

Ethos, Logos and Pathos: Metadiscourse Markers and the Construction of Persuasion in Some Selected Speeches of UNICEF's Goodwill Ambassadors

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Abstract

This paper aims at investigating the linguistic devices used to carry out the persuasive functions of metadiscourse markers employed in David Beckham and Millie Bobby Brown's speeches at UNICEF, New York, November 20, 2019. It also aims at identifying the similarities and the differences between the various persuasive appeals and strategies employed in the speeches of those two celebrities. In order to carry out these goals, the research follows Conner and Lauer's (1985) model of persuasion and Dafouz-Milne's (2008) theory of metadiscourse markers. Results suggest that many subcategories of both textual and interpersonal metadiscourse markers are found in the speeches of both goodwill ambassadors except for reminders, topicalisers and probability adverbs, but there are some variations in using them. Findings also prove that logical markers are the most used textual metadiscourse markers in both discourses and that the dominant interpersonal linguistic features in both speeches are those which belong to the category of commentaries. According to the use of different persuasive appeals, rational appeal is mostly used by Beckham and Millie.

Keywords: Metadiscourse markers, Persuasion, Goodwill ambassadors, UNICEF.

الأخلاق والعاطفة والمنطق: مفهوم الميّا خطاب وتحقيق الإقناع في خطابات مختارة لبعض سفراء النوايا الحسنة لمنظمة الأمم المتحدة للطفولة (اليونيسيف)

مما لا شك فيه أن العمل التطوعي الإنساني أصبح ضرورة ملحة من ضرورات حياة الإنسان المعاصر الذي يواجه الكثير من الأزمات والكوارث. ويتجسد العمل التطوعي في التضحية بالوقت والجهد والمال وتقديم المساعدات المادية والمعنوية في وقت الأزمات وذلك لإحداث تغيير إيجابي في إحدي المجتمعات المتضررة. ويستهدف العمل التطوعي إغاثة المحتاج وتخفيف آلام المتضررين من الحروب والزلازل والبراكين والقضاء على الجهل والفقر والمرض في شتى بلاد العالم.

ومهما طال حديثنا فلا نستطيع أن ننكر أن الأطفال هم أساس الأمم وسواعدها ولذلك يجب الإهتمام بهم وتقديم كافة الرعاية لجميع أطفال العالم. وتعد منظمة الأمم المتحدة للطفولة أشهر منظمات العالم أجمع في تقديم الرعاية للأطفال حول العالم. وتؤمن اليونيسيف بأن لجميع أطفال العالم الحق في الحياة والتعليم والصحة والرعاية وذلك للوصول إلي حياة أفضل للجميع. ومن أجل تحقيق أهدافها تختار اليونيسيف الكثير من الشخصيات حول العالم والمعروفة في مجالات الفنون والرياضة والآداب وغيرها ليكونوا " سفراء اليونيسيف للنوايا الحسنة". ويلتزم من وقع عليه الإختيار بالإسهام في الجهود المبذولة من قبل المنظمة من أجل حياة أفضل لكل أطفال العالم.

وتعتبر اللغة هي الأداة الفعالة التي يعتمد عليها سفراء النوايا الحسنة في تحقيق الإقناع والذي يلعب دورا رئيسيا في عملهم بالمنظمة. والإقناع ماهو إلا مجموعة الوسائل المختلفة التي يستخدمها المتحدث للتأثير علي آراء الناس وأفكارهم حيث يجعلهم يؤيدون وجهة نظره في موضوع ما. وطبقا لأرسطو فإن الإقناع يتحقق عن طريق: الأخلاق والعاطفة والمنطق.

ويهدف البحث إلي دراسة العناصر والأدوات اللغوية التي استخدمها كل من ديفيد بيكهام وميليا بوبي براون سفراء النوايا الحسنة في خطاباتهم في مقر منظمة الأمم المتحدة للطفولة في نيويورك في نوفمبر 2019 احتفالاً بعيد الطفولة لتحقيق الإقناع وكذلك إبراز التشابهات والاختلافات اللغوية بينهما. وبعد الإطار النظري للبحث هو مفهوم " الميّا خطاب" وهو مصطلح لغوي يشمل مجموعة من الأدوات اللغوية المستخدمة التي توضح العلاقة بين المتحدث والمستمع. وتعتمد الدراسة علي منهج إنتقائي يجمع بين نظرية كونر ولوير (1985) للإقناع ونظرية دافوز وميلين لتحليل الميّا خطاب (2008).

1. Introduction

From deadly conflicts to harsh natural disasters, people around the world face a wide range of humanitarian problems and they become in a bad need of emergencies and aids. According to Dubois (2018), the term Humanitarian work is defined as “the delivery of aid, relief or emergency in crisis times” (p.7). Wageman believes that the primary objectives of humanitarian work are “to save life; relieve suffering; limit damage; restore services and to set the conditions for recovery” (2017, p.12).

Humanitarian work is “as old as humanity” (Wageman, 2017, p.17). It starts with providing food, water, clothing and other necessities to groups and communities. Then, it develops to encompass many local and global organizations. The idea of humanitarian aid appeared when Florida Nightingale started her Humanitarian medical aid with a team of nurses which consisted of 38 nurses during Crimean war (Knudsen, 2018, p.33). In 1959, the Swiss businessman Henry Dunant organized a group of medical specialists to help the injured soldiers during the Franco-Austrian war (p.34). This idea was developed into Red- Cross community which carried the responsibility of those who were destroyed through war. After that, the idea of humanitarian work was developed. Many activists and humanitarians appeared and they believed that “human suffering must be addressed wherever it is found” (Wageman, 2017, p.23). They felt that “all human beings are born free and equal in dignity” (Knudsen, 2018, p.28).

Children are the pillar of any nation and many children around the world are threatened by disease, abuse, poverty and violence. UNICEF is one of the most prominent names in humanitarian work in the world today. Its major aim is to promote the wellbeing of every child around the world. UNICEF organization operates in 190 countries. The governments of these countries work hard to develop programs which support children through UNICEF's goodwill ambassadors. Those messengers of peace are selected from different fields like art, music, science, sport or literature and they volunteer their time and emotion to raise the public awareness of UNICEF efforts to support children everywhere.

In their battle of persuasion, goodwill ambassadors use a highly distinguished language which has a prominent role in exchanging values in social life. According to Fairclough (1998), language is a social phenomenon and this means that when people speak “they do so in a way which has social effects” (p.23). Persuasion, on the other side, is the major aim of all human activities. People usually try to persuade each other in all fields and domains. Moldova (2010) believes that “words can

inform our mind, care and comfort our feelings, and excite our spirit” (p.70). It is the power of persuasion that can change a truth to a lie and a lie to a truth.

