A Discourse Analysis of His Royal Highness Crown Prince Al-Hussein's Speeches on Youth Empowerment

Nisreen Al-Khawaldeh[1*], Othman Al-Shboul[2], Abdel Rahman Altakhaineh[3], Roa'a Al-Nusairat[1]

[1]*Department of English Language and Literature, Faculty of Arts, The Hashemite University, Zarqa, Jordan, [2]Al-Balqa Applied University, Jordan, [3]The University of Jordan, Jordan*

Abstract The study elucidates His Royal Highness (HRH) Crown Prince Al-Hussein's insightful vision to empower youth through a critical analysis of the rhetoric and persuasive patterns used in his speeches. The thematic analysis reveals his adept use of distinctive grammatical, lexical, and rhetorical features in his speeches, highlighting the significance of crucial issues concerning youth, such as peace and security. He employs a stylistic strategy that includes the perfect use of endearing, supportive, and persuasive lexicon, pronouns, repetition, rhetorical questions, comparative and superlative structures, intertextuality, metaphor, and presuppositions. He has presented youth as an ideology, perceiving them as peacemakers and powerful forces that society should harness for a prosperous country. He has portrayed a youth generation that is conscious, active, optimistic, patriotic, ambitious, and open-minded. They invest their time, innovative thoughts, energy, and technological skills to build their capacity and turn obstacles into opportunities for a prosperous future.

Keywords: Critical discourse analysis (CDA), Youth as an ideology, Youth empowerment, Power, Leadership

[*]**Corresponding Author:**
Nisreen Al-Khawaldeh
nal-khawaldeh@hu.edu.jo

1. Introduction

Jordan has witnessed significant transformations that have affected the political, economic, and social sectors. Due to these changes, new social practices related to young people have emerged. The concept of youth empowerment has gained increasing attention from the royal family because they believe in the youth's ability to bring about positive change and make Jordan capable of facing challenges. Over the years, the Hashemite regime in Jordan, under the leadership of His Majesty King Abdullah II bin Al Hussein, has consistently championed the creative potential and capabilities of the youth (Alrbehat, 2022). This unwavering support recognizes the pivotal role of the younger generation as the primary contributors and integral drivers of progress across various domains, including politics, economics, society, culture, technology, and the fields of security and stability (Alrbehat, 2022).

Following his father's footsteps, with his intelligence, humanity, high culture, and strong leadership personality, His Royal Highness Al Hussein Bin Abdullah II represents a perfect model for the Crown Prince who is confident in his abilities and decisions as well as acquainted with his country's social, economic and political development. He is constantly in contact with the various intellectual, social, political, and economic forces. He is the primary supporter of youth as he accentuates the need to activate their role and empower them in society politically and economically so that they can be true partners in building their future and that of their country. This has led to an increase in young people's involvement in various important fields of development. The Crown Prince Foundation is a good representation of his vision of a "Capable Youth for an Aspiring Jordan" (Al-Hashemi, 2015). To implement his vision, he has launched multiple initiatives, focusing on supporting youth and adopting their creativity and innovations, addressing their concerns and challenges, and developing the information technology sector to touch on the citizens' needs and identify their aspirations. His Royal Highness's speeches attract people's attention, as they are motivational and contribute to the prosperity of countries.

This study aims to identify some essential linguistic (rhetorical, lexical, grammatical, and textual) strategies conducted skillfully by HRH Prince Hussein with a focus on the concept of Jordanian youth empowerment. It endeavors to find out how a youth empowerment model is constructed in speeches delivered by HRH the Prince. The significance of the present study stems from its focus on a critical element within a society whose active engagement holds the potential for highly productive outcomes. The youth within communities serve as the driving forces behind resolving the country's overarching problems. This study demonstrates that a linguistic analysis of such discourses has the capacity to unveil underlying viewpoints and ideas that can influence how people respond to real-world events.

2. Theoretical Framework

The study adopted the linguistic structure proposed by Van Dijk's (2001) theory and Fairclough's (1995) notion of ideology in the analysis. Speeches are a form of language usage that serves functional roles, including conveying beliefs, ideas, or emotions in various contexts (Van Dijk, 1997). According to Van Dijk (2001, p. 355), "action is controlled by our minds". Consequently, the ability to influence people's thoughts, worldviews, and beliefs through effective persuasion can readily influence their actions. Public speeches aimed at defending specific values are among the most vital tools that shape public opinion due to their influential persuasive capacity. Language becomes a potent force when combined with effective techniques to persuade the audience of the intended objectives. Public discourses are characterized by their use of the mechanisms of persuasion, including words, structures, metaphors, and methods, which shape people's emotions, thoughts, and behaviors in relation to particular ideas and values (Sharif & Abdullah, 2014).

Discourse has a significant role to play as the preferred setting for the verbal elaboration and persuasion of ideological claims to empower people by raising their awareness about underlying socio-political issues (Alyahya, 2023; Anitasari, 2018). Ideologies function as the primal structuring principles for social structures and are, hence, cognitive and social. They bridge societal status, people's interests, and the cognitive representations that underpin discourse and behavior. Language is seen as an interconnected and inseparable social practice in life. This is the assumption upon which Fairclough (2003) has built his approach to Critical Discourse Analysis (henceforth CDA). The goal of CDA is to examine the practical social and cultural ideas that are ingrained in "all forms of language" that we use (Kazemian et al., 2021). Fairclough (1989) asserts that society and discourse are closely related and function well together. Speeches influence how people think, and linguistic elements act as messengers of social assumptions and worldviews. Van Dijk (1993, p. 131) views CDA as "not a homogenous model, nor a school or a paradigm, but at most a shared perspective on doing linguistic, semiotic, or discourse analysis". CDA places a greater emphasis on the socio-cultural context by analyzing not only the form but also the ideological presumptions formed and the function of language achieved through communication (Jorgensen & Phillips, 2002).

