+	138.29	0.0052	she
8	224	+	131.66	0.0118	my
9	69	+	101.61	0.0036	men
10	46	+	85.73	0.0024	schroepfer
11	135	+	81.13	0.0071	me
12	46	+	77.05	0.0024	mike
13	40	+	74.55	0.0021	kafka
14	43	+	71.59	0.0023	peter
15	42	+	69.78	0.0022	her
16	41	+	67.96	0.0022	woman

17	121	+	60.69	0.0064	our
18	41	+	57.51	0.0022	job
19	33	+	53.47	0.0017	school
20	659	+	53.31	0.0337	we
21	27	+	50.31	0.0014	book
22	26	+	48.45	0.0014	platform
23	26	+	48.45	0.0014	responsibility
24	42	+	48.11	0.0022	news
25	96	+	46.13	0.0051	he
26	262	+	44.73	0.0137	was
27	23	+	42.86	0.0012	dave
28	47	+	42.26	0.0025	each
29	32	+	42.16	0.0017	told
30	58	+	41.07	0.0031	everyone
31	22	+	40.99	0.0012	tech
32	22	+	40.99	0.0012	workforce
33	75	+	39.88	0.004	day
34	25	+	39.11	0.0013	resilience
35	20	+	37.27	0.0011	equality
36	212	+	36.28	0.0111	all
37	26	+	36.04	0.0014	college
38	51	+	35.59	0.0027	data
39	51	+	35.59	0.0027	never
40	108	+	35.47	0.0057	who
41	1177	+	34.99	0.0583	and
42	99	+	34.79	0.0052	said
43	25	+	34.33	0.0013	friend

44	25	+	34.33	0.0013	speak
45	78	+	34.3	0.0041	today
46	33	+	34.01	0.0017	class
47	27	+	33.81	0.0014	learned
48	22	+	33.77	0.0012	children
49	22	+	33.77	0.0012	truth
50	155	+	32.29	0.0082	more
51	20	+	30.23	0.0011	lean
52	103	+	30.21	0.0054	had
53	16	+	29.81	0.0008	harvard
54	16	+	29.81	0.0008	local
55	103	+	29.38	0.0054	them
56	22	+	29.23	0.0012	honest
57	19	+	28.46	0.001	speech
58	600	+	27.51	0.0307	in
59	23	+	27.26	0.0012	leave
60	73	+	27.14	0.0039	work
61	18	+	26.7	0.001	voice
62	58	+	26.37	0.0031	didn
63	14	+	26.08	0.0007	ads
64	14	+	26.08	0.0007	election
65	14	+	26.08	0.0007	mommy
66	981	+	25.86	0.0491	i
67	104	+	24.76	0.0055	world
68	13	+	24.22	0.0007	app
69	13	+	24.22	0.0007	equal
70	13	+	24.22	0.0007	joy

71	13	+	24.22	0.0007	leadership
72	13	+	24.22	0.0007	pm
73	317	+	20.34	0.0165	are
74	208	+	24.22	0.0109	your
75	43	+	24.14	0.0023	hard
76	21	+	24.05	0.0011	career
77	54	+	23.38	0.0029	talk
78	72	+	23.33	0.0038	us
79	16	+	23.21	0.0008	content
80	18	+	22.54	0.001	gonna
81	25	+	22.13	0.0013	mark
82	32	+	21.74	0.0017	friends
83	15	+	21.47	0.0008	moments
84	45	+	21.06	0.0024	build
85	17	+	20.89	0.0009	sitting
86	18	+	19.32	0.001	jobs

EM v SS					
#Keyword Types: 61					
#Keyword Tokens: 12060					
1	624	+	627.68	0.0213	elon
2	547	+	549.93	0.0187	musk
3	421	+	422.9	0.0144	joe
4	421	+	422.9	0.0144	rogan
5	371	+	208.41	0.0127	yeah

6	534	+	140.49	0.0182	like
7	94	+	94.21	0.0032	energy
8	71	+	19.47	0.0024	maybe
9	87	+	87.19	0.003	tesla
10	1291	+	85.61	0.0431	it
11	79	+	79.17	0.0027	chris
12	936	+	77.04	0.0315	is
13	67	+	67.14	0.0023	solar
14	63	+	63.13	0.0022	mars
15	61	+	61.12	0.0021	brain
16	499	+	60.3	0.017	be
17	56	+	56.11	0.0019	sustainable
18	54	+	54.11	0.0019	carbon
19	52	+	52.1	0.0018	cars
20	71	+	51.63	0.0024	car
21	152	+	50.78	0.0052	actually
22	48	+	48.09	0.0017	döpfner
23	48	+	48.09	0.0017	mathias
24	104	+	46.81	0.0036	future
25	43	+	43.08	0.0015	cost
26	444	+	42.35	0.0151	think
27	20	+	20.04	0.0007	roof
28	247	+	40.95	0.0085	then
29	52	+	38.72	0.0018	space
30	1455	+	38.43	0.0483	a
31	38	+	38.07	0.0013	covid
32	50	+	36.87	0.0017	ai

33	50	+	36.87	0.0017	basically
34	36	+	36.07	0.0012	somebody
35	36	+	36.07	0.0012	spacex
36	49	+	35.95	0.0017	earth
37	378	+	35.84	0.0129	if
38	35	+	35.07	0.0012	electric
39	34	+	34.06	0.0012	die
40	53	+	20.6	0.0018	quite
41	67	+	33.84	0.0023	probably
42	33	+	33.06	0.0011	crazy
43	68	+	31.89	0.0023	power
44	49	+	31.74	0.0017	rocket
45	30	+	30.06	0.001	house
46	20	+	20.04	0.0007	fossil
47	28	+	28.05	0.001	batteries
48	149	+	27.5	0.0051	mean
49	89	+	27.5	0.0031	sort
50	26	+	26.05	0.0009	climate
51	157	+	24.65	0.0054	well
52	24	+	24.04	0.0008	per
53	30	+	23.08	0.001	essentially
54	23	+	23.04	0.0008	cool
55	23	+	23.04	0.0008	electricity
56	23	+	23.04	0.0008	rockets
57	22	+	22.04	0.0008	civilization
58	22	+	22.04	0.0008	tunnel
59	28	+	21.21	0.001	intelligence

60	28	+	21.21	0.001	transition
61	21	+	21.04	0.0007	artificial

AJ v DB					
#Keyword Types: 50					
#Keyword Tokens: 4102					
1	62	+	95.24	0.0083	un
2	502	+	90.15	0.0637	of
3	67	+	87.31	0.0089	women
4	50	+	76.78	0.0067	refugees
5	37	+	56.8	0.0049	nations
6	255	+	51.36	0.0332	is
7	38	+	50.28	0.0051	conflict
8	29	+	44.51	0.0039	security
9	646	+	44.44	0.0802	and
10	270	+	41.29	0.0351	we
11	26	+	39.9	0.0035	angelina
12	26	+	39.9	0.0035	jolie
13	34	+	39.24	0.0045	rights
14	24	+	36.83	0.0032	sexual
15	154	+	36.71	0.0203	are
16	28	+	35.52	0.0037	human
17	111	+	34.48	0.0147	not
18	30	+	33.58	0.004	war
19	26	+	32.6	0.0035	refugee

20	32	+	32.39	0.0043	international
21	102	+	31.7	0.0135	all
22	19	+	29.16	0.0025	citizens
23	19	+	29.16	0.0025	governments
24	19	+	29.16	0.0025	rape
25	65	+	28.86	0.0086	us
26	34	+	28.56	0.0045	countries
27	26	+	27.99	0.0035	others
28	64	+	27.91	0.0085	their
29	18	+	27.62	0.0024	sergio
30	25	+	26.6	0.0033	peace
31	83	+	26.48	0.011	or
32	115	+	26.45	0.0152	our
33	17	+	26.09	0.0023	council
34	17	+	26.09	0.0023	syria
35	25	+	23.04	0.0033	violence
36	19	+	22.46	0.0025	its
37	59	+	21.96	0.0078	will
38	744	+	21.83	0.0909	the
39	14	+	21.48	0.0019	stand
40	47	+	20.71	0.0063	today
41	13	+	19.95	0.0017	community
42	13	+	19.95	0.0017	law
43	13	+	19.95	0.0017	laws
44	13	+	19.95	0.0017	peacekeepers
45	12	+	18.41	0.0016	aid
46	12	+	18.41	0.0016	civilians

47	12	+	18.41	0.0016	industry
48	12	+	18.41	0.0016	institutions
49	12	+	18.41	0.0016	sense
50	12	+	18.41	0.0016	syrian

DB v AJ					
#Keyword Types: 56					
#Keyword Tokens: 4692					
1	485	+	307.64	0.0545	you
2	697	+	248.25	0.0769	i
3	39	+	18.12	0.0045	well
4	124	+	155.28	0.0143	david
5	108	+	135.19	0.0124	beckham
6	198	+	132.79	0.0227	know
7	20	+	18.48	0.0023	coming
8	129	+	18.58	0.0148	so
9	63	+	78.79	0.0073	chow
10	63	+	78.79	0.0073	marvin
11	63	+	78.79	0.0073	obviously
12	196	+	67.19	0.0224	was
13	46	+	57.51	0.0053	players
14	45	+	56.25	0.0052	game
15	43	+	53.75	0.005	team
16	48	+	51.78	0.0055	going
17	59	+	50.1	0.0068	great