According to Simons (2001, P.7), persuasion is a “human communication designed to influence the autonomous judgments and actions of others”. Therefore, persuasion means influence and control as it changes the way people act and react. In any communication process, the persuader and the persuade “co create meaning” which might be “fought” or “negotiated” (P.48).

When it comes to humanitarian work, persuasion becomes the core of any communicative situation. This paper aims at investigating the linguistic devices used to carry out the persuasive functions of metadiscourse markers used in David Beckham and Millie Bobby Brown’s speeches at UNICEF, in New York, November 20, 2019. It also aims at identifying the similarities and the differences between the various persuasive appeals and strategies employed in the speeches of Beckham and Brown. The research also clarifies the role that gender plays in constructing persuasion.

2. Research methodology

The research follows Conner and Lauer’s (1985) model of persuasion and Dafouz-Milne’s (2008) theory of metadiscourse. So, the analysis has been divided into two parts: the first part deals with the structure of David Beckham’s and Millie Bobby Brown’s persuasive message and the second part analyzes metadiscourse markers employed in their persuasive message.

3. Theoretical background

3.1. Persuasion

Persuasion is “the process of bridging differences” (Simons, 2001, P.48). The first one to speak about persuasion is Aristotle who believes that persuasion depends on three major principles: ethos, pathos and logos which Conner and Lauer (1985) call credibility appeal, affective appeal and rational appeal. Pathos means persuading through approaching readers’ emotions, ethos means how the writer/speaker succeeds in convincing or persuading others through his distinguished personality and logos means persuading through logic and reason.

According to AbdelTawwab (2014), persuasion is not only an important tool in “achieving the power of the speaker”, but it also plays an important role “in being the goal of any public or political speech” (P.3). This research has adopted Conner and Lauer’s (1985) model which discusses different persuasive strategies speakers can use in order to influence others.

Table1. Conner and Lauer (1985) Model of Persuasion

Persuasive appeals	Persuasive strategies	Definition
Rational appeal	Descriptive strategy	Giving supportive examples from the speaker experience
	Narrative strategy	Using narrative examples and stories
	Classification strategy	Classifying the topic into classes and subclasses
	Comparison strategy	Showing similarities and differences
	Contrast strategy	Showing differences
	Authority strategy	Using others' authority rather than the speaker's own
	Cause and effect strategy	Showing how something leads to another and what is the result of it
	Stage process strategy	Reviewing or mentioning previous stages
	Model strategy	Choosing a specific model to be followed
	Ideal and principle strategy	Basing the argument on universal accepted premises
	Information strategy	Using supportive information and examples
	Degree strategy	Mentioning that two things are different by degree not type
Credibility appeal	First-hand experience	Mentioning the speaker's previous experience in a related field
	Showing the speaker's respect for his audience	Avoiding clash with the audience interests
	Shared interest	Showing that the speaker has the same interests of his audience
	Showing the persuader good character	Being neutral
Affective appeal	Appealing to audience views	Understanding the opinions and emotions of the audience
	Vivid pictures	Creating a vivid vision of a specific situation
	Charged language	Using strong and emotional language

3.2. United Nations Children’s Fund (UNICEF):

UNICEF refers to United Nations Children’s Fund. It was established in 1946. It is one of the most famous organizations in humanitarian work. Its major aim is to help children all over the world develop their health, education and welfare. UNICEF is located in New York. It was awarded Noble prize for peace in 1965.

3.2.1. History of UNICEF:

UNICEF was founded in 1946 under the name of “International Children’s Emergency Fund” as a postwar “relief agency” (Clark, 1996, p.2). The Polish Dr. Ludwick Rajchman was appointed as the chairman of Executive Board of UNICEF. Dr. Ludwick believed that “child nutrition and maternal care must be incorporated into routine medical practice” (p.3). Maurice Pate was the UNICEF’s first executive director.

The conditions after the end of the Second World War were worse than expected. Children in many countries were in a bad need of food, clothes, medicine, and footwear. UNICEF began to ask for help from all powerful countries and it was a big step in the history of UNICEF because it was a confirmation of the importance of UNICEF.

In Asia, Sam Keeny was the “UNICEF’s first regional director” (Dubois, 2018, p.15). He exerted a great effort to help children and to take care of children’s health especially when diseases like Yaws and Malaria invaded or swept away the world. By the end of 1950’s, huge health campaigns were launched tackling and handling diseases like Trachoma, Leprosy and Tuberculosis, (Clark, 1996, p.19). UNICEF also started “equipping health centers and training local staff in rural areas around the world, places where doctors rarely come” (p.21). By 1959, “The United Nation General Assembly adopted the Declaration of the Rights of the Child” (Dubois, 2018, p.26). This declaration was a big aid to UNICEF as it announced that hunger, ignorance and poverty were a violation of child’s rights (p.26).

In the 1960s, UNICEF started a new phase from “a humanitarian and welfare organization to international vehicle for development cooperation” (Wagman, 2017, p.28). Moreover, UNICEF started to encourage governments to establish specific programs for children’s health care and it carried the responsibility of supporting governments with the needed supplies and training. After health care, UNICEF started to pay attention to education and educational services.

By 1964, National Committees were founded in more than 17 countries. The goal of these committees is to help UNICEF to raise funds and awareness. The year 1965 was a golden year for UNICEF. Henry Labouisse became the UNICEF’s second executive director. Labouisse began to pay a great attention to the Middle East. In addition to that, it

was in 1965 when UNICEF was awarded Noble prize for peace (Clark, 1996, p.46).

In the 1970s, “World Health Organizations gave its blessing” to health care programs introduced by UNICEF (Clark, 1996, p.56). The year 1979 was declared as the “International Year of the Child” (p.57) because UNICEF with the help of other health organizations paid a great attention to the disabled children especially in developing countries. James Grant became the third executive director in 1980. Grant launched “the Child Survival and Development Revolution” in 1982 (Wageman, 2016, p.63) which spread all over the world. At the end of the 1980s, the “Convention on the Rights of the Child” was issued and this helped and supported UNICEF in its humanitarian work (Clark, 1996, p.77). This convention pledged that the child has the right to live, to have a name and a nationality, to have a good education, to have a right to enjoy his childhood, to be protected from abuse and exploitation and so on (p.78). Since the 1980s, UNICEF asserted itself as a big name in the humanitarian world.

3.2.2. Goodwill ambassadors:

Goodwill ambassadors are famous Celebrities who have an interest in UNICEF's Principles. Those ambassadors try to use their fame to draw the world's attention to the important issues which are presented through UNICEF. They try to spread the organization's goals and desires. This takes the form of visits and talks and appearances in public media.

The story of UNICEF's goodwill ambassadors started in 1960 when UNICEF's executive director Maurice Pate met a great comedian actor Danny Kaye on a flight. They started chatting about UNICEF. As a result, Danny decided to visit several UNICEF projects in Asia with his camera crew. The result was a film “assignment children” (Clark, 1996, p.37). It was the beginning of a true relationship between Art and UNICEF. Danny Kaye was the first Goodwill Ambassador for UNICEF.