Each discourse is endowed with certain lexico-grammatical and rhetorical features and implicit connotations and presumptions that contribute to highlighting the context's importance. Discourses are

depicted by Van Dijk (2001) as "icebergs" where only a small part of their meaning is 'visible'. The conveyed meanings are presented as implied propositions. Thus, a thorough reading of what we read is required to explore the purposeful and eclectic usage of contextual, lexico-grammatical, and rhetorical features (Kazemian et al., 2021). Rhetoric is defined by Corbett (1990, p. 1) as "an art that aims to improve the capability of speakers that attempt to inform, persuade or motivate audiences in specific situations". The rhetoric analysis is conducted considering both the purpose of the discourse and the linguistic means used for attaining that aim. Rhetorical devices are used widely as analytical tools for numerous sorts of discourses (Kazemian, 2021; Manrique-Losada et al., 2019). They evaluate how well-spoken or written discourses fulfill their goals by probing into the techniques used in them to persuade people.

Several studies have been conducted to critically analyze discourses aimed at building empowerment models. These studies emphasize the importance and applicability of CDA in the examination of political speeches intended to empower citizens. For instance, Orungbeja and Ajilore (2022) explored the relationship between language, ideology, and power, as well as the strategies employed by prominent political figures in their national discourses to capture the audience's attention, influence them, and prompt specific actions. This research showcased the potential of CDA in examining how social power abuse, dominance, and inequality are expressed, perpetuated, and resisted through text and speech in social and political contexts. The investigation underscores the capacity of discourses to empower political figures in various socio-political scenarios, as well as their ability to persuade the public to recognize, support, and advocate for their ideologies.

Alsoraihi (2022) presents a thorough linguistic study of some speeches delivered by HRH Princess Reema. Her research has been effective in identifying certain crucial language tactics that HRH Princess Reema Bint Bander employs deftly. The qualitative analysis of her speeches highlights certain linguistic features that give her speech a compelling and persuasive sound. It also reveals feminist ideologies of conservatism, socialism, and liberalism, which together make up the ideal Saudi woman empowerment model in line with the vision of 2030.

Metaphors in political discourse serve not only as tools for persuasion and legitimizing political actions but also exhibit dialogic potential (Kolumban, 2023). They can take the form of creative adaptations of universally recognized metaphorical frames, uniquely crafted to align with the ideologies, attitudes, and values of the targeted discourse community (Al-Khawaldeh & Al-Rabadi, 2023; Kolumban, 2023). Al-Shboul (2023) investigated how metaphors used by politicians (senators and governors) in the U.S. constructed rhetoric of resistance against the President's (Donald Trump) policies with climate change from a CDA and Eco-linguistic perspective. He found that both sides employed metaphor as a primary tool in an appealing and effective manner in this social argumentation, where each side attempted to influence the recipients' beliefs about this environmental issue.

The previous literature has revealed the significance of conducting CDA research on discourses oriented toward building influential empowerment models. Existing research on empowerment models often concentrates on the content and rhetoric of political speeches with a focus on women empowerment models, yet no studies were done on discourses aimed at constructing youth empowerment models. There is a noticeable scarcity of studies that specifically investigate the critical discourse markers used by HRH The Crown Prince Al Hussein Bin Abdullah II in articulating his youth empowerment model. These discourse markers have a pivotal role in shaping the discourse's persuasiveness to influence the audience. Analyzing the critical discourse markers in his speeches is crucial for a comprehensive understanding of how his youth empowerment model is framed and communicated. This research gap highlights the need for an in-depth investigation to uncover the nuanced linguistic and rhetorical strategies employed in this context.

3. Methodology

3.1. Materials

The research critically analyses the persuasive techniques used in selected speeches addressed by HRH Prince Al-Hussein bin Abdullah II Al-Hashemi. Speech 1 was delivered at the Global Forum on Youth,

Peace, and Security on August 21, 2015. Speech 2 was delivered at the graduation ceremony of post-graduate students at Yarmouk University on June 18, 2019. Speech 3 was delivered at Al Hussein bin Talal University on July 2, 2018, and Speech 4 was delivered at the TechWadi Annual Forum on February 7, 2020.

3.2. Procedure

The selected speeches were critically analyzed according to Van Dijk's theory and Norman Fairclough's outlook on ideology. These theories are based on a conceptual triangle that links society, discourse, and social cognition (Van Dijk, 1993). This helps create a vital connectedness between macro-level studies of social formations and structure and the micro-level investigations of situational and individual discourse. Fairclough's framework for analyzing texts is done through transitivity and proposition analysis. Where the former is employed for expressing relationships, social identity, and representation, the latter is utilized for revealing fundamental ideas of speech. Fairclough's (1995) model enables researchers to focus on certain signifiers that constitute the text, such as modality, mood and lexical choice, patterns of transitivity, active and passive voice, the use of nominalization, polarity, the thematic structure of the text, the information focus and cohesion devices (Fairclough, 1995). Both models are used to analyze the speech, taking into account the linguistic resources, the rhetorical techniques, and the social ideologies and practices.

4. Results

The analysis reveals that HRH The Crown Prince Al-Hussein delivers powerfully persuasive speeches using various rhetorical, lexical, grammatical, and textual strategies and focusing on different ideological themes that could contribute to the overall goal: youth empowerment.