18	104	+	47.09	0.012	think
19	37	+	46.25	0.0043	soccer
20	35	+	43.74	0.004	kids
21	29	+	36.24	0.0034	league
22	29	+	36.24	0.0034	playing
23	28	+	34.99	0.0032	galaxy
24	34	+	34.94	0.0039	got
25	38	+	34.68	0.0044	play
26	91	+	34.39	0.0105	about
27	52	+	32.75	0.006	always
28	15	+	18.74	0.0017	la
29	25	+	31.24	0.0029	yeah
30	38	+	30.63	0.0044	things
31	37	+	29.53	0.0043	different
32	121	+	28.5	0.0139	my
33	39	+	28.26	0.0045	played
34	24	+	18.95	0.0028	lot
35	70	+	27.62	0.0081	very
36	21	+	26.24	0.0024	boys
37	21	+	26.24	0.0024	exciting
38	21	+	26.24	0.0024	london
39	82	+	25.9	0.0094	like
40	26	+	25.47	0.003	mean
41	306	+	24.96	0.0345	it
42	38	+	24.24	0.0044	something
43	19	+	23.74	0.0022	unicef
44	18	+	22.49	0.0021	england

45	18	+	22.49	0.0021	player
46	18	+	22.49	0.0021	questions
47	48	+	22	0.0055	over
48	23	+	21.96	0.0027	amazing
49	17	+	21.24	0.002	excited
50	17	+	21.24	0.002	football
51	17	+	21.24	0.002	manchester
52	17	+	21.24	0.002	sport
53	17	+	21.24	0.002	teams
54	16	+	19.99	0.0019	audience
55	16	+	19.99	0.0019	google
56	16	+	19.99	0.0019	madrid

OW v SJ					
#Keyword Types: 71					
#Keyword Tokens: 4907					
1	197	+	119.52	0.0186	your
2	185	+	119.01	0.0175	my
3	37	+	111.37	0.0036	oprah
4	42	+	111.16	0.004	her
5	718	+	110.84	0.0624	you
6	105	+	103.28	0.01	who
7	754	+	98.56	0.065	i
8	51	+	98.2	0.0049	she
9	31	+	79.22	0.003	woman

10	84	+	79.14	0.008	life
11	132	+	72.94	0.0126	because
12	24	+	72.23	0.0023	winfrey
13	30	+	71.69	0.0029	news
14	28	+	70.58	0.0027	barbara
15	37	+	70.41	0.0036	yourself
16	806	+	70.23	0.0685	to
17	23	+	61.41	0.0022	women
18	23	+	56.28	0.0022	lesson
19	27	+	52.98	0.0026	myself
20	91	+	52.34	0.0087	will
21	123	+	51.44	0.0117	me
22	17	+	51.16	0.0016	harvard
23	31	+	46.41	0.003	service
24	22	+	45.89	0.0021	truth
25	15	+	45.14	0.0014	lessons
26	184	+	45.09	0.0173	be
27	14	+	42.13	0.0013	girls
28	17	+	39.37	0.0016	girl
29	64	+	39.22	0.0061	every
30	27	+	39.14	0.0026	moment
31	12	+	36.11	0.0012	teach
32	27	+	35.64	0.0026	class
33	56	+	34.13	0.0054	said
34	35	+	33.98	0.0034	always
35	11	+	33.1	0.0011	female
36	11	+	33.1	0.0011	kirby

37	27	+	31.09	0.0026	job
38	14	+	31.08	0.0013	failure
39	23	+	30.24	0.0022	learned
40	23	+	30.24	0.0022	school
41	10	+	30.09	0.001	anchor
42	10	+	30.09	0.001	dad
43	10	+	30.09	0.001	vote
44	19	+	28.38	0.0018	television
45	23	+	27.16	0.0022	am
46	9	+	27.08	0.0009	hair
47	9	+	27.08	0.0009	maya
48	113	+	26.7	0.0107	when
49	16	+	25.38	0.0015	purpose
50	8	+	24.07	0.0008	journey
51	8	+	24.07	0.0008	michael
52	8	+	24.07	0.0008	tina
53	8	+	24.07	0.0008	wellesley
54	8	+	24.07	0.0008	wendy
55	10	+	23.89	0.001	graduates
56	10	+	23.89	0.001	men
57	16	+	23.4	0.0015	media
58	52	+	21.75	0.005	say
59	127	+	21.57	0.012	all
60	18	+	21.19	0.0017	hope
61	9	+	21.08	0.0009	serve
62	7	+	21.06	0.0007	stedman
63	70	+	20.87	0.0067	time

64	17	+	20.58	0.0016	source
65	10	+	20.28	0.001	path
66	12	+	20.12	0.0012	air
67	28	+	19.83	0.0027	thank
68	19	+	19.22	0.0018	may
69	17	+	19.16	0.0016	become
70	35	+	18.94	0.0034	show
71	13	+	18.43	0.0013	felt

SJ v OW					
#Keyword Types: 52					
#Keyword Tokens: 10929					
1	1320	+	172.7	0.0356	we
2	342	+	161.54	0.0094	apple
3	268	+	134.89	0.0074	steve
4	186	+	93.57	0.0051	computer
5	365	+	86.61	0.01	think
6	39	+	19.6	0.0011	user
7	1591	+	77.19	0.0427	it
8	148	+	74.44	0.0041	software
9	139	+	69.91	0.0038	walt
10	127	+	63.87	0.0035	pm
11	217	+	57.23	0.006	these
12	141	+	55.87	0.0039	company
13	234	+	49.46	0.0064	very

14	459	+	48.09	0.0126	there
15	93	+	46.76	0.0026	mossberg
16	109	+	46.42	0.003	bill
17	249	+	45.2	0.0068	things
18	208	+	44.83	0.0057	well
19	82	+	41.23	0.0023	computers
20	54	+	20.16	0.0015	bit
21	77	+	38.71	0.0021	iphone
22	77	+	38.71	0.0021	kara
23	77	+	38.71	0.0021	microsoft
24	76	+	38.21	0.0021	jobs
25	73	+	36.7	0.002	products
26	88	+	36.28	0.0024	market
27	71	+	35.69	0.002	cringely
28	70	+	35.19	0.0019	mac
29	81	+	32.93	0.0022	stuff
30	63	+	31.67	0.0017	device
31	78	+	31.49	0.0021	yeah
32	76	+	30.54	0.0021	gates
33	105	+	30.53	0.0029	phone
34	56	+	28.15	0.0015	macintosh
35	54	+	27.14	0.0015	swisher
36	53	+	26.64	0.0015	companies
37	67	+	26.26	0.0018	mail
38	52	+	26.14	0.0014	hardware
39	74	+	20.87	0.002	bob
40	49	+	24.63	0.0013	apps

41	49	+	24.63	0.0013	technology
42	246	+	24.17	0.0068	some
43	48	+	24.13	0.0013	pc
44	533	+	23.32	0.0146	they
45	46	+	23.12	0.0013	ipod
46	60	+	22.96	0.0017	internet
47	153	+	22.83	0.0042	great
48	219	+	22.54	0.006	them
49	59	+	22.49	0.0016	product
50	44	+	22.12	0.0012	interviewer
51	206	+	21.88	0.0057	got
52	42	+	21.11	0.0012	app

SS v MA					
#Keyword Types: 30					
#Keyword Tokens: 1280					
1	356	+	67.68	0.0738	and
2	21	+	65.85	0.0049	spielberg
3	32	+	64.08	0.0075	movie
4	32	+	58.94	0.0075	film
5	14	+	43.89	0.0033	stevene
6	19	+	43.45	0.0045	movies
7	17	+	41.45	0.004	train
8	13	+	40.76	0.0031	college
9	13	+	40.76	0.0031	spilberg

10	11	+	34.48	0.0026	hemmer
11	11	+	34.48	0.0026	steven
12	14	+	32.77	0.0033	john
13	10	+	31.35	0.0023	character
14	12	+	31.04	0.0028	films
15	12	+	31.04	0.0028	future
16	9	+	28.21	0.0021	british
17	9	+	28.21	0.0021	intuition
18	12	+	27.07	0.0028	industry
19	10	+	25.11	0.0023	generation
23	33	+	24.8	0.0077	thank
21	176	+	24.53	0.0387	of
22	7	+	21.94	0.0016	trains
	10	+	21.47	0.0023	bond
24	10	+	21.47	0.0023	male
25	29	+	20.68	0.0068	our
26	320	+	18.88	0.0657	the
27	9	+	18.72	0.0021	director
28	9	+	18.72	0.0021	greatest
29	9	+	18.72	0.0021	parents
30	41	+	18.55	0.0095	as

MA v SS					
#Keyword Types: 11					
#Keyword Tokens: 3852					

1	537	+	253.27	0.0327	madonna
2	257	+	120.74	0.0158	she
3	231	+	108.48	0.0142	winfrey
4	218	+	79.97	0.0134	david
5	179	+	68.25	0.011	yeah
6	127	+	40.4	0.0078	her
7	113	+	21.52	0.007	get
8	45	+	21.08	0.0028	god
9	41	+	19.2	0.0025	mean
10	1044	+	24.13	0.0623	you
11	78	+	24.11	0.0048	oh