3.3. Metadiscourse markers

The term “metadiscourse” or “discourse markers” is widely used in discourse analysis. Metadiscourse markers refer to the different ways speakers/writers employ in their discourse to “interact with their receivers” (Amiryousefi and Barati, 2011, p.5245). Metadiscourse refers to those features which “help readers decode the message” (Dafoz-Milne, 2008, P.97). According to Hyland (2010), Metadiscourse is “a set of features which help explain the working of interactions” between speakers and listeners, text producers and text receivers (p.125). Through

metadiscourse markers the speaker attempts to “guide the receiver’s perception of text” (p.126). Thus, he can achieve persuasion.

Dafoz-Maline (2008) believes that one of the key features of metadiscourse markers is its explicitness as it presents “the author’s overt attempt to create a particular effect” (p.97). This effect can be achieved through some “linguistic resources used to organize discourse” (Hyland & Tse, 2004, p.157).

Hyland sees discourse markers as “a recipient design filter which helps to spell out how we intend a message to be understood by offering a running commentary” (2017, p.17). This proves that metadiscourse markers are effective tools which can shape perception. Moreover, the use of metadiscourse markers can make a kind of involvement not only between the speaker and the audience but also among the speaker, the audience and the text. Hyland (2010, p.127) assumes that the absence of metadiscourse markers makes ideas “less easy to follow” and it also causes misunderstanding and mis-communication.

Amiryousefi and Barati (2011) believes that metadiscourse plays a pivotal role in “organizing and producing persuasive speech” (p.5246) especially because of the fact that communication is “not just to clarify certain information, but to embed information in shared and recognized social world” (p.5246).

The term metadiscourse was first introduced by the linguist Zelling Harries in 1959, but it gained “traction in applied linguistics” (Hyland, 2017, p.16) in the 1980s with the works of Vonde Kopple (1985) and Crismore (1989). Key Hyland is a prominent scholar in metadiscourse studies. For him, discourse markers or metadiscourse is “an umbrella term” used to include different cohesive devices which connect text to its context and its reader (Hyland & Tse, 2004, p.157). Through using metadiscourse the speaker can appeal to the audience’s “needs, understandings and existing knowledge” (Hyland, 2017, p.18).

Influenced by Halliday’s systemic functional approach to language (2004, 2014), many scholars in this area consider two main distinctions of metadiscourse: interpersonal and textual. The interpersonal metafunction of metadiscourse markers expresses the speaker’s attitudes while textual metafunction is concerned with organizing the text in a cohesive structure. Textual metadiscourse expresses the “propositional content of any text while interpersonal metadiscourse reflects the speaker’s reactions towards these propositions” (Hyland & Tse, 2004, p.162).

According to Hyland (2004, 2010) and Dafouz-Milne (2008), textual metadiscourse markers include some linguistic devices such as logical markers, sequencers, reminders, topicalisers, code-glosses, illocutionary markers and announcements. Interpersonal metadiscourse markers, on the

other hand, include hedges, certainty markers, attributors, attitude markers and commentaries.

Table 2. Dafouz-Milne Taxonomy of Textual Metadiscourse Markers (2008)

Textual category	Examples
Logical markers	Additive relation: and - in addition
	Adversative relation: but- though - although - however
	Conclusive relation: so- as a result - therefore - finally
Sequencers	First – second-third - fourth -then - on the other hand
Reminders	As I mentioned - as I said - as I clarified
Topicalisers	Topic shift
Code-glosses	That is - namely - in other words- for instance- that is - using parentheses
Illocutionary markers	I hope to persuade- I propose- I pack up the idea- I ask- I question- let's say
Announcements	As will be seen-see next page -it will be found

Table 3. Dafouz-Milne Taxonomy of Interpersonal Metadiscourse Markers (2008)

Interpersonal category	Examples
Hedges	Epistemic verbs: may-might-can-could-would
	Probability adverbs: perhaps-probable
Certainty markers	Certainly-clearly-undoubtedly-definitely-surely-of course
Attributors	I claim that -I said- I admit that - according to
Attitude markers	Deontic verbs: have to - must- need to
	Attitudinal adverbs: surprisingly-unfortunately-frankly-clearly
	Attitudinal adjectives: it is (warm-calm-gentle-mild-absurd)
	Adjectival constructions: it is difficult - it is impossible
	Cognitive verbs: think -feel - believe- see
commentaries	Rhetorical questions
	Direct appeals: addressing audience- you
	Inclusive expressions: all - us - we- let's
	Personalization: me - I -my

4-Data Analysis:

The following section is a detailed analysis of two famous goodwill ambassadors' speeches: David Beckham and Millie Bobby Brown. In their speeches, they address a global summit at United Nations Headquarters in New York on 20 November 2019. The UNICEF summit is a part of global celebrations marking World Children's Day which coincides with the 30th anniversary of the adoption of the Convention on the Rights of the Child, which is the most important human rights treaty in human history.

4.1. Persuasive strategies in David Beckham's speech:

4.1.1. Rational appeal:

Table 4. Rational Appeal in Beckham's Speech

Rational Appeal Strategies and Examples	
Persuasive Strategies	Examples
Narrative strategy	(1) I grew up in East End of London. I always dreamed of being a professional footballer. (2) I worked hard, but I was supported every step of the way. First by amazing family, then by my teachers and then by my coaches. (3) From a very young age, I had people in my corner who believed in me, who wanted me to succeed and who helped me to reach my goals.
Comparison strategy	(4) Children much less fortunate than that boy from the East End of London. Children hungry and sick. Children living through wars. Children who lost their parents in earthquakes and floods. (5) Like the children I met in Indonesia who dream of school with no bullying. (6) Or the children I spent time with in a refugee camp in Djibouti (7) I thought of my own kids, and watching them play without a care in the world, when I met children in Cambodia. They like all children, just want to feel safe and protected. (8) But around the world, the voices of children are getting louder
Information strategy	(9) I met boys and girls in Nepal who just wanted to go back to school and back to normality. (10) I heard from young people in south Africa and Swaziland, who deserve to grow up free from diseases like HIV.
Descriptive strategy	(11) I have seen for myself how UNICEF is helping to make the changes that children need to see in the world. (12) By delivering health services, nutrition., water and sanitation, Plus, education. All ingredients that children

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	<p>need to grow up healthy and happy. (13) As a father of a young daughter, I see her determination to achieve her goals and to have just as many choices in life as her brothers do.</p>
Classification strategy	<p>(14) As leaders, as public figures, as parents, as human beings, we must all do more to protect children's dreams. (15) They are calling for better health - a visit to a doctor; a simple vaccination against diseases; a plate of food and clean water to drink. ((16) They are calling for a seat in the classroom, and the loudest voices, are coming from girls. (17) They just want the same opportunities as boys to learn and develop.</p>
Cause and effect strategy	<p>(18) So, please join me in this mission for children. (19) So today, on World Children's Day, let's make new promises to the children of the world.</p>

4.1.2. Credibility appeal:

Table 5. Credibility Appeal in Beckham's Speech.