4.1. The Semantic Level

Since the main ideology enhanced in the prince's speeches is youth, security, and peace, it is logical for the text to be adorned with kind, endearing, supportive words and clauses (e.g., hope, opportunities, dream, progress, ambitious, enthusiasm, brave, strong, precious, knowledgeable, aware, etc.). The prince uses kind and friendly words to highlight that youth possess a significant potential that society should tap into for a prosperous nation. He accentuates their importance for being the strategic asset and the powerful keys playing vital roles everywhere for a flourishing future as he says, "*Youths are the strategic asset … the real wealth… the ones most ready to dedicate their lives for the future of their country… the peace builders who go to serve their brothers and sisters in disaster areas… the doctors who volunteered to aid their Arab brethren in times of catastrophes… the teachers helping in refugee camps … who create networks that give unconditionally, not expecting anything in return*".

HRH the Prince emphasizes the significant role that young people play in society. To convince the audience of the importance of youth, he provides some examples that are illustrative but not exhaustive, particularly using *"but"*. So, the phrase *"These are but examples of what I have seen and experienced"* means that the examples provided are only a small representation of the broader range of experiences and observations the speaker has encountered. It implies that there are more instances beyond the ones mentioned, which refers to the great responsibility youth have.

Certainly, the Prince's speech illustrates his shift from general to specific topics. He initially emphasizes that youth are a valuable asset. While he emphasizes this globally, he also wishes to highlight the effectiveness of Jordanian youth without undermining their counterparts in other nations as he says, *"This is what I see every day in the youth of my country, Jordan, and in my peers around the world"*. He acts as a mentor and a friend to his peers while proudly embracing his Jordanian citizenship and expressing his desire to consider the public as friends or even closer, treating them as his "*brothers and sisters*". Despite the dominance of formal language in discourse, the Prince expresses his goodwill towards the public by using friendly words. Moreover, commencing a speech with the expression *"Ladies and gentlemen"* is a widely accepted and courteous method of addressing an audience in a formal or public context. The Prince employs a balanced approach in his speech; he alternates between formal and informal language, using formality to show respect and etiquette while embracing informality to create a more comfortable atmosphere.

He has delivered inspirational speeches to empower young individuals, encouraging them to voice their aspirations for Jordan's development, *"build strong generations", "make peace", "shape generations"*, and *"influence the future".* They are depicted as protectors of their homeland, providers for their families, and responsible for their homeland's prosperity as he states that *"for it is your turn, now, to build, and contribute to Jordan's prosperity and progress, but in your own way, and with the tools of your age since every generation has its own identity, opportunities, and challenges".*

As examples of the tools, HRH asserts the importance of inclusivity, intergenerational cooperation, hard work, and adopting a wise vision in shaping Jordan's growth and resilience as a nation, as he says, *"with the involvement of all—men and women. We built a resilient nation with the hard work of young people and the foresight of their fathers".* In addition, he also accentuates the significance of inculcating moral values, *"the values of change and renewal, not subordination; of openness, not closed-mindedness; of freedom of choice and creativity, not dependence"* in the youth. Moreover, he also stresses the significance of technological empowerment through partnerships with Jordan to prepare the younger generation for the tech industry and address global challenges as he says, *"You'll need the right partners. Partners like my country, Jordan".*

The Prince addresses how challenges in the economic, social, and political spheres have prepared the youth to shoulder responsibilities as he says, *"I know the great challenges that have started to weigh on your shoulders even before you graduate".* In this quote, empathy and understanding are highlighted regarding the students' hardships and substantial challenges the students encounter. Besides, such usage of motivating words boosts the importance of creating an environment that fosters ambitious and achievable dreams for the younger generation and highlights the fundamental right of young individuals to have hope so as to inspire them to dream big and work towards a more peaceful and cooperative world.

The phrase *"This is my generation; these are the peacemakers"* emphasizes that the examples cited are indicative of the qualities and actions that define their generation, particularly their commitment to promoting peace and harmony. Overall, the selected speeches convey a message of optimism, determination, and trust in the capabilities of the youth to shape the future of Jordan. It emphasizes the importance of knowledge, ambition, and responsible decision-making in overcoming challenges and ensuring progress. This supports researchers' (Baumgartner et al., 2011; Nwafor-Orizu et al., 2018) findings that the expectations of the populace could be satisfied by eliminating social problems through deliberately and purposefully planned activities by the government and people themselves. It also supports researchers' finding that young people are essential keys to attaining a peaceful society and prosperous future for Jordanians (e.g., Al-Khawaldeh et al., 2023).

4.2. Repetition

The Prince repeats certain words and connects them to youth/young (repeated 42 times) and Jordan/Jordanians (repeated 39 times) to emphasize his points and ideas. Repetition is a good rhetorical technique that serves as a versatile tool in communication, capable of improving comprehension, aiding memory retention, highlighting important points, and enhancing persuasion. When employed skillfully, it can amplify the effectiveness of a message, making it more captivating and unforgettable for the audience. Therefore, the Prince stresses the idea that youth are powerful as they are peacemakers and keys to a blooming future, so repeating them as an example of words like youth and peace makes a message more powerful and memorable for the audience.

4.3. Rhetorical Questions

HRH the Prince uses the rhetorical question, *"Has not the time come to utilize this formula to make peace? To build strong generations",* to emphasize points, engage audiences, and provoke thoughts rather than obtain answers. This question is designed not to receive immediate answers but to underscore the importance of the topics under consideration in the current situation and to highlight the importance of building a strong model for the young generation. Rhetorical questions can serve as a potent device in persuasive communication, as he also employs the earlier question to urge the audience to view the subject matter from a particular angle, usually in line with the speaker's intended message

or argument. In this instance, he encourages the audience to reflect on the necessity for action and the significance of fostering strong generations.

The rhetorical question, *"What happens if the industry that is shaping the future of the human experience doesn't put humanity first?"* prompts industry stakeholders to consider the consequences of neglecting humanity and emphasizes the urgency of prioritizing it. It serves as a persuasive tool to highlight the crucial need for putting humanity first in industry decision-making.

