A Comparative Study of Feminist Speeches: Malala Yousafzai and Angelina Jolie through Critical Discourse Analysis

Stella Scarsi[1], Kunyakorn Rattanathawornkiti[1], Kamonthip Chawong[1], Kasidit Supan[1*]

Abstract

This study aims to conduct a Critical Discourse Analysis of Malala Yousafzai's 2013 speech at the United Nations Youth Assembly and Angelina Jolie's "Equality for Women" speech, both delivered at the United Nations. The objective of this research is to analyze the persuasive elements and linguistic structures present in these speeches, utilizing Fairclough's Three-Dimensional Model of Critical Discourse Analysis as a framework for interpreting the feminist discourse. The findings reveal that both Malala Yousafzai's and Angelina Jolie's speeches employ persuasive language and linguistic structures that show similarities and few differences. Malala most frequently uses modes of the sentence (22.97%), thematic structure (21.62%), and nominalization (20.95%), while Angelina emphasizes nominalization (22.84%), modes of the sentence (21.73%), and thematic structure (20.89%). Other features, including pronouns, figurative language, repetition, and modality, appear less frequently but still contribute to the persuasive and ideological impact of their speeches.

Keywords: Feminist Speech, Critical Discourse Analysis, Persuasive Language

[*] Corresponding Author
  E-mail: kasidit.supa@ku.th
[1] Kasetsart University, Thailand

1.   Introduction

Nowadays, language is not just a tool for communication but also conveys the speaker's thoughts, emotions, and perspectives through word choice and linguistic structure. Language is also a negotiating power or a challenging social structure. Altam (2020) points out, "A language is a tool that we use to communicate with each other; it may be our mother tongue, a second, or a foreign language that we learn", demonstrates that language has dimensions in communication and social interaction. Furthermore, language in speeches is often used to persuade listeners to recognize social realities, reflecting ideologies and fostering momentum toward structural change.

Feminism has become a prominent concept in contemporary discussions. According to Sai'dah and Khatimah (2003), feminism is a social awareness that arises from violence faced by women, oppression, and the inability to hold power equal to men, both in decision-making and in living a life.

Glenn (2020) states that the language in feminist speeches focuses on non-violent expression while reinforcing the speaker's ideology and identity. Speeches frequently reflect personal experiences and serve as a tool to persuade listeners (Permana, 2022).

In this study, both Malala Yousafzai and Angelina Jolie conveyed their ideologies through speeches at the United Nations. Malala, an activist for female education, emphasized the right to education, peace, and equality. Meanwhile, Angelina, an actress and UNHCR Special Envoy, emphasized humanitarian protection, the prevention of sexual violence in conflict areas, and women's participation in peacebuilding. Both speakers used language to promote justice, equality, and social change.

This comparative analysis is important because it shows how language constructs power, transmits ideology, and reaches audiences in different ways. It also highlights how speakers persuade audiences to support their issues.

Under Fairclough's (1995) Critical Discourse Analysis framework, this study analyzes how language in speeches creates power, transmits ideology, and persuades audiences through interrelatedness of three dimensions. It demonstrates how discourse influences social structures. Applying this framework shows how Malala's and Angelina's speeches construct ideologies related to education, gender equality, peace, and humanitarian work, and how discourse influences the understanding and perception of audiences.

1.2   Research Questions

1. What are the differences in the persuasive language used by the two speakers?

2. How do sentence structure, thematic emphasis, and word choice reflect the speakers' power and social roles?

3. What linguistic strategies do the speakers use to persuade their target audience to agree with or support their points?

2. Literature Review

2.1 Persuasive Language

In recent years up to the present, the call for gender equality has gained increasing significance in society, largely propelled by the role of feminist activists who use speeches as a powerful tool for raising awareness and promoting social change. These speeches not only reflect feminist ideologies but also demonstrate the significant use of language as a persuasive tool and encourage greater attention to gender issues.

2.1.1 Critical Discourse Analysis (CDA)

In terms of Critical Discourse Analysis (CDA), Anderson and Holloway (2018) state that discourse analysis is a valuable tool for understanding how and why something happens rather than simply focusing on what happens or whether it happens. Similarly, Altam and Pathan (2021) state that Fairclough (1995) describes language as being connected to society through its role as the core of ideology and its function as a site and opportunity for power struggles. Fairclough links micro, meso, and macro levels in text or linguistic analysis.

Fairclough's framework (1995), proposes a for analyzing language and discourse, consisting of:

1. Description (text analysis): This stage involves analyzing the content of the text or speech, focusing on a micro-level linguistic analysis.

2. Interpretation (processing analysis): This stage examines how the text is produced and received by the audience, and what objectives are met through its reception. This step focuses on interpretation within the communication process and operates at the meso level.

3. Explanation (social analysis): This stage analyzes the societal effects and implications of the discourse, representing a macro-level analysis.

Van Dijk (2014) proposed the theory of mental models, which offers a perspective on how discourse context interacts with society. This concept is represented in a cognitive form as mental models, which are created and stored in memory.

2.2 The Comparison of Linguistics Features in Feminist Speech

Feminist speech refers to a form of language that is intended to promote women's rights, gender equality, and challenge patriarchy through a linguistic structure known as feminist rhetoric, which emphasizes dialogic and collective identity (Glenn, 2020).