Credibility Appeal Strategies and Examples	
Persuasive Strategies	Examples
Showing the speaker respect for his audience	<p>(20) Thank you for being here today (21) Please bear with me</p>
Firsthand experience	<p>(22) For almost fifteen years I have worked with UNICEF as a global goodwill ambassador supporting their work for children around the world. (23) I have travelled to many places around the world with UNICEF and heard first hand from children who are calling out for change.</p>
Shared interest	<p>(24) A day when we should all remind ourselves of our duty to children everywhere. (25) Our duty to protect them, their hopes, their aspirations... and of course, their dreams. (26) Like every parent, I've tried to teach my children about the world. Our children are teaching us. (27) Where our resources are sustainable and our environment is protected</p>

	<p>(28) Children never stop learning. Neither should we.</p> <p>(29) Children never stop asking questions and demanding more. Neither should we.</p> <p>(30) So please join me in this mission for children.</p> <p>(31) Let's listen to our young people, because they will show us the way.</p> <p>(32) We promise to listen to you.</p> <p>(33) We promise to learn from you.</p> <p>(34) We promise to act for you.</p> <p>(35) Together, we promise to work harder to protect your dreams.</p>
Showing the persuader's good character	<p>(36) To share the values that I was taught as a child</p> <p>(37) To help my kids find their own passion and purpose in life</p> <p>(38) To help them learn what is right and what is wrong</p>

4.1.3. Affective Appeal:

Table 6. Affective Appeal in Beckham's speech.

Affective Appeal Strategies and Examples	
Persuasive Strategies	Examples
Charged language	(39) But like all children, they have one thing in common: they have ambitions, and they have dreams for a better future.
Vivid picture	(40) Young people are calling for a planet that can support them and future generations. Where our resources are sustainable and our environment is protected And they are calling for peace. For an end to violence. An end to war.
Affective language	(41) Are we smart enough to realize that in the face of every single child, we can see the future of the world?

4.1.4. Results:

Table 7. Frequency of the Three Appeals in Beckham's Speech

Appeal Type	Rational Appeal	Credibility Appeal	Affective Appeal	Total
Frequency	19	19	3	41
Percentage	46.341%	46.341%	7.318%	100%

The overall number of appeals in David Beckham's speech is 41. The analysis has shown that credibility appeals and rational appeals have the highest frequency (**46.341%**). In his speech, Beckham tries to stress the idea that he and his audience share the same interests; they have only one goal which is helping children around the world. So, he uses 12 examples to clarify this shared interest. He also depends on other credibility strategies to show his good character.

From the very beginning, Beckham puts a general proposition that all of us must help children. Comparison and contrast strategies are used (5 times) to enhance the persuader proposition. Beckham succeeds in comparing himself to every child and comparing his children to those children whom he meets around the world. Through this comparison, Beckham shows his audience that children in all countries are the same. They have something in common: they need home, love, education and happy life. In order to affirm his proposition, he uses information (2times) and descriptive strategies (3 times) which enable him to explain his point of view and to add more insights to what is proposed. Using the narrative strategy helps in establishing the experience of the speaker. It also breaks the ice between the speaker and his audience. Beckham also concludes his speech by using the conjunction (so) which reminds the audiences to relate what he proposed above together. Affective strategies are used (3times). This proved that Beckham depends more on reason rather than emotions.

4.2. Persuasive strategies in Millie Bobby Brown's speech:

4.2.1. Rational Appeal:

Table 8. Rational Appeal in Brown's speech

Rational Appeal Strategies and Examples	
Persuasive Strategies	Examples
Model strategy	(42) Thank you, David, for all that you do for UNICEF. (43) You've been such an inspiration to me in my work as a UNICEF Goodwill Ambassador. (44) It's great to be back with David. (45) Thirty years ago, Audrey Hepburn reminded us of the power of the rights protected in the Convention.
Comparison strategy	(46) In world capitals — in buildings like this — adults talk about children's rights. But today, young people don't want to be talked about. (47) Like David, I've been very lucky in my life. I take nothing for granted. (48) Like millions of other girls around the world, I've also been bullied and harassed online. (49) Like all bullies, they gain their power by taking power away from others.

Informative strategy	(50) By making them feel as scared and helpless as I did (51) They're still struggling in the darkness. (52) Wrestling with fear (53) It puts children's mental health at risk. (54) It causes stress. (55) It can lead to self-harm. Sickness. And even suicide.
Contrast strategy	(56) But millions of children aren't so lucky. (57) But I'm not alone in speaking about children's rights.
Narrative strategy	(58) Somewhere in the world today — right now — a teenaged girl is being bullied online. She's scared. She's vulnerable. She feels alone. (59) In September, in this very building, Greta Thunberg — a sixteen-year-old girl — told world leaders an uncomfortable truth. She told them that the adults of the world had failed to act on climate change. She's carrying that message around the world.
Cause and affect strategy	(60) And now, Greta's message is being echoed every Friday, when thousands of children and young people leave their classrooms to protest the world's inaction on climate change.

4.2.2. Credibility Appeal:

Table 9. Credibility Appeal in Brown's speech

Credibility Appeal Strategies and Examples	
Persuasive Strategies	Examples
First-hand experience	(61) Like you, I'm in this for the long haul. (62) In 2016, when I was 12, I took part in the UNICEF 70th anniversary celebrations here at the UN.
Shared Experience	(63) Like millions of other girls around the world, I've also been bullied and harassed online.
Shared interest	(64) About how we can shape positive environments in schools. (65) How we can support each other online. (66) you are not alone. There are people who care about you. There are people who will listen if you reach out for help. (67) To stand with us (68) Listen to us.
Showing the persuader's good character	(69) In my role as Goodwill Ambassador, I will continue talking about this issue wherever I go. (70) And I will take every opportunity to spread the word about how we can end bullying, online and off.

4.2.3. Affective Appeal:

Table 10. Affective Appeal in Brown’s speech

Affective Appeal Strategies and Examples	
Persuasive Strategies	Examples
Vivid picture	(71) It’s great to be back with David to mark another milestone. (72) Like all bullies, they gain their power by taking power away from others. By making them feel as scared and helpless as I did.
Charged language	(73) In the words of one young person: “Be an active voice. Don’t let things go unnoticed.” (74) Something that so often goes unnoticed — but causes real suffering. (75) I remember feeling helpless. (76) Now I was scared to go. (77) I didn’t know who I could trust — who I could turn to. (78) It’s a terrifying feeling to look at your phone and see that the messages that people are sending you are filled with anger, hate and even threats. (79) They’re still struggling in the darkness. Wrestling with fear. With insecurity. (80) It causes stress. (81) It can lead to self-harm. Sickness. And even suicide. (82) I’m joined by tens of thousands of other young people. (83) Every one of you here today can be the loudspeaker that turns our voices into real change.