4.4. Intertextuality

HRH the Prince began his speech with intertextuality, using the quote, *"The ornament of a house is the friends who frequent it"*, to highlight the importance of friendship in making a house feel like a home. This quote emphasizes that they are not just physical decor that beautifies a home; rather, their presence brings warmth and a sense of belonging and comfort. By not mentioning the source, he focuses on the words' importance rather than the speaker, underlining the value of meaningful relationships in creating a welcoming living space. In the following saying, The Prince employs a well-known statement about the importance of younger generations in shaping the future to underscore that supporting and empowering youth is both a moral duty and a strategic choice for a better future. *"Youths are the future"*—this is perhaps one of the most frequently cited statements on how to affect the future through shaping its generations and part of the discourse of heads of states, politicians, and political parties".

The quotation, "*I have recently read a saying that caught my attention: A boy becomes a man the first time his dream dies"*, implies that the journey from adolescence to adulthood takes place when an individual confronts the disappointment or failure of a significant dream or goal. It indicates that maturity and personal development frequently emerge from confronting difficulties, setbacks, or the understanding that not all dreams can be fulfilled. By linking this quote to his discussion of the challenges that youth may encounter, he uses this quote as a motivator for the audience, emphasizing that challenges are a part of the transition from childhood to manhood.

The next direct quote from His Majesty's speech, *"In the future, you will be the ones who create job opportunities, not those who seek them"*, in the Prince's speech adds credibility and authority to the message, as it comes from a respected figure, thus enhancing its persuasive impact. It encourages a departure from traditional job-seeking methods, promoting proactive opportunity creation for oneself and others. This approach emphasizes personal responsibility and empowerment, highlighting individuals' potential to shape their futures and positively affect the job market. In essence, the quote serves as a motivational tool, inspiring individuals to take control of their career paths and actively engage in job creation. In the next precious instance of intertextuality, the Prince emphasizes the Islamic identity that calls for unity among women and men as he says, *"As the Holy Quran teaches us: O mankind. We have created you male and female and appointed you races and tribes, that you may know one another"*.

4.5. Metaphor

Interestingly, the Prince uses different metaphors to depict Jordan (this house, my home, a big home, a person who is optimistically looking for a bright future, and a host). Through these metaphors, the Prince desires to emphasize that Jordan is physically and emotionally his place and a welcoming country to others. He says, *"That rings true for this house, my home, Jordan."*, *"Jordan now looks to you, awaiting your positive role in its progress."*, *"Jordan awaits your bright resolve and looks to you with pride"*, and *"Jordan is one of the largest hosts of refugees in the world"*.

The Prince also uses this metaphor, *"Those who possess the key to young minds can unlock the doors of the future"*, to highlight how significant the role of educators, mentors, parents, and anyone in contact with youth is in aiding them to recognize their capabilities and attain success in the years to come. It stresses the notion that nurturing and guiding young minds has the potential to lead to positive and productive behavior and ultimately results in creating a more optimistic and promising future for both individuals and society in general. This metaphor meshes well with Van Dijk (2001, p. 355), saying that "action is controlled by our minds"; influencing people's thoughts and beliefs can easily control their behaviors.

The metaphor *"for what we need as young people is a space to work, not readymade templates that limit us"* indicates that youth need good nurturing and a flexible setting, much like fertile soil for seeds, to develop, acquire knowledge, and thrive. Conversely, enforcing strict templates can impede their potential and restrict their capacities to express themselves and offer distinctive contributions to society. In addition, the metaphor *"Youth are targeted by many, and we are in a race to win their minds"* emphasizes the competitive nature of engaging with and influencing young people. It suggests that there is a sense of urgency and competition among different parties to influence the minds of the youth effectively. The metaphor *"Their eyes are full of joy and pride"* expresses the emotional state of parents witnessing the success of their children. Therefore, this metaphor is full of heartfelt pride and grateful language. It is not physically filled with emotions, but it refers to a strong sense of happiness and pride the parents experience in their children's graduation.

He also uses the metaphor *"Do not allow suspicion and destructive views to kill your dreams. Carve out your own path to open up new horizons"* to inspire people to take the initiative, think creatively, and stay resolute in their pursuit of dreams and goals, as though they are shaping a fresh and unique direction. It suggests that achievement frequently arises from charting one's distinct course when encountering obstacles instead of adhering to traditional or commonly traveled routes.

In the following metaphor*, "Your ambition, like that of your homeland, does not take the easy way out"*, the Prince conveys a strong message that better young people's understanding of ambition as a key notion for prosperity. Emphasizing that the graduates' ambition is similar to that of their homeland implies that, like their country, they are not inclined to choose the easiest or most convenient path. Instead, they are willing to face challenges and overcome obstacles to achieve their goals.

This metaphor, *"I do not claim that we have a magic wand to resolve all these complicated challenges,"* suggests that no one has the power or ability (possess a magical tool) to make things happen effortlessly or miraculously. It helps the Prince depict reality and emphasize the vital role of unity among youth and availing the opportunities and possibilities around to resolve the challenges they encounter, such as *"a region troubled by bloody wars"*, *"economy burdened with crises"*, and *"unemployment"*.

The metaphor presented in "*The hardest obstacles are those self-imposed—ideological stereotypes, old ways, and prejudgments that clip our wings and undermine our self-confidence*" highlights the importance of being free from the old, preconceived biases and judgments that act as metaphorical scissors that prevent youth from realizing their full potential and could hinder their potential, opportunities, and abilities. Though he expresses his respect and pride for his ancestors and their history, he calls for getting away from being in a struggle with old stereotypical traditions. To clarify his point further, he uses another metaphor *"If our generation remains trapped in a struggle between the traditions and mind-set of the past ... we will never move forward",* to emphasize that forming assumptions without an open mind limits our progress.