CR v BG					
#Keyword Types: 60					
#Keyword Tokens: 4565					
1	138	+	183.35	0.01	russia
2	1173	+	62.23	0.0799	and
3	44	+	61.73	0.0032	georgia
4	44	+	53.51	0.0032	educated
5	54	+	52.13	0.0039	america
6	38	+	45.38	0.0028	russian
7	56	+	44.21	0.0041	remember
8	37	+	44.02	0.0027	secretary
9	31	+	43.48	0.0023	qaida
10	67	+	43.14	0.0049	states

11	201	+	41.63	0.0145	not
12	48	+	41.07	0.0035	college
13	28	+	39.27	0.002	indeed
14	39	+	37.2	0.0028	rice
15	83	+	37.08	0.006	its
16	26	+	36.47	0.0019	threat
17	31	+	35.95	0.0023	al
18	30	+	34.61	0.0022	freedom
19	175	+	34.28	0.0127	our
20	186	+	34.09	0.0135	as
21	33	+	33.7	0.0024	security
22	853	+	33.25	0.0591	of
23	57	+	32.65	0.0042	united
24	31	+	31.13	0.0023	responsibility
25	42	+	30.97	0.0031	president
26	27	+	30.61	0.002	friends
27	25	+	27.96	0.0018	free
28	19	+	26.65	0.0014	neighbors
29	155	+	26.46	0.0112	will
30	30	+	26.08	0.0022	reason
31	46	+	25.68	0.0034	too
32	18	+	25.24	0.0013	americans
33	18	+	25.24	0.0013	east
34	18	+	25.24	0.0013	liberty
35	150	+	25.17	0.0109	your
36	26	+	24.8	0.0019	against
37	26	+	24.8	0.0019	passion

38	22	+	24	0.0016	europe
39	17	+	23.84	0.0012	allies
40	17	+	23.84	0.0012	bush
41	17	+	23.84	0.0012	foreign
42	25	+	23.55	0.0018	must
43	25	+	23.55	0.0018	nato
44	16	+	22.44	0.0012	terrorist
45	24	+	22.3	0.0018	american
46	15	+	21.04	0.0011	birmingham
47	15	+	21.04	0.0011	commission
48	15	+	21.04	0.0011	democratic
49	15	+	21.04	0.0011	soviet
50	15	+	21.04	0.0011	yourself
51	41	+	20.73	0.003	state
52	25	+	20.11	0.0018	course
53	44	+	19.97	0.0032	hard
54	22	+	19.83	0.0016	international
55	14	+	19.63	0.001	condoleezza
56	14	+	19.63	0.001	cooperation
57	14	+	19.63	0.001	presbyterian
58	14	+	19.63	0.001	vision
59	18	+	18.78	0.0013	crisis
60	18	+	18.78	0.0013	nation

BG v CR					
#Keyword Types: 61					

#Keyword Tokens: 4538					
1	70	+	96.03	0.005	bill
2	36	+	18.85	0.0026	children
3	114	+	73.96	0.0082	get
4	14	+	19.19	0.001	rich
5	225	+	63.73	0.016	so
6	510	+	55.58	0.0357	we
7	50	+	54.42	0.0036	gates
8	157	+	52.41	0.0112	about
9	14	+	19.19	0.001	larry
10	48	+	51.84	0.0034	got
11	14	+	19.19	0.001	cohen
12	30	+	41.13	0.0022	melinda
13	30	+	41.13	0.0022	philanthropy
14	183	+	40.02	0.013	people
15	45	+	39.61	0.0032	big
16	34	+	38.94	0.0024	percent
17	50	+	38.84	0.0036	lot
18	63	+	37.27	0.0045	china
19	93	+	35.88	0.0067	out
20	176	+	35.56	0.0126	can
21	35	+	35.23	0.0025	health
22	41	+	34.83	0.0029	actually
23	179	+	34.67	0.0128	there
24	24	+	32.9	0.0017	millions
25	33	+	32.72	0.0024	problem

26	23	+	31.53	0.0017	software
27	54	+	30.36	0.0039	countries
28	31	+	30.22	0.0022	put
29	27	+	29.79	0.0019	technology
30	73	+	29.68	0.0052	really
31	71	+	29.55	0.0051	need
32	71	+	29.55	0.0051	things
33	63	+	29.2	0.0045	go
34	21	+	28.79	0.0015	malaria
35	78	+	27.84	0.0056	some
36	22	+	19.2	0.0016	system
37	19	+	26.05	0.0014	harvard
38	19	+	26.05	0.0014	mg
39	19	+	26.05	0.0014	microsoft
40	36	+	25.96	0.0026	money
41	42	+	24.83	0.003	energy
42	67	+	24.6	0.0048	make
43	15	+	20.56	0.0011	spending
44	26	+	24.04	0.0019	innovation
45	22	+	23.34	0.0016	billion
46	22	+	23.34	0.0016	giving
47	17	+	23.31	0.0012	optimism
48	17	+	23.31	0.0012	vaccines
49	31	+	23.23	0.0022	teachers
50	108	+	22.81	0.0077	more
51	54	+	19.71	0.0039	even
52	21	+	22.06	0.0015	disease

53	16	+	21.93	0.0012	drug
54	16	+	21.93	0.0012	lots
55	27	+	21.72	0.0019	million
56	29	+	20.99	0.0021	kids
57	79	+	20.96	0.0057	like
58	82	+	20.84	0.0059	these
59	20	+	20.78	0.0014	co
60	26	+	20.56	0.0019	impact
61	15	+	20.56	0.0011	incredible

MG v JS					
#Keyword Types: 53					
#Keyword Tokens: 6261					
1	135	+	111.35	0.0067	women
2	119	+	105.54	0.0059	children
3	81	+	87.41	0.004	bill
4	73	+	69.92	0.0036	foundation
5	368	+	65.03	0.0182	they
6	52	+	56.1	0.0026	melinda
7	151	+	52.89	0.0075	were
8	44	+	47.46	0.0022	contraceptives
9	786	+	47.08	0.0383	in
10	76	+	46.23	0.0038	health
11	41	+	44.23	0.0021	global
12	144	+	41.27	0.0072	she

13	1632	+	40	0.0768	the
14	156	+	39.98	0.0078	their
15	36	+	38.83	0.0018	africa
16	34	+	36.67	0.0017	gates
17	65	+	36.45	0.0032	talk
18	32	+	19.29	0.0016	high
19	40	+	35.49	0.002	baby
20	40	+	35.49	0.002	united
21	39	+	34.46	0.002	states
22	64	+	32.81	0.0032	school
23	30	+	32.36	0.0015	countries
24	30	+	32.36	0.0015	vaccines
25	260	+	30.97	0.0129	about
26	35	+	30.36	0.0018	microsoft
27	27	+	29.12	0.0014	u
28	27	+	29.12	0.0014	vaccine
29	26	+	28.04	0.0013	innovation
30	45	+	27.83	0.0023	education
31	40	+	26.63	0.002	learned
32	31	+	26.29	0.0016	country
33	24	+	25.88	0.0012	computer
34	24	+	25.88	0.0012	mg
35	148	+	25.47	0.0074	had
36	749	+	25.32	0.0365	we
37	23	+	24.81	0.0012	science
38	18	+	19.41	0.0009	warren
39	22	+	23.73	0.0011	catholic

40	28	+	23.25	0.0014	developing
41	28	+	23.25	0.0014	philanthropy
42	21	+	22.65	0.0011	access
43	21	+	22.65	0.0011	deaths
44	20	+	21.57	0.001	duke
45	20	+	21.57	0.001	polio
46	66	+	21.5	0.0033	could
47	44	+	21.27	0.0022	kids
48	37	+	20.69	0.0019	million
49	19	+	20.49	0.001	coke
50	54	+	20.27	0.0027	here
51	45	+	19.7	0.0023	family
52	18	+	19.41	0.0009	group
53	18	+	19.41	0.0009	problems

JS v MG					
#Keyword Types: 44					
#Keyword Tokens: 6371					
1	938	+	147.05	0.0621	you
2	59	+	73.64	0.0041	someone
3	41	+	71.81	0.0029	monk
4	216	+	67.93	0.015	like
5	73	+	66.2	0.0051	feel
6	216	+	63.25	0.015	your
7	53	+	60.5	0.0037	yourself

8	950	+	54.03	0.0624	i
9	29	+	50.78	0.002	meditation
10	882	+	49.06	0.0582	that
11	98	+	40.83	0.0068	life
12	11	+	19.26	0.0008	podcast
13	22	+	38.52	0.0015	ego
14	160	+	36.82	0.0111	or
15	21	+	36.77	0.0015	intention
16	25	+	36.38	0.0018	content
17	49	+	36.15	0.0034	find
18	445	+	35.39	0.0303	is
19	43	+	34.75	0.003	am
20	11	+	19.26	0.0008	jay
21	29	+	34.1	0.002	beautiful
22	26	+	33.27	0.0018	energy
23	26	+	33.27	0.0018	self
24	38	+	32.66	0.0027	mind
25	53	+	30.2	0.0037	love
26	17	+	29.77	0.0012	god
27	11	+	19.26	0.0008	stress
28	118	+	25.03	0.0082	really
29	51	+	25.03	0.0036	yeah
30	139	+	25.01	0.0097	know
31	37	+	24.98	0.0026	everything
32	18	+	24.76	0.0013	lost
33	136	+	24.34	0.0095	because
34	49	+	24.29	0.0034	never