4.2.4. Results:

Table 11. Frequency of the Three Appeals in Brown’s speech

Appeal Type	Rational Appeal	Credibility Appeal	Affective Appeal	Total
Frequency	19	10	13	42
Percentage	45.239%	23. 809%	30.952%	100%

The overall number of appeals in Millie Brown’s speech is 42. The analysis has shown that rational appeal has the highest frequency (45.239 %) and it is followed by affective appeal (30.952 %). In her speech, Millie wants to tell her audience that all of us must preserve children’s rights. In order to reinforce and assert this idea, she uses informative strategy (6 times). She tries to tell her audience how painful bullying is. She depicts a picture in which the bullied lives as “scared” and “helpless”. To clarify and strengthen her claim, she uses model strategy

(4times). Manipulating and employing famous names like “David Beckham and “Audrey Hepburn” give a sense of authority to what is mentioned and strengthen the believability of the speaker. Differences and similarities between Millie and David, on one hand, and Millie and other bullied girls on the other hand emphasize the importance of Brown’s speech.

Millie feels that reason is not enough to change the receivers’ minds, so she begins to give affective messages which enable the audience to accept her words. She uses emotional language to make the audience feel pity with her and with other girls. She skillfully describes the feelings of being “scared”, “insecure”, “unnoticed”, “helpless”, “terrifying” and “filled with anger, hate and threats”. She also depicts the effects of bullying when she says we “are struggling in darkness, wrestling with fear and with insecurity”. Millie also believes that bullying “can lead to self-harm, sickness and suicide”. By using such emotional expressions, Millie succeeds in grabbing the audience’s attention. Credibility appeal strategies prove that Millie is sincere, honest and considerable. They also show that Millie and her audience share the same interests and they have the same responsibilities.

4.3. Linguistic realization of David Beckham’s persuasive appeals:

4.3.1. Textual metadiscourse markers:

Table 12. Textual Metadiscourse Markers in Beckham’s Speech

Type of category	Examples	
Logical markers	Additive relation	(84) Good morning everyone and thank you for being here today. (85) My name is David Beckham, and this is not my usual day at the office so please bear with me. (86) Our duty to protect them, their hopes, their aspirations... and of course, their dreams. (87) And unlike many children around the world, I was incredibly lucky. (88) I had a home, an education and a family to help me achieve my dreams. (89) first by my amazing family, then by my teachers and then by my coaches. (90) who wanted me to succeed, and who helped me to reach my goals (91) Since 2001, I’ve worked with UNICEF, meeting girls and boys. (92) Children hungry and sick (93) Children who lost their parents in earthquakes and floods. (94) Girls and boys with different stories and backgrounds. (95) They have ambitions, and they have dreams. (96) I have travelled to many places around the world with UNICEF and heard first hand from children who

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		<p>are calling out for change. (97) who are fleeing violence and war (98) I met boys and girls in Nepal who just wanted to go back to school, and back to normality. (99) I heard from young people in South Africa and Swaziland. (100) And I thought of my own kids, and watching them play. (101) Just want to feel safe and protected (102) Water and sanitation (103) Healthy and happy (104) As parents and, as human beings (105) passion and purpose (106) What is right and what is wrong (107) To achieve her goals and to have just as many choices in life (108) A plate of food and clean water (109) To learn and develop (110) Where our resources are sustainable and our environment is protected. (111) Tear families apart, and endanger children's lives (112) Lending my voice to this conversation and supporting brilliant young activists</p>
	Adversative relation	<p>(113) I worked hard, but I was supported every step of the way. (114) But like all children, they have one thing in common. (115) But I also know that (116) But around the world, the voices of children are getting louder. (117) But we know that much</p>
	Conclusive relation	<p>(118) So please bear with me. (119) So please join me in this mission for children. (120) So today, on World Children's Day, let's make new promises to the children of the world.</p>
Sequencers	(121) I worked hard, but I was supported every step of the way, first by my amazing family, then by my teachers and then by my coaches.	
Reminders	Not found	
Tropicalisers	Not found	
Code-glosses	Not found	
Illocutionary marks	Not found	
Announcements	(122) As we mark the 30 th anniversary	

Table 13. Frequency of Textual Metadiscourse Markers in Beckham's Speech

Type of category	Frequency	Percentage
Logical markers	37	94.88%
Sequencers	1	2.56%
Reminders	0	0%

Type of category	Frequency	Percentage
Topicalisers	0	0%
Code glosses	0	0%
Illocutionary markers	0	0%
Announcements	1	2.56%
Total	39	100%

Table 13 shows that logical markers are the most recurrently used category (n= 94.88 %), followed by sequencers (n= 2.56 %) and announcements (n= 2.56 %). Beckham uses additive marker (and) 29 times. It seems that (and) plays a crucial role in framing internal relationships between different segments of the speaker’s speech. Thus, he can achieve cohesion between his supporting and informative ideas. The conjunction (but) is used (5 times) to build contrastive relationships between different states. Beckham wants his audience to feel the differences and similarities between what happens to him and what happens to needy and poor children around the world. Beckham uses the conjunction (so) (3 times) to grab his audience’s attention.

The use of sequencers enables Beckham to clarify an important part of his life and to show his audience that without the help of many people, he cannot be the famous footballer David Beckham. Beckham also uses announcements to direct the audience to an important piece of information that today is the 30th anniversary, so all of us must help children around the world. Beckham’s speech is thematically unified and he is sure that his audience moves smoothly from one idea to another and that his ideas are connected together in a cohesive structure, so he does not use illocutionary markers, code glosses, topicalisers or reminders.

4.3.2. Interpersonal metadiscourse markers:

Table 14. Interpersonal Metadiscourse Markers in Beckham’s Speech

Type of category	Examples	
Hedges	Epistemic modality	(123) One day they will be able to return home.
	Probability adverbs	Not found
Certainly markers	(124) And of course , their dreams	
Attributors	(125) I know from my work	
	(126) We know that	
	(127) I also know that	
Attitude markers	Deontic verbs	(128) We should all remind

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		(129) Neither should we. (130) We must all do more
	Attitudinal adverbs	(131) I was incredibly lucky
	Attitudinal adjectives	(1321) A brave programme (133) After the devastating earthquake
	Adjectival constructions	Not found
	Cognitive verbs	(134) I had people in my corner who believed in me. (135) I thought of my own kids.
Commentaries	Rhetorical question	(136) Are we listening? (137) As adults, are we humble enough? (138) Are we smart enough to realize that in the face of every single child, we can see the future of the world?
	Direct appeals	Not found
	Inclusive expressions	(139) A day when we should all remind ourselves of our duty to children everywhere. (140) Our duty to protect them (141) But like all children (142) They, like all children (143) We must all do more (144) The future doesn't belong to us. (145) Our children are teaching us (146) To protect our planet (147) Where our resources are sustainable and our environment is protected. (148) As we mark the 30th anniversary of the Convention on the Rights of the Child, we must ask ourselves: Are we listening? As adults, are we humble enough? Are we smart enough to realize that in the face of every single child (149) We can see the future of the world? (150) Neither should we. (151) Let's listen to our young people, because they will show us the way. (152) let's make new promises (153) We promise to listen to you. (154) We promise to learn from you. (155) We promise to act for you. (156) Together, we promise to work harder to protect your dreams.
	Personalization	(157) My name is (158) I know from my work (159) So please bear with me.