4.6. Pronouns

Most pronouns used in his speech are personal pronouns (we, our); for example ("our youth, our duty, we built, we grew up"). Certainly, employing "we" and "our" in speeches can foster a feeling of unity, collective accountability, and a shared mission, motivate the audience, and build trust, ultimately enhancing the message's resonance and connection with the audience. It could also help him to build a strong relationship with the target audience as a way to convince them of his intended aim. In addition, the pronouns (they and them) are used to refer to the youth, some of which are *"They are the real wealth"* and *"They are the peacebuilders"*. Emphasizing that youth are a strong central unit and asset for being peacebuilders, possess a deep understanding of their homeland's challenges, have extensive knowledge of contemporary advancements, and excel in global communication.

The pronouns (I, me, and my) are used many times in all speeches. The personal pronouns help The Prince express his vision and aspiration for the future of Jordan. In the first speech, the Prince has the spirit of responsibility. For example, the pronoun (my) in *my generation* repeated several times implies that the prince intended to include himself in the youth category and the task of building peace and shaping the future falls on his shoulders as well. In his third speech, the Prince expresses his experiences

and examples of his own life; for example, *"The lessons I would learn from failure are far more valuable than success, and that choice is a responsibility".* The Prince has also emphasized the importance of unity and shared love for Jordan among its people (*My home, my beloved country Jordan. my country, Jordan*).

The Prince also uses the pronouns (*you and your)* to refer to different addressees. They are employed to refer to the audience in general, *"I am delighted to be among you today"*, the graduated students to congratulate them for their achievements; "*congratulations on your success"*, to future builders as in "*You are its fortitude and hope, no matter what the skeptics and the cynics may claim"* and to their parents to praise their efforts and their hard work and give credit to them for their children's achievements and successes as in *"Thank you, from every son and daughter. Your blessing, your pride, and your trust have always been the driving force".*

4.7. Syntactic Level

Present simple is used frequently in his speeches to achieve clarity and to convey facts and general truths. In the entirety of the prince's speech, he exhibited a profound ambition regarding the role of the youth and their capacity to assume the mantle of peacemakers. Additionally, the Prince employs the present simple tense to illustrate the importance of youth, not confined to a specific time but emphasizing their crucial role at all times. In Speech 2, the Prince uses the present perfect tense when recounting the students' experiences and their journey up to graduation, narrating the experiences and sacrifices of parents for their children's education and graduation.

Imperatives are also used as he says, *"Believe in yourselves; believe in your dreams",* and *"Remember these words: be bold; dare to try".* Such imperatives instill a sense of motivation, empowerment, and urgency. The Prince encourages them to reject limiting beliefs and overcome challenges on their journey. The direct and motivating language employed here will likely resonate with the listeners, leaving a lasting impression and inspiring them to take positive action in their lives. The Prince's imperative-laden message emphasizes self-belief, overcomes hesitation, and inspires bold action toward achieving dreams, adding a sense of urgency and empowerment for greater impact and memorability.

HRH began Speech 4 with the past tense form, like "*We developed*," "*We created*," and "*We invented"*, to emphasize past achievements, provide historical context, and establish the prince's credibility. However, there is a shift to the present tense to highlight the ongoing and current impact of technology on the world, underscoring its continued relevance and significance as he says: "*You don't need me to tell you that technology has transformed the world as we know it*". Moreover, he calls for good constructive actions in light of future orientations as he says, *"We must put people at the heart of technological progress"* and *"Let that be the next big tech trend: humanity".* To create well-structured and coherent speeches, the Prince uses different sorts of lexical connectives such as and, for, that, also, because, therefore, while, who, which, when, whose, so, not … but, neither … nor, etc., to organize his ideas, show logical relationships between the elements of the sentence and present clear and organized language.

4.8. Comparative and Superlative Structures

To persuade his audience, the Prince uses comparatives to provoke the audience's emotions. When a speaker compares two or more options or scenarios, it can influence the audience's preferences or decisions by highlighting the advantages or disadvantages of each. Accordingly, the Prince provides evidence to support his arguments and demonstrates why one option or viewpoint is more suitable than other arguments. In Speech 1, comparatives are used 5 times, whereas superlatives are used 10 times. However, in Speech 2, there is an absence of comparisons, and instead, the speaker relies on superlatives by using the word "Most" six times. This is done, for instance, to emphasize the paramount importance of youth in the speech, so the Prince says, *"And you, the youth of this nation, are its most precious assets".* Similarly, the Prince relies more on superlatives in Speech 3: "*The hardest obstacles are those self-imposed"* and *"our most precious asset".* However, comparatives are used twice; *"the lessons I would learn from failure are far more valuable than success",* and *"even more advanced".* In Speech

4, comparatives are used 10 times, while superlatives are used 7 times; as an example, *"Arabic is the fifth most spoken language in the world, and the fourth most used language online".*

Overall, superlatives play a crucial role in effective expression and persuasion as they represent something of the highest quality of its kind, stand out in communication, and guide the audience's attention toward the most crucial or exceptional aspects of the topic at hand. Such examples draw attention to the significance of youth in their homeland's prosperity and leave a stronger impression on the audience for its importance. Moreover, comparative simplifies complex ideas and makes them more understandable, relatable, and easier for the audience by highlighting the differences and similarities to persuade the audience. Moreover, creating a vivid image to visualize the ideas and making the content more interesting and memorable encourages the youth to participate in developing Jordan.