35	141	+	23.77	0.0098	think
36	13	+	22.76	0.0009	confidence
37	13	+	22.76	0.0009	pain
38	13	+	22.76	0.0009	scared
39	32	+	18.99	0.0022	best
40	162	+	20.99	0.0112	me
41	18	+	20.67	0.0013	anyone
42	18	+	20.67	0.0013	purpose
43	22	+	20.51	0.0015	experience
44	11	+	19.26	0.0008	instagram

APPENDIX G

Table G.1

The target domain of the conceptual metaphors within the corpus

Target	N	Percent
STATES	32	1.65%
ATTRIBUTES	136	7.03%
CHANGES	117	6.05%
CAUSES	77	3.98%
PURPOSE	21	1.09%
DIFFICULTIES	52	2.69%
LIFE	374	19.34%
LOVE	2	0.10%
CAREER	110	5.69%
MOTIVATION	39	2.02%
TIME	93	4.81%
MONEY	26	1.34%
SUCCESS	26	1.34%
A LIVING BEING	101	5.22%
MATERIAL OBJECT	25	1.29%
VALUE	143	7.39%
COGNITION	51	2.64%
COUNTRY	117	6.05%
LITERATURE	1	0.05%
LANGUAGE	29	1.50%
HEALTH	17	0.88%

ATTENTION	1	0.05%
HABIT	2	0.10%
WAR	3	0.16%
MIND	8	0.41%
SOCIETY	30	1.55%
VOICE	1	0.05%
POWER	12	0.62%
FEATURE	N	Percent
FREEDOM	13	0.67%
INSPIRATION	8	0.41%
MEANS	37	1.91%
IDEAS	21	1.09%
WORLD	35	1.81%
EDUCATION	17	0.88%
JOURNEY	2	0.10%
TECHNOLOGY	24	1.24%
COMMUNICATION	55	2.84%
BELIEF/RELIGION	3	0.16%
LESS	8	0.41%
HIGH STATUS	1	0.05%
LOW STATUS	4	0.21%
GOOD	1	0.05%
LIGHT	2	0.10%
MUSIC	1	0.05%
INFORMATION	6	0.31%

DEPRAVITY	13	0.67%
UNCONSCIOUS	1	0.05%
VIRTUE	14	0.72%
MORE	11	0.57%
SCIENCE	2	0.10%
CONSCIOUS	3	0.16%
DEATH	1	0.05%
HAPPINESS	0	0.00%
HAVING CONTROL	1	0.05%

APPENDIX H

Table H.1

The source domain of the conceptual metaphors within the corpus

SOURCE		N=1934
LOCATIONS	23	1.19%
POSSESSIONS	136	7.03%
MOVEMENTS	127	6.57%
FORCES	56	3.88%
MATERIAL OBJECT	103	5.33%
FOOD	3	0.16%
HUNTING	0	0.00%
FISHING	0	0.00%
AGRICULTURE	6	0.31%
BLOCKAGES	40	2.07%
FEATURES OF TERRAIN	7	0.36%
BURDENS	30	1.55%
COUNTERFORCES	5	0.26%
LACK OF ENERGY SORCES	22	1.14%
JOURNEY	73	3.77%
BUSINESS	0	0.00%
WAR	107	5.53%
MONEY	26	1.34%
REMEMBERING	0	0.00%
VALUABLE THING	8	0.41%
PLANING	2	0.10%
MUSIC	4	0.21%

BUILDING MATERIAL	186	9.62%
SIZE	131	6.77%
LIQUID	1	0.05%
CLOTHES	5	0.26%
THEATRE	6	0.31%
CRIME	0	0.00%
PERCEPTION	47	2.43%
FAMILY	2	0.10%
CONTAINER	286	14.79%
SCIENCE	13	0.67%
STORY	15	0.78%
FRAGILITY	20	1.03%
EXERCICES	0	0.00%
LENGHT	8	0.41%
FEAST	6	0.31%
POWER	2	0.10%
RESULT	0	0.00%
GAME	28	1.45%
ANIMAL	0	0.00%
INSPIRATION	1	0.05%
BELIEF	3	0.16%
AMBITION	7	0.36%
ENERGY	1	0.05%
RISK	1	0.05%
A LIVING BEING	169	8.74%

LIGHT	4	0.21%
DESTINATION	17	0.88%
BUILDING	4	0.21%
PATH	39	2.02%
DOWN	31	1.60%
LACK OF IMPEDIMANTS TO MOTION	2	0.10%
LANGUAGE	2	0.10%
UP	31	1.60%
SENDING IDEAS	46	2.38%
MACHINE	9	0.47%
NATURE	3	0.16%
FRONT	1	0.05%

APPENDIX I

Table I.1

Conceptual analysis: comparative statistics of Set “Male gender” and Set2 “Female gender”

	male		female			
Feature	N	Percent	N	Percent	Chisqu	Signif.
MOTIVATION-TYPE	N=805		N=869			
Conceptual	803	99.75%	867	99.77%	0.01	
CONCEPTUAL-TYPE	N=805		N=869			
orientational	24	2.98%	30	3.45%	0.30	
structural	302	37.52%	309	35.56%	0.69	
ontological	351	43.60%	417	47.99%	3.23	+
conduit	25	3.11%	33	3.80%	0.60	
building_	100	12.42%	78	8.98%	5.22	++
ONTOLOGICAL-TYPE	N=805		N=869			
ontological proper	153	19.01%	209	24.05%	6.27	+++
container	108	13.42%	143	16.46%	3.03	+
personification	87	10.81%	64	7.36%	6.04	+++
TARGET-TYPE	N=805		N=869			
STATES	13	1.61%	17	1.96%	0.28	
ATTRIBUTES	59	7.33%	53	6.10%	1.01	
CHANGES	52	6.46%	59	6.79%	0.07	
CAUSES	36	4.47%	29	3.34%	1.44	
PURPOSE	10	1.24%	11	1.27%	0.00	
DIFFICULTIES	19	2.36%	27	3.11%	0.87	

LIFE	137	17.02%	177	20.37%	3.08	+
LOVE	0	0.00%	2	0.23%	1.85	
CAREER	51	6.34%	38	4.37%	3.20	+
MOTIVATION	13	1.61%	26	2.99%	3.48	+
TIME	31	3.85%	46	5.29%	1.98	
MONEY	15	1.86%	10	1.15%	1.44	
SUCCESS	8	0.99%	17	1.96%	2.63	
A LIVING BEING	47	5.84%	43	4.95%	0.65	
MATERIAL OBJECT	13	1.61%	8	0.92%	1.63	
VALUE	74	9.19%	48	5.52%	8.33	+++
COGNITION	22	2.73%	26	2.99%	0.10	
COUNTRY	53	6.58%	62	7.13%	0.20	
LITERATURE	0	0.00%	0	0.00%	0.00	
LANGUAGES	4	0.50%	20	2.30%	9.63	+++
HEALTH	3	0.37%	14	1.61%	6.38	+++
ATTENTION	0	0.00%	1	0.12%	0.93	
HABIT	0	0.00%	2	0.23%	1.85	
WAR	3	0.37%	0	0.00%	3.24	+
MIND	1	0.12%	5	0.58%	2.38	
SOCIETY	17	2.11%	11	1.27%	1.82	
VOICE	1	0.12%	0	0.00%	1.08	
POWER	7	0.87%	4	0.46%	1.07	
FREEDOM	6	0.75%	7	0.81%	0.02	
INSPIRATION	0	0.00%	4	0.46%	3.71	+
MEANS	14	1.74%	17	1.96%	0.11	

IDEAS	6	0.75%	6	0.69%	0.02	
WORLD	14	1.74%	17	1.96%	0.11	
EDUCATION	2	0.25%	10	1.15%	4.78	++
JOURNEY	2	0.25%	0	0.00%	2.16	
TECHNOLOGY	23	2.86%	0	0.00%	25.17	+++
COMMUNICATION	22	2.73%	23	2.65%	0.01	
BELIEF/RELIGION	2	0.25%	1	0.12%	0.42	
LESS	3	0.37%	2	0.23%	0.29	
HIGH STATUS	1	0.12%	0	0.00%	1.08	
LOW STATUS	2	0.25%	2	0.23%	0.01	
GOOD	0	0.00%	1	0.12%	0.93	
LIGHT	0	0.00%	2	0.23%	1.85	
MUSIC	0	0.00%	1	0.12%	0.93	
INFORMATION	6	0.75%	0	0.00%	6.50	+++
FRONT	0	0.00%	0	0.00%	0.00	
DEPRAVITY	2	0.25%	2	0.23%	0.01	
UNCONSCIOUS	0	0.00%	0	0.00%	0.00	
VIRTUE	7	0.87%	7	0.81%	0.02	
MORE	0	0.00%	5	0.58%	4.65	++
SCIENCE	0	0.00%	1	0.12%	0.93	
CONSCIOUS	1	0.12%	2	0.23%	0.26	
DEATH	1	0.12%	0	0.00%	1.08	
HAPPINESS	0	0.00%	0	0.00%	0.00	
HAVING CONTROL	1	0.12%	0	0.00%	1.08	
SADNESS	0	0.00%	0	0.00%	0.00	