		<p>(160) For almost fifteen years I have worked with UNICEF.</p> <p>(161) How lucky I was as a child</p> <p>(162) I grew up in the East End of London.</p> <p>(163) I always dreamed of being a professional footballer.</p> <p>(164) It was all I ever wanted.</p> <p>(165) I was incredibly lucky.</p> <p>(166) I had a home, a family to help me achieve my dreams.</p> <p>(167) I worked hard, but I was supported every step of the way, first by my amazing family, then by my teachers and then by my coaches.</p> <p>(168) I had people in my corner who believed in me, who wanted me to succeed, and who helped me to reach my goals.</p> <p>(169) Different stories and backgrounds from my own</p> <p>(170) I have travelled</p> <p>(171) I met in Indonesia</p> <p>(172) I spent time with</p> <p>(173) I met boys and girls in Nepal.</p> <p>(174) I thought of my own kids.</p> <p>(175) I met children in Cambodia.</p> <p>(176) I've seen for myself.</p> <p>(177) I've tried to teach my children that I was taught as a child.</p> <p>(178) To help my kids find their own passion.</p> <p>(179) I also know that</p> <p>(180) I see her determination.</p> <p>(181) I see her being inspired.</p> <p>(182) I hear her passion.</p> <p>(183) So please join me.</p> <p>(184) I am proud to be here lending my voice to this conversation.</p>
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Table 15. Frequency of Interpersonal Metadiscourse Markers in Beckham's Speech

Type of category		Frequency	Percentage	
Hedges	Epistemic modality	1	1.61%	1.61%
	Probability adverbs	0	0%	
Certainly markers		1	1.61%	
Attributors		3	4.848%	
Attitude markers	Deontic verbs	3	4.848%	
	Attitudinal	1	1.61%	

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	adverbs			12.908%
	Attitudinal adjectives	2	3.225%	
	Adjectival constructions	0	0%	
	Cognitive verbs	2	3.225%	
Commentaries	Rhetorical questions	3	4.848%	79.024%
	Direct appeals	0	0%	
	Inclusive expressions	18	29.023%	
	Personalization	28	45.153%	
Total		62	100%	

Table 15 shows that Beckham establishes an interpersonal relation with his audience through using commentaries (n=49 times), attitude markers (n=8 times), attributers (n=3 times) and hedges and certainty markers (n=1 time). The high frequency of commentaries reflects Beckham's care to present new information in his talk through using the pronoun (I) (n=28 times). Using inclusive expressions affirms and clarifies Beckham's trails to make the audience indulge in his speech. He wants them to feel the responsibility of helping children and to share him this burden. He wants to tell them that it is "our" responsibility. Using rhetorical questions adds power to the persuader's speech. Here, questions do not seek answers, but they aim to put the audience in a state of astonishment. He tries to force his audience to think and to share him the same feelings and responsibilities. Attitude markers are used (8 times) in order to convey Beckham's attitudes. He wants to affirm that his major goal is to help children. Attributers enable Beckham to show and clarify his attitudes, opinions and experience. This helps him to reinforce the process of reasoning and thinking.

4.4. Linguistic realization of Millie Bobby Brown's persuasive appeals:

4.4.1. Textual metadiscourse markers:

Table 16. Textual Metadiscourse Markers in Brown's Speech

Type of category	Examples	
Logical markers	Additive relation	(185) It's a terrifying feeling to look at your phone and see that the messages that people are sending you are filled with anger. (186) I was able to overcome these negative feelings and take my power back. (187) Young people like her are shouting for world

		leaders to hear, to listen and to act. (188) And in the most extreme cases — and in areas around the world where conflict and violence are daily threats — it can lead to self-harm. Sickness. And even suicide.
	Adversative relation	(189) Something that so often goes unnoticed — but causes real suffering.
	Conclusive relation	(190) So today, (191) So many of these are from strangers
Sequencers	Not found	
Reminders	Not found	
Tropicalisers	Not found	
Code-glosses	(192) “Be an active voice. Don’t let things go unnoticed.” (193) An issue that is (194) My message to her is this: you are not alone.	
Illocutionary marks	(195) I want to talk about an issue (196) I will continue talking about this issue wherever I go. (197) The children of the world are asking you to stand with us.	
Announcements	Not found	

Table 17. Frequency of Textual Metadiscourse Markers in Brown’s speech

Type of category	Frequency	Percentage
Logical marker	7	53.847%
Sequencers	0	0%
Reminders	0	0%
Topicalisers	0	0%
Code glosses	3	23.076%
Illocutionary markers	3	23.076%
Announcements	0	0%
Total	13	100

Throughout her discourse, Millie tries to be coherent. So, she uses logical markers (7 times), code glosses (3 times) and illocutionary markers (3 times). Using the additive marker (and) enables Millie to connect her ideas together. Moreover, it supports her in describing the effects of bullying all over the world. The conclusive relations marked by the conjunction (so) help in reminding the audience of what Millie wants them to remember. It also supports Millie to conclude her major aims and to stress the idea that it is the responsibility of all people who listen to her to stop bullying.

In order to make her audience pay more attention to her words, Millie uses code glosses (3 times). Code glosses enforce the audience to see her message clearly “Be an active voice”, and “Don’t let things go unnoticed”. Illocutionary markers, on the other hand, reflect Millie’s attempts to engage her audience in her discourse. Millie focuses on one main idea which is bullying. So, there is no need for her to use sequencers, reminders or topicalisers.