4.9. Presuppositions

HRH The Crown Prince has emphasized various assumptions to construct his youth empowerment model. He also has a presupposition regarding the youth and their significance in shaping a peaceful and prosperous future for their beloved country, Jordan. Through both his distinctive linguistic style and persuasive appeals, he makes a convincing argument to young people in his selected speeches as he states, *"Has not the time come to utilize this formula to make peace? To build strong generations that won't be swayed by the slogans of those who seek to advance their own agendas, whatever they may be! This formula has never been more appropriate, for the world has never been as young as it is today".*

The prince balances pathos, ethos, and logos to make effective persuasive communication. He appeals to his audience's emotions to emphasize a sense of unity and responsibility in an attempt to empower them to significantly contribute to the peace-building process. He builds a strong relationship by asserting a sense of togetherness and the love of Jordan as a shared world among Jordanians to convince them of his intended message. The Prince begins with a gracious welcome and a recognition of friendships and mutual respect. He creates the identity of being their big brother, close friend, and a citizen of Jordan, which he is proud of. He also motivates them by giving them the identity of being soldiers protecting their country and breadwinners helping their families. He also emphasizes a presupposition that highlights the significance of working together by creating new avenues for the youth to have real participation in the political, social, and economic growth of Jordan. Similarly, the second speech is full of motivation, inspiration, pride, hope, and enthusiasm for celebrating the students, thanking their families for their sacrifices, and praising the role of youth.

He provides strong logical support and establishes trust and credibility to emphasize a sense of unity and responsibility to preserve peace in Jordan. The discussion shifts to the pivotal role of youth in shaping the future, stressing that they hold the key to progress and peace, acknowledging that young minds have been exploited by negative forces in the past but calling for harnessing their potential for peace building. Logos and ethos are highlighted at the same time by using facts, intertextuality, sources, and statistics, as in the Prince's sayings, *"where youth under 25 years old make up around 70 percent of the population".*

It appears that by using the phrase (*this is why),* the Prince gives reasons for the significance of Jordan's values and its commitment to certain principles and actions that define its character on both domestic and international fronts. Therefore, the level of reasoning, credibility, transparency, persuasion, and culture has increased, leading to a willingness to listen to the speaker and take their words seriously. Intertextuality enhances the Prince's authenticity and reliability in emphasizing the power of youth as peacebuilders and the key to a promising future. He motivates his audience to voice ambitions, address challenges, and build partnerships, seeing youth as both protectors of their nation and providers for their families, making them a potent force for societal prosperity.

The Prince uses pathos as a way to persuade his audience by using emotive language. In Speech 2, the atmosphere is one of celebration, gratitude, pride, and admiration. The speech at Yarmouk University begins with a religious tone, expressing blessings and peace, and emphasizes honor and pride in addressing the graduating class, recognizing the achievements of the graduates and the support they

have received from their families and community, acknowledging the graduates' challenges and the importance of opportunity and ambition. The speech highlights Jordanians' rich history, determination, commitment to principles, and national pride. It also emphasizes Jordan's values, such as protecting holy sites and welcoming refugees despite economic challenges. The speech places trust in the young generation, urging them to pursue ambitions and contribute to the nation's progress.

Likewise, in Speech 3, HRH sets a tone of formality, religious reverence, and motivation. He starts by expressing respect and religious elements, then shifts to praising the graduates and acknowledging the importance of ambition and opportunity. Overall, it is an optimistic and motivating speech. The crown prince focuses on the challenges to motivate and evoke the public to take action and think of solutions. Also, to convey patriotism and determination and highlight the youth's role in their country's goals, statistics for more credibility are used as in *"For example, over 23% of tech entrepreneurs in the Arab world are young Jordanians, although we make up only 3% of the region's population"*.

Commands and imperatives used in the speech highlight the youth's role by adding a sense of formality, urgency, and clarity, making it more memorable and encouraging the audience to take action to produce a positive change. Speech 4 bridges different worlds and advocates for cooperation between technology and other fields. It acknowledges the gap between public service, diplomacy, and technology while highlighting the connection between Silicon Valley and the Arab world. The speech underscores the transformative power of technology, emphasizing the need to prioritize humanity in its development. The Prince demonstrates the importance of technology with strong enthusiasm, supported by statistical evidence: *"In Jordan alone, 22 percent of college graduates today major in either engineering or information and communications technology"*.

For the sake of credibility and authenticity, the Prince references Arab achievements and the royal family's position, especially given his membership in it, and emphasizes Jordan's commitment to moral values and humanity. Additionally, the crown prince quotes from the Quran as an argument for the significance of cooperation and working together, whether among men or women from different tribes and races. The speech highlights the importance of alliances, particularly with countries like Jordan, to equip the younger generation with tech skills and address global challenges. In essence, the speech encourages collaborative efforts, purpose-driven innovation, and mutual understanding among diverse cultures and perspectives because the prince believes that *"true progress cannot happen without people, and humanity can only move forward when we find new ways to work together"*.

5. Discussion

The study critically analyzes the rhetoric and persuasive patterns used in selected speeches delivered by HRH Prince Al Hussein bin Abdullah II. Based on Van Dijk's theory and Fairclough's notion of ideology, the analysis reveals that HRH Prince Al Hussein employs language to convey his intended messages, establish various identities, and employ various practices to empower youth. It also highlights his skillful use of distinct grammatical, lexical, and rhetorical features in his speeches to emphasize the significance of critical issues related to youth, such as peace and security. His stylistic strategy includes the precise use of endearing, supportive, and persuasive lexicon and pronouns, repetition, rhetorical questions, comparative and superlative structures, intertextuality, metaphor, and presuppositions to support his persuasive speeches. The findings support other researchers' (Charteris-Black, 2011; Sukirman et al., 2022) finding that metaphor is considered a rhetorical framing technique that abstracts concepts into more concrete, facilitating the audience's understanding and motivating them besides guiding them to configure a public, social, political, and educational issue in a particular way (Pelclová & Lu, 2018). They support other researchers' finding that intertextuality is an essential tool of persuasion as it coherently connects different events and discourses in a text to obtain predetermined aims (Basarati & Razinejad, 2016) and that using superlative and comparative structures of certain adjectives helps in strengthening the addressees' impression and deeply influencing their feelings and emotions (Abdulamir, 2023; Vlasova, 2021).