BAD	0	0.00%	0	0.00%	0.00	
SOURCE-TYPE	N=805		N=869			
LOCATIONS	9	1.12%	12	1.38%	0.23	
POSSESSIONS	59	7.33%	53	6.10%	1.01	
MOVEMENTS	56	6.96%	65	7.48%	0.17	
FORCES	34	4.22%	29	3.34%	0.91	
MATERIAL OBJECT	22	2.73%	60	6.90%	15.61	+++
FOOD	3	0.37%	0	0.00%	3.24	+
HUNTING	0	0.00%	0	0.00%	0.00	
FISHING	0	0.00%	0	0.00%	0.00	
AGRICULTURE	2	0.25%	4	0.46%	0.53	
BLOCKAGES	12	1.49%	22	2.53%	2.28	
FEATURES OF TERRAIN	3	0.37%	3	0.35%	0.01	
BURDENS	9	1.12%	17	1.96%	1.92	
COUNTERFORCES	2	0.25%	3	0.35%	0.13	
LACK OF ENERGY SORCES	13	1.61%	9	1.04%	1.08	
JOURNEY	27	3.35%	34	3.91%	0.37	
BUSINESS	0	0.00%	0	0.00%	0.00	
WAR	42	5.22%	58	6.67%	1.58	
MONEY	14	1.74%	10	1.15%	1.02	
REMEMBERING	0	0.00%	0	0.00%	0.00	
VALUABLE THING	2	0.25%	5	0.58%	1.07	
PLANING	1	0.12%	1	0.12%	0.00	
MUSIC	2	0.25%	2	0.23%	0.01	
BUILDING MATERIAL	96	11.93%	70	8.06%	7.01	+++

SIZE	74	9.19%	41	4.72%	13.08	+++
LIQUID	0	0.00%	1	0.12%	0.93	
CLOTHES	0	0.00%	4	0.46%	3.71	+
THEATRE	2	0.25%	0	0.00%	2.16	
CRIME	0	0.00%	0	0.00%	0.00	
PERCEPTION	18	2.24%	25	2.88%	0.69	
FAMILY	2	0.25%	0	0.00%	2.16	
CONTAINER	106	13.17%	134	15.42%	1.73	
SCIENCE	3	0.37%	9	1.04%	2.58	
STORY	0	0.00%	12	1.38%	11.20	+++
FRAGILITY	6	0.75%	12	1.38%	1.59	
EXERCICES	0	0.00%	0	0.00%	0.00	
LENGHT	6	0.75%	2	0.23%	2.33	
PLANNING	0	0.00%	2	0.23%	1.85	
FEAST	2	0.25%	4	0.46%	0.53	
POWER	1	0.12%	0	0.00%	1.08	
RESULT	0	0.00%	0	0.00%	0.00	
GAME	17	2.11%	5	0.58%	7.61	+++
ANIMAL	0	0.00%	0	0.00%	0.00	
INSPIRATION	0	0.00%	1	0.12%	0.93	
BELIEF	0	0.00%	3	0.35%	2.78	+
AMBITION	4	0.50%	3	0.35%	0.23	
ENERGY	0	0.00%	1	0.12%	0.93	
RISK	0	0.00%	1	0.12%	0.93	
A LIVING BEING	86	10.68%	64	7.36%	5.64	+++

LIGHT	0	0.00%	4	0.46%	3.71	+
DESTINATION	9	1.12%	8	0.92%	0.16	
BUILDING	1	0.12%	3	0.35%	0.86	
PATH	15	1.86%	17	1.96%	0.02	
DOWN	9	1.12%	10	1.15%	0.00	
LACK OF IMPEDIMANTS TO MOTION	0	0.00%	2	0.23%	1.85	
LANGUAGE	0	0.00%	1	0.12%	0.93	
UP	9	1.12%	16	1.84%	1.49	
SENDING IDEAS	18	2.24%	18	2.07%	0.05	
MACHINE	4	0.50%	3	0.35%	0.23	
NATURE	0	0.00%	3	0.35%	2.78	+
FRONT	0	0.00%	1	0.12%	0.93	
DEEP	3	0.37%	2	0.23%	0.29	
GOOD	0	0.00%	0	0.00%	0.00	
TARGET	1	0.12%	0	0.00%	1.08	
AXIOLOGY	N=805		N=869			
positive	379	47.08%	380	43.73%	1.89	
negative	137	17.02%	182	20.94%	4.17	++
neutral	288	35.78%	307	35.33%	0.04	

APPENDIX J

Table J.1

Transitivity analysis: comparative statistics of Set1 “Male gender” and Set2 “Female gender”

	male		female			
Feature	N	Percent	N	Percent	Chisqu	Signif.
TRANSITIVITY-TYPE	N=8497		N=8178			
participant	5204	61.25%	5040	61.63%	0.26	
process	3266	38.44%	3128	38.25%	0.06	
SPEAKER-TYPE	N=8497		N=8178			
authorial	861	10.13%	713	8.72%	9.75	+++
non_authorial	4343	51.11%	4327	52.91%	5.40	++
AUTHORIAL-TYPE	N=8497		N=8178			
author	842	9.91%	689	8.43%	11.01	+++
parts-of-the-body	2	0.02%	5	0.06%	1.40	
emotion	14	0.16%	18	0.22%	0.67	
NON_AUTHORIAL-TYPE	N=8497		N=8178			
abstract-notions	2404	28.29%	2144	26.22%	9.05	+++
physical-process	6	0.07%	8	0.10%	0.37	
enterprises	73	0.86%	38	0.46%	9.81	+++
material-object	331	3.90%	162	1.98%	53.24	+++
god	0	0.00%	18	0.22%	18.72	+++
human	1270	14.95%	1638	20.03%	74.78	+++
food	6	0.07%	21	0.26%	8.93	+++
education	8	0.09%	25	0.31%	9.44	+++
emotions	8	0.09%	28	0.34%	11.92	+++

nature	8	0.09%	11	0.13%	0.60	
country	70	0.82%	51	0.62%	2.32	
building	14	0.16%	23	0.28%	2.55	
animals	16	0.19%	1	0.01%	12.69	+++
planet	3	0.04%	0	0.00%	2.89	+
speech	103	1.21%	158	1.93%	14.01	+++
NUMBER-TYPE	N=8497		N=8178			
1_singular	581	6.84%	560	6.85%	0.00	
1_plural	303	3.57%	261	3.19%	1.79	
2_singular	47	0.55%	64	0.78%	3.32	+
2_plural	259	3.05%	216	2.64%	2.49	
3_singular	2355	27.72%	2247	27.48%	0.12	
3_plural	970	11.42%	1046	12.79%	7.41	+++
no-number	687	8.09%	645	7.89%	0.22	
GENDER-TYPE	N=8497		N=8178			
male	761	8.96%	186	2.27%	347.32	+++
female	38	0.45%	908	11.10%	884.21	+++
dual-gender	1071	12.60%	1020	12.47%	0.07	
unknown	39	0.46%	50	0.61%	1.82	
inanimate	3269	38.47%	2828	34.58%	27.21	+++
collective	25	0.29%	47	0.57%	7.63	+++
PRESENCE-TYPE	N=8497		N=8178			
as_a_participant	5194	61.13%	5027	61.47%	0.21	
as_a_circumstance	9	0.11%	12	0.15%	0.55	
SEMANTIC-ROLE-TYPE	N=8497		N=8178			

actor	827	9.73%	906	11.08%	8.10	+++
affected	782	9.20%	974	11.91%	32.40	+++
effected	63	0.74%	75	0.92%	1.57	
recipient	19	0.22%	24	0.29%	0.79	
sensor	590	6.94%	472	5.77%	9.60	+++
phenomenon	585	6.88%	492	6.02%	5.20	++
carrier	466	5.48%	431	5.27%	0.38	
attribute	587	6.91%	499	6.10%	4.45	++
identified	336	3.95%	214	2.62%	23.37	+++
identifier	318	3.74%	248	3.03%	6.41	+++
possessor	117	1.38%	119	1.46%	0.18	
possessed	152	1.79%	145	1.77%	0.01	
sayer	98	1.15%	124	1.52%	4.18	++
verbiage	106	1.25%	158	1.93%	12.53	+++
beneficiary	17	0.20%	7	0.09%	3.80	+
receiver	47	0.55%	78	0.95%	8.99	+++
existent	73	0.86%	50	0.61%	3.49	+
target	0	0.00%	1	0.01%	1.04	
scope	20	0.24%	19	0.23%	0.00	
ACTOR-TYPE	N=8497		N=8178			
animate	609	7.17%	734	8.98%	18.40	+++
force	0	0.00%	4	0.05%	4.16	++
inanimate	218	2.57%	168	2.05%	4.82	++
SENSOR-TYPE	N=8497		N=8178			
agentive_sensor	171	2.01%	169	2.07%	0.06	