4.4.2. Interpersonal metadiscourse markers:

Table 18. Interpersonal Metadiscourse Markers in Brown’s Speech

Type of category	Examples	
Hedges	Epistemic modality	(198) I’ll never forget it. (199) Who I could trust — who I could turn to. (200) It can lead to self-harm. Sickness. And even suicide. (201) How we can shape positive environments in schools. (202) How we can support each other online. (203) It can bring people together. It can be a place of love and support. (204) There are people who will listen. (205) I will continue talking about this issue wherever I go. (206) I will take every opportunity. (207) How we can end bullying. (208) Every one of you here today can be the loudspeaker.
	Probability	Not found

	adverbs	
Certainly markers	Not found	
Attributors	(209) She told them that	
Attitude markers	Deontic verbs	(210) Social media doesn't have to be a place of fear.
	Attitudinal adverbs	Not found
	Attitudinal adjectives	(211) School used to be a safe place.
		(212) By making them feel as scared and helpless as I did.
		(213) I was lucky.
		(214) Bullying and online threats are never harmless.
(215) How we can shape positive environments in schools.		
(216) She's scared.		
(217) She's vulnerable.		
(218) Uncomfortable truth		
(219) let's be mindful.		
Adjectival constructions	(220) It's a terrifying feeling.	
Cognitive verbs	(221) I'll never forget it.	
	(222) I also know what it feels like to be vulnerable.	
	(223) I remember feeling helpless.	
	(224) By making them feel as scared and helpless as I did.	
	(225) She feels alone.	
Commentaries	Rhetorical question	Not found
	Direct appeals	(226) Thank you, David, for all that you do for UNICEF. (227) You've been such an inspiration.

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		<p>(228) Like you</p> <p>(229) It's a terrifying feeling to look at your phone</p> <p>(230) To see that the messages that people are sending you are filled with anger</p> <p>(231) My message to her is this: you are not alone.</p> <p>(232) There are people who care about you.</p> <p>(233) You have rights.</p> <p>(234) Every one of you here today</p>
	Inclusive expressions	<p>(235) How we can shape positive environments in schools.</p> <p>(236) How we can support each other online.</p> <p>(237) How we can end bullying.</p> <p>(238) That turns our voices into real change.</p> <p>(239) That makes our world a better, healthier, stronger place for all.</p> <p>(240) Audrey Hepburn reminded us of the power of the rights protected in the Convention.</p> <p>(241) It's up to all of us to bring these rights to life.</p> <p>(242) let's be mindful.</p> <p>(243) To stand with us.</p> <p>(244) Listen to us.</p>
	Personalization	<p>(245) You've been such an inspiration to me in my work.</p> <p>(246) I'm in this for the long haul.</p> <p>(247) When I was 12, I took part in the UNICEF 70th anniversary celebrations.</p> <p>(248) I'll never forget it.</p> <p>(249) I want to talk about an issue.</p> <p>(250) An issue that is very personal to me.</p> <p>(251) I've been very lucky in my life.</p> <p>(252) I take nothing for granted.</p> <p>(253) But I also know what it feels like to be</p>

		<p>vulnerable.</p> <p>(254) I was bullied by a group of students.</p> <p>(255) I remember feeling helpless.</p> <p>(256) I was scared to go.</p> <p>(257) I didn't know who I could trust — who I could turn to.</p> <p>(258) I've also been bullied.</p> <p>(259) By making them feel as scared and helpless as I did.</p> <p>(260) I was lucky.</p> <p>(261) I was lucky. With the help of my friends, family and people around me, I was able to overcome these negative feelings.</p> <p>(262) I talk a lot about kindness.</p> <p>(263) I'm convinced that</p> <p>(264) I will continue talking about this issue wherever I go.</p> <p>(265) I will take every opportunity.</p> <p>(266) I'm not alone in speaking about children's rights.</p> <p>(267) I'm joined by tens of thousands of other young people.</p>
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Table 19. Frequency of Interpersonal Metadiscourse Markers in Brown's Speech

Type of category		Frequency	Percentage	
Hedges	Epistemic modality	11	15.714%	15.714%
	Probability adverbs	0	0%	
Certainly markers		0	0%	
Attributors		1	1.429%	
Attitude markers	Deontic verbs	1	1.429%	22.857%
	Attitudinal adverbs	0	0%	
	Attitudinal adjectives	9	12.857%	
	Adjectival	1	1.429%	

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	constructions			
	Cognitive verbs	5	7.143%	
Commentaries	Rhetorical question	0	0%	60%
	Direct appeals	9	12.857%	
	Inclusive expressions	10	14.286%	
	Personalization	23	32.857%	
Total		70		

In order to establish an interpersonal relationship with her audience, Millie Brown uses commentaries (42 times), attitude markers (16 times), Hedges (11 times) and attributors (1 time). As indicated in table 19, Millie uses direct appeals (9 times) and these appeals are directed to those girls who have the same feelings of harm and insecurity, so they feel that they are not alone. To make the audience carry this responsibility with her, Millie uses the inclusive pronouns “we”, “our” and “us” (10 times). Using personal pronouns (I), (me) and (my) helps Millie to give new information which supports her idea.

By using attitudinal markers, Millie succeeds in conveying her personal attitudes and opinions. Adjectives such as “terrifying”, “scared”, “helpless” and “vulnerable” redirect the receivers’ attention that something terrifying is to follow. Such expressions pave the audience’s way to accept or even to think of such terrifying feelings. Epistemic modalities are used (11 times) by Millie to express the whole truth about the situation which she tries to describe. Depending on the two modals “can” and “will” expresses the possibility and ability of changing the painful reality that Millie tries to explain in her speech.

5. Data discussion:

The study has explored the structure of the persuasive messages of two goodwill ambassadors: David Beckham and Millie Bobby Brown at two levels: textual and interpersonal levels. Moreover, it also has examined the different persuasive appeals employed by the speakers. The analysis has shown that all three Aristotelian appeals are used in forming the speakers’ persuasive messages. However, the frequency of each appeal differs. Table 20 shows these differences.

Table 20. Types of Persuasive Appeals in the Speeches of the Two Goodwill Ambassadors

Appeal Type	Rational Appeal	Credibility Appeal	Affective Appeal	Total
Millie's speech	19	10	13	42
Beckham's speech	19	19	3	41

According to table 20, both Beckham and Brown depend more on rational strategies. Both focus on one main point which is the importance of helping and supporting children around the world. Both try to be clear and logical. Although they have the same objectives, they are different in handling their propositions. Beckham's suggestion is a general one as he speaks about all children around the world. Brown, on the other hand, focuses on the bullied and the harassed girls who feel scared and stressed. Both use different rational strategies in order to support their propositions. Comparison strategies help clarifying the similarities between the two celebrities and children all over the globe. To strengthen these similarities, they begin to give more information to display personal stories which help in establishing and showing the speakers' knowledge and trustfulness in charity work. By using more rational strategies, they try to make their audience believe in their common message.

On the other hand, Beckham and Brown are different in using credibility and affective appeals. Beckham uses more credibility appeals than Brown (Beckham, n=19 and Millie n=10) and Brown employs more affective appeals than Beckham (n=13, n=3). The main reason for this difference is being a male and a female. Beckham tries to show himself as a humane, considerable and honest character. He tries to connect feelings and opinions as well as facts and evidences, so he uses more credibility strategies. It becomes clear that Beckham wants to establish an ideal image of the persuader in the eyes of his audience through different credibility strategies. On the other hand, Millie feels that she lacks some confidence; she tries hard to gain power and confidence through affecting her audience emotionally. It is obvious that she has the same feeling of those girls whom she describes in her speech. It is Millie who feels "unnoticed", "terrified" and "helpless". She needs power so she approaches her audience affectively.