He portrays youth as an ideology, considering them a powerful force and peacemakers that society should harness for a prosperous future and a thriving country. He also effectively employs language to construct different identities: the identity of being a big brother, a friend to his peers, and a proud citizen

of Jordan, in addition to the identity of youth as soldiers protecting their country and breadwinners supporting their families. He practices giving motivational speeches to empower youth to express their ambitions for the development of Jordan by facing future challenges and fostering real partnerships between them and stakeholders, such as representatives of the United Nations, governments, and national and international organizations. He also emphasizes the sense of togetherness and the love of Jordan as a shared world among Jordanians. Affirming presupposition could help in altering the audience's attitudes, opinions, and thoughts and raise their mental cognitive awareness about the available building possibilities of their country. The findings support the outcomes of previous researchers (e.g., Alaghbary, 2022; Jeffries, 2010) in accentuating the powerful impact of discourses in establishing and strengthening ideologies in the target audience's minds. They also mesh well with Allami and Barzegar's (2020) claim that languages are used by people to construct different identities for positioning themselves and others in a specific way.

In conclusion, the analysis reveals that his selected speeches are one of optimism, empowerment, and a resolute commitment to involving and encouraging youth in shaping a peaceful future, hope, gratitude, and a call to take good action. It unravels HRH's clever and skillful usage of different strategies in his speeches to reinforce and implement his vision of developing an aspiring community through investing in youth's potential, building their capacity, and fostering their leadership positions to foresee their community's bright future. He has constructed a perfect model of a youth generation that is conscious of the surrounding challenges, active, optimistic, positive, patriotic, ambitious, knowledgeable, and open-minded. He has portrayed a youth generation that possesses leadership skills and invests time, innovative thoughts, energies, and technological revolution to build their capacity and defy obstacles, turning them into opportunities for building a prosperous future. This is evident in his saying, "*They are the most aware of the challenges … most knowledgeable of the advancements… the most capable of listening to the world and communicating with it*".

Overall, this research study holds significant implications for how language can be used effectively to promote the moral values of peace, unity, cooperation, responsibility, courage, and mutual respect. The analysis demonstrates the effectiveness of CDA in revealing how HRH Prince Al Hussein skillfully uses language to convey his intended messages, establish various identities, and employ various practices. It unravels HRH's adept use of these strategies in his speeches to reinforce and implement his vision of developing an aspiring community by investing in the potential of youth, implementing their innovative ideas, enhancing their capacity, and nurturing their leadership roles in shaping their community's bright future.

This study contributes to the existing literature and offers valuable insights for future researchers, linguists, and learners. Proficiency in understanding rhetorical devices, CDA strategies, and their underlying implications can enhance the reading comprehension of students, as well as their proficiency in academic registers. It is worth noting that many students may be unaware of the fact that virtually all forms of speech contain subtle assumptions and ideologies designed for public consumption. By engaging with more CDA research, such as the present study, students will be better equipped to navigate and employ rhetorical devices and CDA strategies while also considering the underlying ideologies that underlie the surface of any written piece. Based on the analysis, it is recommended that more research studies be conducted on other empowerment models constructed in political speeches, such as the women empowerment model in Her Majesty Queen Rania Al Abdullah's speeches. Comparative studies could be conducted on models of empowerment constructed in political speeches.

Disclosure Statement

Funding

References

Abdulamir, A. S. (2023). Analyzing the power of language in a political text. *Arab Journal of Science and Research Publishing*, *9*(1), 86-100.

Alaghbary, G. S. (2022). Ideological manipulation in Twitter communication: A critical stylistic analysis of Donald Trump's tweets. *International Journal of Arabic-English Studies*, *22*(1), 291-312. https://doi.org/10.33806/ijaes2000.22.1.16

Al-Hashemi, HRH. H. (2015). *The Crown Prince Foundation: Vision and focus.* https://www.cpf.jo/en/about-us/vision-and-focus-areas

Al-Hashemi, HRH. H. (2015, August 21). *Remarks by his royal highness crown Prince Al Hussein bin Abdullah II at the global forum on youth, peace and security.* His Royal Highness Crown Prince, Al Hussein bin Abdullah II. https://www.alhussein.jo/en/media/press-releases/remarks-his-royal-highness-crown-prince-al-hussein-bin-abdullah-ii-global-forum

Al-Hashemi, HRH. H. (2018, July 2). *Crown Prince visits Al Hussein bin Talal University, addresses students.* His Royal Highness Crown Prince, Al Hussein bin Abdullah II. https://www.alhussein.jo/en/media/press-releases/crown-prince-visits-al-hussein-bin-talal-university-addresses-students

Al-Hashemi, HRH. H. (2019, June 18). *Crown Prince attends graduation ceremony of post-graduate students at Yarmouk University.* His Royal Highness Crown Prince, Al Hussein bin Abdullah II. https://www.alhussein.jo/en/media/press-releases/crown-prince-attends-graduation-ceremony-post-graduate-students-yarmouk

Al-Hashemi, HRH. H. (2020, February 7). *His Royal Highness Crown Prince Al Hussein bin Abdullah II' 's keynote address at TechWadi Annual Forum 2020.* His Royal Highness Crown Prince, Al Hussein bin Abdullah II. https://www.alhussein.jo/en/media/press-releases/his-royal-highness-crown-prince-al-hussein-bin-abdullah-iis-keynote-address

Al-Khawaldeh, N., Al-Nusairat, R., Rababah, L., & Al-Khawaldeh, S. (2023). The ideology of tolerance in King Abdullah's speeches: A critical discourse analysis study. *International Journal of Arabic-English Studies*, *24*(2), 1-18. https://doi.org/10.33806/ijaes.v24i2.589

Al-Khawaldeh, N., & Al-Rabadi, M. (2023). A semiotic approach to the analysis of Jordanian cartoons and memes on COVID-19. *International Journal of Society, Culture and Language*, *11*(3), 322-339. https://doi.org/10.22034/ijscl.2023.2011294.3162

Allami, H., & Barzegar, N. (2020). Representation of ordinary people in political discourse: An aggregate critical discourse analysis. *International Journal of Society, Culture and Language*, *8*(2), 90-104.