non-agentive_senser	419	4.93%	302	3.69%	15.45	+++
VERBIAGE-TYPE	N=8497		N=8178			
reported_speech	89	1.05%	99	1.21%	0.99	
direct_speech	17	0.20%	59	0.72%	24.97	+++
PARTICIPANT_ EVALUATION-TYPE	N=8497		N=8178			
neutr	4571	53.80%	4324	52.87%	1.42	
posit	431	5.07%	492	6.02%	7.10	+++
neg	201	2.37%	218	2.67%	1.53	
EPISTEMIC_ MODALITY_-TYPE	N=8497		N=8178			
possibility	7	0.08%	3	0.04%	1.45	
probability	0	0.00%	3	0.04%	3.12	+
certainty	3	0.04%	5	0.06%	0.58	
capacity	0	0.00%	2	0.02%	2.08	
DEONTIC_MODALITY_- TYPE	N=8497		N=8178			
obligation	1	0.01%	0	0.00%	0.96	
prohibition	0	0.00%	0	0.00%	0.00	
permission	0	0.00%	0	0.00%	0.00	
volition	1	0.01%	0	0.00%	0.96	
PROCESS-TYPE	N=8497		N=8178			
material	1355	15.95%	1445	17.67%	8.85	+++
relational	996	11.72%	807	9.87%	14.85	+++
mental	682	8.03%	611	7.47%	1.80	

verbal	165	1.94%	231	2.82%	14.01	+++
existential	67	0.79%	38	0.46%	6.98	+++
RELATIONAL-TYPE	N=8497		N=8178			
ascriptive	506	5.96%	448	5.48%	1.76	
equative	275	3.24%	162	1.98%	25.74	+++
possessive	142	1.67%	140	1.71%	0.04	
circumstantial	73	0.86%	57	0.70%	1.42	
MENTAL-TYPE	N=8497		N=8178			
cognitive	391	4.60%	307	3.75%	7.47	+++
emotive	76	0.89%	97	1.19%	3.45	+
perceptive	122	1.44%	118	1.44%	0.00	
desiderative	93	1.09%	89	1.09%	0.00	
REALISATION-TYPE	N=8497		N=8178			
congruent	3261	38.38%	3129	38.26%	0.02	
non-congruent	3	0.04%	3	0.04%	0.00	
POLARITY-TYPE	N=8497		N=8178			
assertive	3092	36.39%	2979	36.43%	0.00	
non_assertive	172	2.02%	153	1.87%	0.51	
VOICE-TYPE	N=8497		N=8178			
non_applicable_voice	1023	12.04%	840	10.27%	13.13	+++
active	2140	25.19%	2150	26.29%	2.66	
passive	101	1.19%	142	1.74%	8.71	+++
PROCESS_MODALITY-TYPE	N=8497		N=8178			
unmarked_modality	2554	30.06%	2531	30.95%	1.56	

epistemic	556	6.54%	418	5.11%	15.54	+++
deontic	154	1.81%	183	2.24%	3.81	+
EPISTEMIC-TYPE	N=8497		N=8178			
possibility	258	3.04%	172	2.10%	14.44	+++
probability	77	0.91%	57	0.70%	2.29	
certainty	175	2.06%	154	1.88%	0.67	
capacity	46	0.54%	35	0.43%	1.11	
DEONTIC-TYPE	N=8497		N=8178			
obligation	54	0.64%	44	0.54%	0.68	
prohibition	0	0.00%	1	0.01%	1.04	
permission	3	0.04%	9	0.11%	3.24	+
inclination	97	1.14%	129	1.58%	5.92	+++
PROCESS_EVALUATION-TYPE	N=8497		N=8178			
neutral	2968	34.93%	2595	31.73%	19.18	+++
positive	218	2.57%	381	4.66%	52.72	+++
negative	78	0.92%	156	1.91%	29.49	+++
SPEAKER-TYPE	N=8497		N=8178			
authorial	955	11.24%	774	9.46%	14.12	+++
non-authorial	2308	27.16%	2358	28.83%	5.77	+++
AUTHORIAL_-TYPE	N=8497		N=8178			
author	954	11.23%	768	9.39%	15.18	+++
parts-of-the-body	1	0.01%	2	0.02%	0.37	
emotion	0	0.00%	4	0.05%	4.16	++
NON-AUTHORIAL_-TYPE	N=8497		N=8178			

abstract-notions	851	10.02%	670	8.19%	16.70	+++
physical-process	10	0.12%	3	0.04%	3.51	+
enterprises	56	0.66%	17	0.21%	19.46	+++
material-object	97	1.14%	41	0.50%	20.81	+++
god	0	0.00%	14	0.17%	14.56	+++
human	1217	14.32%	1568	19.17%	70.48	+++
food	2	0.02%	2	0.02%	0.00	
education	3	0.04%	8	0.10%	2.47	
emotions	0	0.00%	0	0.00%	0.00	
nature	4	0.05%	1	0.01%	1.69	
country	38	0.45%	28	0.34%	1.16	
building	4	0.05%	4	0.05%	0.00	
animals	8	0.09%	0	0.00%	7.70	+++
planet	2	0.02%	0	0.00%	1.93	
speech	0	0.00%	0	0.00%	0.00	
russia	11	0.13%	0	0.00%	10.59	+++
war	4	0.05%	0	0.00%	3.85	++

APPENDIX K

Table K.1

Emotivity analysis: comparative statistics of Set1 “Male Gender” and Set2 “Female Gender”

	male		female			
Feature	N	Percent	N	Percent	Chisqu	Signif.
POLARITY-TYPE	N=1164		N=1188			
assertive	1109	95.27%	1116	93.94%	2.05	
non-assertive	44	3.78%	51	4.29%	0.40	
COHESION-TYPE	N=1164		N=1188			
ellipsis	13	1.12%	2	0.17%	8.35	+++
no-ellipsis	1140	97.94%	1165	98.06%	0.05	
EXPLICITNESS-TYPE	N=1164		N=1188			
explicit	426	36.60%	490	41.25%	5.34	++
implicit	1	0.09%	0	0.00%	1.02	
explicit-implicit	725	62.29%	670	56.40%	8.45	+++
EXPLICIT-TYPE	N=1164		N=1188			
explicit_emotion	426	36.60%	469	39.48%	2.07	
explicit_opinion	0	0.00%	21	1.77%	20.76	+++
IMPLICIT-TYPE	N=1164		N=1188			
implicit_emotion	1	0.09%	0	0.00%	1.02	
implicit_opinion	0	0.00%	0	0.00%	0.00	
EXPLICIT-IMPLICIT-TYPE	N=1164		N=1188			
explicit_emotion-implicit_opinion	598	51.37%	566	47.64%	3.27	+

explicit_opinion- implicit_emotion	127	10.91%	104	8.75%	3.09	+
EXPLICIT_EMOTION- IMPLICIT_OPINION- TYPE	N=1164		N=1188			
propriety	46	3.95%	88	7.41%	13.07	+++
veracity	9	0.77%	5	0.42%	1.23	
capacity	49	4.21%	42	3.54%	0.72	
tenacity	29	2.49%	48	4.04%	4.45	++
normality	34	2.92%	18	1.52%	5.37	++
quality	25	2.15%	14	1.18%	3.39	+
impact	45	3.87%	36	3.03%	1.23	
valuation	291	25.00%	257	21.63%	3.73	+
composition	69	5.93%	53	4.46%	2.57	
EXPLICIT_OPINION- IMPLICIT_EMOTION- TYPE	N=1164		N=1188			
surprise	1	0.09%	2	0.17%	0.31	
interest	1	0.09%	3	0.25%	0.96	
inclination	2	0.17%	2	0.17%	0.00	
satisfaction	51	4.38%	36	3.03%	3.01	+
dissatisfaction	47	4.04%	36	3.03%	1.75	
attraction	20	1.72%	21	1.77%	0.01	
repulsion	5	0.43%	4	0.34%	0.13	