The persuasive messages of the goodwill ambassadors are structured textually and interpersonally as follows:

Table 21. Frequency of Textual Matadiscourse Markers in the Speeches of the Two Goodwill Ambassadors

Type of category	Brown's speech	Beckham's speech	Total
Logical markers	7	37	44
Sequencers	0	1	1
Reminders	0	0	0
Topicalisers	0	0	0
Code glosses	3	0	3
Illocutionary markers	3	0	3
Announcements	0	1	1
Total	13	39	52

Table 21 exposes that Beckham uses more textual markers than Millie (n=39, n=13) and it shows that there are some similarities and differences in using the subcategories which form textual metadiscourse markers. A detailed look reveals that Millie and Beckham use logical markers more than any textual devices (n=44). Using logical markers is natural in any persuasive discourse as they function as connectors which add cohesion and coherence to the speech. However, Males and females are different in using logical markers. Beckham uses more logical markers than Millie (n=37, n=7). From the very beginning, Beckham speaks about children from different parts around the world and it seems that he uses more additive relations to link those children together. It is clear that Beckham explains his major idea at the beginning of his discourse, and then he proceeds to add new related ideas to explain that major thought. On the other hand, Millie focuses on one simple idea. Those girls who are bullied, those who need support and help, so she uses code glosses and illocutionary markers more than Beckham does (n=3, n=0). The two devices are used by Millie to force the audience to engage in her speech. She wants them to pay more attention to her words, so she can persuade them. Using these devices gives the audience a feeling that Millie is scared, helpless and unnoticed like the bullied girls described in her speech. She tries to search for special textual devices to connect her ideas to be more powerful and more persuasive, so she uses code glosses and illocutionary markers.

On the other side, Beckham is more confident and more powerful and in order to express this power, he uses sequencers and announcements. By using sequencers, he shows how the audience's process of reasoning is structured. Thus, it can be said that sequencers form internal relations which do not only join the text segments but also David's ideas. Announcements also have a similar function as they direct the audience where to find the important information. So, the audience can follow David's ideas easily. Both speeches are thematically connected and ideas are unified, so the two speakers do not use reminders and topicalisers.

Table 22. Frequency of Interpersonal Matadiscourse Markers in the Speeches of the Two Goodwill Ambassadors

Type of category		Brown's speech	Beckham's speech	Total
Hedges	Epistemic modality	11	1	12
	Probability adverbs	0	0	0
<i>Total</i>		<i>11</i>	<i>1</i>	<i>12</i>
Certainly markers		0	1	1
Attributors		1	3	4
Attitude markers	Deontic verbs	1	3	4
	Attitudinal adverbs	0	1	1
	Attitudinal adjectives	9	2	11
	Adjectival constructions	1	0	1
	Cognitive verbs	5	2	7
<i>Total</i>		<i>16</i>	<i>8</i>	<i>24</i>
Commentaries	Rhetorical questions	0	3	3
	Direct appeals	9	0	9
	Inclusive expressions	10	18	28
	Personalization	23	28	51
<i>Total</i>		<i>42</i>	<i>49</i>	<i>91</i>
Total		70	62	132

Regarding the interpersonal metadiscourse markers, the dominant linguistic features in both speeches are those which belong to the category of commentaries (n=91). Personalization is the most frequent subcategory (n=51). Commentaries succeed in addressing the audience in a direct and explicit way and help to construct solidarity between the persuader and his audience and this is the main goal of both speeches. Beckham and Brown's main goal, as goodwill ambassadors, is to persuade the audience to help children around the world. They want them to carry this responsibility with UNICEF's other goodwill ambassadors, so they employ expressions like "let's", "all" and "together" to achieve this goal.

Beckham, on one hand, uses more inclusive expressions (n=18, n=10), more personalization markers (n=28, n=23) and more rhetorical questions (n=3, n=0) than Millie does. On the other hand, Millie uses more direct appeals (n=9) that are directed to her actual audience: the girls who are bullied around the world. She wants to establish a strong bond with them, she aims to gain power from addressing them, and so she approaches them explicitly and directly. Beckham feels solidarity with his audience, but he wants to keep going through his speech, so he uses rhetorical questions to elicit his audience's responses and to grab them into the heart of his discourse.

The second frequently used strategy is attitude markers (n=24) which play a pivotal role in constructing ethos because they express the speakers' attitudes, strengthen their proposition and form a strong relation between the speaker and the audience. Attitudinal adjectives are the most frequently used subcategory (n=11). It is Millie who uses them more (n=9, n=2). Attitudinal adjectives are followed by cognitive verbs (n=7). Using attitudinal adjectives succeeds in drawing a complete picture of those who need help especially those girls in Millie's speech, and cognitive verbs enable the audience to think like the speakers.

Hedges follow attitude markers (n=12). They are used to express the speakers' feelings towards the propositions of their discourse. Brown uses more epistemic verbs than Beckham (n=11, n=1). By using epistemic modality, Millie succeeds in softening her statements, expressing the ability and possibility of achieving what she proposes in her speech, creating solidarity with her audience and feeling more powerful.

Conclusion:

The major goal of this paper has been to investigate the linguistic devices used to carry out the persuasive functions of metadiscourse markers employed in David Beckham's and Millie Bobby Brown's speeches at UNICEF, New York, November 20, 2019. It also has aimed to explore the role of gender in constructing persuasion.

The study has presented a qualitative and quantitative analysis in order to explore the structure of the speakers' persuasive messages at two interrelated levels: macro and micro levels. Macro level is presented in analyzing the different rhetorical appeals and micro level is explained through investigating the linguistic devices employed in the persuasive messages at the interpersonal and textual levels. In order to carry out these goals, the research follows Conner and Lauer's (1985) model of persuasion and Dafouz-Milne's (2008) theory of metadiscourse markers.

Findings have disclosed that the persuasive messages of the two goodwill ambassadors are structured throughout the interaction of the three rhetorical appeals: logos (rational appeal), ethos (credibility appeal) and pathos (emotional appeal). However, the frequency of each appeal differs.

Regarding similarities, the study reveals that textual and interpersonal metadiscourse markers are present in the two discourses, although there are some variations in the use of such markers. The presence of metadiscourse markers in their speeches confirms the importance of these resources to achieve persuasion. Concerning differences, the study reveals that there is an internal variation in the use of metadiscourse markers. The reason for this variation is the difference between the genders of the two speakers. Being a male or a female affects the speakers' usage of persuasive appeals and it also affects the use of the different subcategories of textual and interpersonal markers.

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