Alrbehat, I. A. (2022). The role of His Royal Highness Crown Prince Al Hussein bin Abdullah II in motivating Jordanian youth for creativity and innovation. *Res Militaris: European Journal of Military Studies*, *12*(4), 2203-2223.

Al-Shboul, O. K. (2023). Analyzing politicians' metaphors opposing the US withdrawal from the Paris agreement. In O. K. Al-Shboul (Ed.), *The politics of climate change metaphors in the US discourse: Conceptual metaphor theory and analysis from an ecolinguistics and critical discourse analysis perspective* (pp. 117-147). Palgrave Macmillan. https://doi.org/10.1007/978-3-031-19016-2_6

Alsoraihi, M. H. (2022). A critical discourse analysis of the speech of Her Royal Highness Princess Reema Bint Bander Al-Saud: A Saudi woman empowerment model. *Arab World English Journal*, *13*(1), 256-272. https://doi.org/10.24093/awej/vol13no1.16

Alyahya, A. F. (2023). Critical discourse analysis of newspaper articles declaring the outbreak of war in Ukraine: The Washington Post vs. The Moscow Times. *International Journal of Society, Culture and Language*, *11*(2), 47-59. https://doi.org/10.22034/ijscl.2023.1982871.2969

Anitasari, D. (2018). *Critical discourse analysis*. Mass Media.

Basarati, A., & Razinejad, S. M. (2016). Rhetoric of persuasion: A critical look at intertextuality and interdiscursivity as persuasive discursive practices in Robert Bolt's "A Man for All Seasons". *Journal of Literature, Language and Linguistics*, *26*, 107-113.

Baumgartner, F. R., Jones, B. D., & Wilkerson, J. (2011). Comparative studies of policy dynamics. *Comparative Political Studies*, *44*(8), 947–972. https://doi.org/10.1177/0010414011405160

Charteris-Black, J. (2011). *Politicians and rhetoric: The persuasive power of metaphor.* Palgrave Macmillan.

Corbett, E. P. J. (1990). *Classical rhetoric for the modern student* (3rd ed.). Oxford University Press.

Fairclough, N. (1989). *Language and power.* Longman.

Fairclough, N. (1995). *Critical discourse analysis: The critical study of language*. Longman.

Fairclough, N. (2003). *Analyzing discourse: Textual analysis for social research.* Routledge.

Jeffries, L. (2010). *Opposition in discourse: The construction of oppositional meaning.* Bloomsbury Publishing.

Jorgensen, M. W., & Phillips, L. J. (2002). *Discourse analysis as theory and method.* Sage.

Kazemian, B. (2021). Critical discourse analysis and rhetorical tropes in Donald Trump's first speech to the UN. *Theory and Practice in Language Studies*, *11*(10), 1224-1236. https://doi.org/10.17507/tpls.1110.10

Kolumban, K. (2023). Defending our borders: Metaphor scenarios in Hungarian and Romanian political discourse on migration. *Bulletin of the Transilvania University of Brasov*, *16*(1), 39-68. https://doi.org/10.31926/but.pcs.2023.65.16.1.3

Manrique-Losada, B., Zapata-Jaramillo, C. M., & Venegas-Velásquez, R. (2019). Applying rhetorical analysis to processing technical documents. *Acta Scientiarum. Language and Culture*, *41*(1), 1-15. https://doi.org/10.4025/actascilangcult.v41i1.43382

Nwafor-Orizu, I., Chinyere, O. M., & Tochukwu, E. K. (2018). Public policy formulation and implementation in Nigeria: Questions, challenges and prospects. *Global Journal of Management and Business Research: An Administration and Management*, *18*(13), 44-52. http://doi.org/10.17406/GJMB

Orungbeja, B., & Ajilore, K. (2022). National speeches on notable political figures: A position paper on CDA studies. *ESI Preprints*, *7*, 168-186. https://doi.org/10.19044/esj.2023.v19n17p128

Pelclová, J., & Lu, W. L. (2018). *Persuasion in public discourse: Cognitive and functional perspectives.* John Benjamins Publishing Company.

Sharif, A., & Abdullah, F. S. (2014). Persuasive discourse in ceremonial speeches of Mother Teresa: A critical review. *International Journal of Education and Research*, *2*(12), 319-332.

Sukirman, S., Firman, F., Aswar, N., Mirnawati, M., & Rusdiansyah, R. (2022). The use of metaphors through speech acts in learning: A case from Indonesia. *International Journal of Society, Culture and Language*, *10*(3), 137-150. https://doi.org/10.22034/ijscl.2022.551893.2613

Van Dijk, T. A. (1993). Principles of critical discourse analysis. *Discourse and Society*, *4*(2), 249-283. https://doi.org/10.1177/0957926593004002006

Van Dijk, T. A. (1997). *Discourse as structure and process.* Sage.

Van Dijk, T. A. (2001). Critical discourse analysis. In D. Schiffrin, D. Tannen & H. E. Hamilton (Eds.), *The handbook of discourse analysis* (pp. 352–371). Blackwell.

Vlasova, E. (2021, March 29). *Overstatement in political text (Based on the material of the British newspaper articles).* SSRN. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3815112