VALENCE/AXIOLOGY-TYPE	N=1164		N=1188			
valence	501	43.04%	571	48.06%	5.98	+++
axiology	652	56.01%	594	50.00%	8.54	+++
VALENCE-TYPE	N=1164		N=1188			
pleasant	318	27.32%	300	25.25%	1.30	
unpleasant	168	14.43%	221	18.60%	7.41	+++
neutral_emotion	15	1.29%	50	4.21%	18.66	+++
AXIOLOGY-TYPE	N=1164		N=1188			
good	449	38.57%	418	35.19%	2.90	+
bad	150	12.89%	137	11.53%	1.01	
neutral_opinion	52	4.47%	39	3.28%	2.22	
EVALUATION-TYPE	N=1164		N=1188			
emotion	554	47.59%	577	48.57%	0.22	
opinion	598	51.37%	588	49.49%	0.83	
EMOTION-TYPE	N=1164		N=1188			
goal-seeking	22	1.89%	21	1.77%	0.05	
goal-achievement	379	32.56%	349	29.38%	2.79	+
goal-relation	153	13.14%	206	17.34%	8.00	+++
GOAL-SEEKING-TYPE	N=1164		N=1188			
surprise	2	0.17%	8	0.67%	3.49	+
interest	13	1.12%	5	0.42%	3.75	+
inclination	7	0.60%	8	0.67%	0.05	
INTEREST-TYPE	N=1164		N=1188			
interested	13	1.12%	3	0.25%	6.50	+++

disinterested	0	0.00%	2	0.17%	1.96	
INCLINATION-TYPE	N=1164		N=1188			
inclined	7	0.60%	5	0.42%	0.38	
disinclined	0	0.00%	3	0.25%	2.94	+
GOAL-ACHIEVEMENT-TYPE	N=1164		N=1188			
satisfaction	219	18.81%	175	14.73%	7.03	+++
disatisfaction	160	13.75%	174	14.65%	0.39	
SATISFACTION-TYPE	N=1164		N=1188			
security	65	5.58%	60	5.05%	0.33	
happiness	154	13.23%	115	9.68%	7.32	+++
DISATISFACTION-TYPE	N=1164		N=1188			
insecurity	90	7.73%	94	7.91%	0.03	
unhappiness	70	6.01%	80	6.73%	0.51	
GOAL-RELATION-TYPE	N=1164		N=1188			
attraction	123	10.57%	161	13.55%	4.93	++
repulsion	30	2.58%	45	3.79%	2.79	+
ATTRACTION-TYPE	N=1164		N=1188			
liking	10	0.86%	14	1.18%	0.59	
loving	1	0.09%	27	2.27%	23.90	+++
admiring	3	0.26%	14	1.18%	6.95	+++
accepting	96	8.25%	95	8.00%	0.05	
sympathy	13	1.12%	11	0.93%	0.21	
OPINION-TYPE	N=1164		N=1188			
propriety	46	3.95%	90	7.58%	14.17	+++

veracity	9	0.77%	5	0.42%	1.23	
capacity	49	4.21%	45	3.79%	0.27	
tenacity	29	2.49%	51	4.29%	5.81	+++
normality	34	2.92%	20	1.68%	4.01	++
quality	24	2.06%	13	1.09%	3.55	+
impact	49	4.21%	45	3.79%	0.27	
valuation	289	24.83%	262	22.05%	2.52	
composition	69	5.93%	57	4.80%	1.48	
PROPRIETY-TYPE	N=1164		N=1188			
ethical	30	2.58%	72	6.06%	17.20	+++
unethical	16	1.37%	18	1.52%	0.08	
VERACITY-TYPE	N=1164		N=1188			
honest	9	0.77%	4	0.34%	2.04	
liar	0	0.00%	1	0.08%	0.98	
CAPACITY-TYPE	N=1164		N=1188			
able	43	3.69%	35	2.95%	1.03	
unable	6	0.52%	10	0.84%	0.93	
TENACITY-TYPE	N=1164		N=1188			
tenacious	23	1.98%	45	3.79%	6.88	+++
lazy	6	0.52%	6	0.51%	0.00	
NORMALITY-TYPE	N=1164		N=1188			
normal	5	0.43%	1	0.08%	2.76	+
abnormal	29	2.49%	19	1.60%	2.34	
QUALITY-TYPE	N=1164		N=1188			
beautiful	22	1.89%	11	0.93%	3.95	++

ugly	2	0.17%	2	0.17%	0.00	
IMPACT-TYPE	N=1164		N=1188			
boring	4	0.34%	2	0.17%	0.71	
interesting	45	3.87%	43	3.62%	0.10	
VALUATION-TYPE	N=1164		N=1188			
importance	86	7.39%	91	7.66%	0.06	
maintenance	203	17.44%	171	14.39%	4.08	++
IMPORTANCE-TYPE	N=1164		N=1188			
important	86	7.39%	88	7.41%	0.00	
unimportant	0	0.00%	3	0.25%	2.94	+
MAINTENANCE-TYPE	N=1164		N=1188			
beneficial	155	13.32%	112	9.43%	8.83	+++
destructive	48	4.12%	59	4.97%	0.96	
COMPOSITION-TYPE	N=1164		N=1188			
complexity	68	5.84%	54	4.55%	2.01	
balance	1	0.09%	3	0.25%	0.96	
COMPLEXITY-TYPE	N=1164		N=1188			
complex	55	4.73%	44	3.70%	1.52	
simple	13	1.12%	10	0.84%	0.46	
BALANCE-TYPE	N=1164		N=1188			
balanced	0	0.00%	0	0.00%	0.00	
imbalanced	1	0.09%	3	0.25%	0.96	

APPENDIX L

Table L.1

Emotional lexical units explored by Ant.Conc.

No	Lexical unit	Attitude	Patterns	Examples
	Affect			
	Inclination			
	Desire			
1.	Want	2688 times	want+noun+	<i>I want a leader ...</i> (MO_26072016_FE_SD)
2.	Wish	115 times	adjective + wish	<i>Mars death wish.</i> (EM_28102018_MA_TECHS)
3.	Need	913 times	Need + a + noun	<i>But we need a law to protect those children</i> (MZ_11042018_MA_I-ENTR)
4.	Demand	71 times	Demand + for + noun:	<i>The demand for electricity will increase dramatically.</i> (EM_28102018_MA_TECHS)
5.	Desire	29 times	Have/get + a + adjective + desire + for + noun	<i>I've got a great desire for GE to do well</i> (WB_02052019_MA_BUS)
6.	Eager	9 times	Eager + for + pronoun + to + verb:	Pattern 6. Eager + for + pronoun + to + verb
	Disinclination			
	Fear			
7.	Fearful	1 times	Fearful + to + adverb + verb:	<i>... for every black man and woman ... fearful to even go for a jog ...</i> (OW_18052020_FE_MI);

№	Lexical unit	Attitude	Patterns	Examples
8.	Anxious	2 times	Anxious + about + pronoun + noun	<i>Anyone here a little bit anxious about your future?</i> (SS_12052017_FE_TECH);
9.	Afraid	5 times	Afraid + that + noun	<i>... afraid that people might think they re shirking their duties.</i> (AH_19052013_FE_LIT
10.	Terrified	4 times	Be + terrified + of + pronoun	<i>I think we were terrified of her.</i> (WB_03032017_MA_BUS)
11.	Frightened	1 time	To be + adverb + frightened + about + noun	<i>I m much more frightened about robots always obeying orders ...</i> (MZ_29042019_MA_I-ENTR).
	Happiness			
	Affection			
12.	Happy	196 times	To be + happy + about	<i>Maybe I should be happy about that.</i> (JB_28042018_MA_ECOM)
13.	Pleased	22 times	To be + pleased + with + pronoun + noun	<i>Pleased with our ability to recruit.</i> (MZ_30102020_MA_I-ENTR)
14.	Like	945 times	Like + adverb	<i>A snack food you like a lot.</i> (JB_30112015_MA_ECOM)
15.	Love	500 times	Love + a + noun	<i>Love a business with low capital and high returns.</i> (WB_13052018_MA_BUS);

№	Lexical unit	Attitude	Patterns	Examples
16.	Passion	36 times	Pronoun + passion	<i>Find a job that stirs your passion.</i> (SS_17052011_FE_TECH)
	Unhappiness			
	Antipathy			
17.	Hate	82 times	Hate + noun	<i>I ll kill anybody that hates.</i> <i>Because I hate people that hate.</i> (MA_26042020_FE_MU)
18.	Dislike	3 times	Dislike + adjective + noun	<i>People don t dislike hard work;</i> <i>what people dislike is being</i> <i>out of control.</i> (JB_17102020_MA_ECOM)
19.	Pain	24 times	Be + in + pain	<i>They are suffering. They are in pain.</i> (KH_04052021_FE_PP)
	Misery			
20.	Suffering	40 times	See + suffering + that + verb	<i>You ll come to see suffering</i> <i>that will break your heart.</i> (BG_16062014_MA_SD)
21.	Distress	3 times	Be + in + adjective + distress	<i>He was in such distress ...</i> (MZ_30102018_MA_I-ENTR)
	Security			
22.	Confident	7 times	Be + confident + in + pronoun + noun	<i>Confident in our vision for the</i> <i>world.</i> (CR_18112008_FE_DE)
23.	Secure	5 times	Verb + a + secure + noun	<i>Build a secure cloud computer</i> <i>network.</i> (JB_19022020_MA_ECOM)

№	Lexical unit	Attitude	Patterns	Examples
24.	Sure	41 times	Be + adverb + sure + of	<i>If I am terribly sure of it ...</i> (WB_15101998_MA_BUS)
	Trust			
25.	Belief	5 times	Have + a + belief + in + noun	<i>A belief in opportunity.</i> (CR_2908212_FE_DE);
26.	Faith	7 times	Faith + that + noun	<i>Take as an article of faith that customers will notice.</i> (JB_29072020_MA_ECOM)
27.	Care	27 times	Care (as verb) + about	<i>Motivation comes from working on things we care about.</i> (SS_25052012_FE_TEC);
			Pattern 23.2. Verb + care	<i>They trained health extension workers to deliver care.</i> (MG_02092010_FE_PH)
	Insecurity			
	Disquiet			
28.	Worried	94 times	Be + worried + about	<i>What people were worried about in terms of nation.</i> (SS_07062018_FE_TECH)
29.	Concern	12 times	Concern + about + adjective + noun	<i>Concern about growing inequality has become almost universal.</i> (AH_31052015_FE_LIT)
30.	Upset	20 times	Be + upset + about	<i>Upset about the Russian ads and Diamond and Silk.</i> (SS_07062018_FE_TECH)

№	Lexical unit	Attitude	Patterns	Examples
31.	Nervous	30 times	Be + nervous + about	<i>Nervous about the competition.</i> (OW_30052013_FE_MI)
	Surprise			
32.	Surprised	47 times	Be + surprised + about + noun	<i>Were you surprised about the animosity?</i> (JB_30112015_MA_ECOM)
33.	Shocked	14 times	Be + shocked + by	<i>Shocked by the inequity, inspired by the world's ability to address it.</i> (MG_20052014_FE_PH)
34.	Amazed	8 times	Be + amazed + by	<i>Always amazed by how much it has grown.</i> (WB_13052018_MA_BUS)
35.	Stunned	7 times	Be + stunned + by	<i>Stunned by how blown away the CEOs were.</i> (MG_15032014_FE_PH)
	Satisfaction			
	Pleasure			
36.	Glad	7 times	Be + adverb + glad	<i>Really glad I changed my major.</i> (CR_14052012_FE_DE)
37.	Satisfied	6 times	Be + satisfied + with	<i>Satisfied with our utility returns.</i> (WB_13052018_MA_BUS)
38.	Thrill	6 times	Feel + a + thrill + about	<i>Felt a thrill about selfless sacrifice.</i> (JS_12042018_MA_PSY)
	Interest			

№	Lexical unit	Attitude	Patterns	Examples
39.	Focused	5 times	Verb + adverb + focused	<i>Supporting each other to become more focused and effective.</i> (BG_01122015_MA_SD)
40.	Curious	84 times	Be + adverb + curious + about	<i>Very curious about machine learning.</i> (JB_04112017_MA_ECOM)
41.	Interested	5 times	Be + interested + in	<i>She was interested in every person individually.</i> (WB_03032017_MA_BUS)
	Dissatisfaction			
	Ennui			
42.	Bored	9 times	Get + bored	<i>Do you just get bored and go for a different house?</i> (EM_07052020_MA_TECHS)
43.	Tired	28 times	Be + adverb + tired	<i>Came to rehearsal and was really tired.</i> (MA_20092003_FE_MU)
44.	Annoyed	1 time	Get + annoyed + at	<i>Get annoyed at each other from time to time.</i> (SJ_30052007_MA_IDES)
	Displeasure			
45.	Irritate	5 times	Irritate + pronoun	<i>AYou do irritate me sometimes.</i> (MA_24041994_FE_MU)
46.	Angry	28 times	Get + angry	<i>AReading people who don t recognize and get angry.</i> (MZ_11042018_MA_I-ENTR)

№	Lexical unit	Attitude	Patterns	Examples
47.	Rejection	4 times	Adjective + rejection	<i>More violence and social rejection.</i> (AJ_11062014_FE_FI)
	Judgment/Social Sanctions			
	<i>Judgement</i>			
	Propriety			
48.	Ethical	2 times	Make + noun + adverb + ethical	<i>Making government more ethical, transparent, and responsive.</i> (HC_09102018_FE_PP)
49.	Moral	31 times	Verb + moral + noun:	<i>Make the moral choice to connect deeply to others.</i> (MG_12052013_FE_PH)
50.	Decent	2 times	Be + decent	<i>The America I know is decent and generous.</i> (BO_28072016_MA_PP)
	Veracity			
51.	Fair	91 times	Verb+ fair	<i>Cannot win fair and square at the ballot box.</i> (MO_18082020_FE_SD)
52.	Honest	69 times	Be + honest + about	<i>Be honest about how hard it is to get more women into leadership.</i> (SS_15122013_FE_TECH)
53.	Agenuine	2 times	Be + genuine	<i>I think you are genuine.</i> (MZ_11042018_MA_I-ENTR)

№	Lexical unit	Attitude	Patterns	Examples
	Judgment/Social Esteem			
	Normality			
54.	Strange	4 times	Strange + noun	<i>Strange corridors.</i> (EM_07052020_MA_TECHS)
55.	Normal	9 times	Be + normal	<i>Be normal.</i> (EM_07052020_MA_TECHS)
56.	Terrible	6 times	Terrible + noun	<i>A terrible accident.</i> (WB_03052020_MA_BUS)
	Capacity			
57.	Strong	8 times	Verb + strong	<i>Stay strong and brave.</i> (SS_12052017_FE_TECH)
58.	Weak	5 times	Noun + be + weak	<i>America is weak.</i> (BO_28072016_MA_PP)
59.	Powerful	8 times	Noun + be + adverb + powerful	<i>Facebook is too powerful?</i> (MZ_11042018_MA_I-ENTR)
60.	Lucky	85 times	To be + adverb + lucky + about	<i>Very lucky about certain things in life.</i> (JB_28042018_MA_ECOM)
	Tenacity			
61.	Brave	2 times	Brave + noun	<i>Brave Americans.</i> (BO_05112008_MA_PP)
62.	Determined	8 times	Determined + to + verb	<i>A Determined to give you a better life.</i> (MO_03062016_FE_SD)
63.	Ambitious	4 times	Be + ambitious + and + adjective	<i>A Be ambitious and deliberate.</i> (KH_04052021_FE_PP)
	Appreciation			

№	Lexical unit	Attitude	Patterns	Examples
	Reaction			
64.	Beautiful	9 times	Be + beautiful	<i>What you said was beautiful.</i> (JS_28102020_MA_PSY);
65.	Ugly	2 times	Be + adjective + ugly	<i>Because they used to think of it as something that was slow and ugly, with low range, like a golf cart.</i> (EM_16052014_MA_TECHS)
66.	Attractive	5 hits	Be + attractive	<i>And does it sell for a price that is attractive?</i> (WB_15101998_MA_BUS)
	Composition			
67.	Complex	4 times	Be + adverb + complex + that	<i>It s hard to look at suffering if the situation is so complex that we don t know how to help.</i> (BG_01122018_MA_SD)
68.	Logical	2 times	Be + logical + that	<i>So – and in the sense they re – it s logical that should be the case because it s a younger market, but still a large market.</i> (WB_13052018_MA_BUS)
69.	Simple	7 times	Be + adverb + simple	<i>And then the first version of News Feed was really simple.</i> (MZ_16082016_MA_I-ENTR)
	Valuation			

№	Lexical unit	Attitude	Patterns	Examples
70.	Unique	3 times	Be + unique + to + pronoun	<i>But I understand that this type of community-based letter writing campaign isn't unique to me.</i> (MO_16052009_FE_SD)
71.	Usual	4 times	Usual + noun	<i>Along with the usual challenges of growing up, all of you have had to deal with the added pressures of social media ...</i> (BO_16052020_MA_PP);
	Graduation			
	Graduation/Force			
72.			Be + slightly	<i>And every now and then, our rates will be slightly – modestly inaccurate – inadequate, I should say.</i> (WB_13052018_MA_BUS);
			Be + somewhat	<i>... I would guess that it would be somewhat different, because we have somewhat different sensibilities in the U.S. as to other countries.</i> (MZ_11042018_MA_I-ENTR);

№	Lexical unit	Attitude	Patterns	Examples
			Verb + rather + adjective	<i>I mean, It s – probably from the outside to look at it, it – it probably looks rather undignified, but it s actually really good for you.</i> (MA_20092003_FE_MU);
			Very + adjective	Very + adjective: e.g. <i>Big event – there will.</i> (MO_14102016_FE_SD);
			Verb + pronoun + entirely	e.g. <i>And then I may be missing something entirely, you know, maybe I m just blind to what s out there.</i> (WB_13052018_MA_BUS).
	Graduation/Focus			
73.			Sort of + noun	<i>Yeah. And I think, regulated feeding windows, really the way to go, some sort of an intermittent fasting approach.</i> (EM_07052020_MA_TECHS;
			Kind + of + noun	<i>But in the next couple of years, I also think that there will be opportunities to build these kind of features into our mobile apps ...</i> (MZ_30102020_MA_I-ENTR)

№	Lexical unit	Attitude	Patterns	Examples
			True + noun	<i>Purpose is what creates true happiness.</i> (MA_20092003_FE_MU);
			Pure + noun	<i>That is pure idiocy from a guy who should know a hell a lot better.</i> (JB_19022020_MA_ECOM)
	Engagement			
74.			But + adverb + noun	<i>Which isn't, isn't necessarily bad, but a lot of people, you know, they, they show up to Facebook and Instagram and you know</i> (MZ_29062019_MA_I-ENTR)
			It + be + not + just:	<i>It's not just a choice between parties or policies; the usual debates between left and right.</i> (BO_28072016_MA_PP);
			Suppose + noun	<i>A Suppose Warren doesn't wanna do something that I would've done, and suppose that happens four times over 40 years or something.</i> (WB_03032017_MA_BUS);
			Would + like + to + verb	<i>A would like to ask you, don't you think that we need deeper reflection about our dynamic of society?</i>

№	Lexical unit	Attitude	Patterns	Examples
				(EM_02122015_MA_TECHS) .