Malala Yousafzai and Angelina Jolie are both women who prominently speak out about women's and human rights issues. Although both support gender equality, their different social and professional backgrounds make comparing their speeches a valuable opportunity to understand how these differing roles influence their language use.

Kusrini (2020), analyzed Malala's speech using Transitivity Analysis, a linguistic analysis approach within Halliday's Systemic Functional Linguistics (SFL) framework (2014). This analysis shows how language reflects human experiences by focusing on the process, participants, and circumstances within clauses, answering the questions: "Who does what to whom, how, and where?" which reflects the experiential meaning of the speaker or writer.

Furthermore, when it comes to the attractiveness of celebrities like Angelina Jolie, it is argued that celebrities may not appeal to the general public. Instead, individuals may already sympathise with the issues that celebrity's campaign for, meaning celebrities campaign primarily target existing supporters rather than new audiences (Brockington & Henson, 2014). The power of celebrity campaigning is thus more of an extension of media influence; not a reflection of public endorsement.

2.2.1 Different Voices, Common Ideology: Why Malala and Jolie Were Chosen

The selection of speeches by Malala Yousafzai and Angelina Jolie was not just based on their fame, but on their voices that empower women. Malala Yousafzai's speech at the United Nations Youth Assembly 2013, highlighted by (Sapkota, 2021), reflects her ideology through language that calls for change. She identifies a society that violates human rights, emphasizes education, and raises awareness about women's rights.

Nofitasari et al. (2023) propose that Angelina Jolie's speech "Equality for Women" at the UN Defence Peacekeeping Ministerial, presents facts about gender equality, women's global status, and their rights. Jolie aimed to encourage global support by highlighting how women are marginalised and face inequality in society.

2.3 Common Linguistic Features in Feminist Speech

In linguistic research, there has been growing interest in feminist speeches in the past, particularly concerning their linguistic structures. This includes examining syntactic features and morphological features. The language used in these speeches reflects the deliberate selection of linguistic structure, which is an essential element employed by feminist activists to emphasize their ideologies and to motivate audiences to recognize the importance of change.

2.3.1 Syntactic Features

In terms of syntactic features, which play an important role in conveying ideology. Malala's and Angelina's speeches use a variety of sentence structures to enhance the power of communication and include language that clearly expresses ideologies related to human rights and women's rights. Sapkota (2021), points out that the frequent and continuous use of first-person pronouns "I" and "we" in Malala's speeches, helps to create a sense of unity and emotional connection with the audience.

Research by (Altam & Pathan,2021) highlights that repetition is a rhetorical device involving the intentional use of repeated words or phrases to enhance the clarity of concepts and aid the reader's recall. Yousafzai (2014) employs repetition in her speech to ensure the audience remembers the key points and to emphasise her ideas more clearly. According to research by (Preechawan et al., 2025), the use of linguistic formality demonstrates that social context influences verbal expression.

2.3.2 Morphological Features

The use of language plays a crucial role in expressing the speaker's ideology, thoughts, and identity. This is evident through the use of abstract nouns or nominalization. These linguistic features all contribute to emphasizing ideological stances, empowering the construction of identity, and supporting women's movements in society.

In feminist discourse, there's focus on nominalization, which is a grammatical process which refers to the transformation of verbs and adjectives into nouns. Billig (2008) argues that nominalization is a method that helps reduce agency by obscuring the actor and transforming processes into reified concepts of social issues. Furthermore, Van Dijk (2008), shows that in feminist discourse or speeches advocating for women's rights, might not just be a result of a more convenient or shorter linguistic structure. Instead, it can be a discursive process reflecting the speaker's intention to decrease the clarity of the agent in order to further emphasize the purpose or core issues of a message.

2.3.3 Thematic Structure in Systemic Functional Linguistics

Halliday and Matthiessen (2014) state that "The Theme gives the clause its character as a message. The structure that carries this line of meaning is called thematic structure." In simpler terms, it must have a clearly defined structure divided into two components: based on Halliday (2014), the Theme is the main component that functions as the starting point of a message. The rest of the message that follows is considered a part that helps to develop and explain the core of the idea, which is called the Rheme. Therefore, (Halliday & Matthiessen, 2014) summarize "Theme is accomplished by a **Rheme**," meaning that Theme is followed by **Rheme**. Theme can be divided into three main dimensions; however, this research focuses on only two dimensions for analysis, namely:

1. Group or phrase complexes as Theme; thematic equative

The Theme can be a single word, a group, or a phrase. This type of clause can be called a **thematic equative**, because it sets up the Theme and Rheme in a structure similar to an equation: "*Theme = Rheme.*"

2. Theme and mood

Mood is the main interpersonal system of a clause. Mood shows the grammatical function of a sentence, such as a declarative, interrogative, imperative, or exclamatory. Halliday and Matthiessen (2014) state that we can identify each mood.

(1) Theme in declarative clauses: The Subject of the clause functions as the Theme. Halliday and Matthiessen (2014) describe this as *"Theme into Subject as the **unmarked theme**,"* indicating that the Subject of the sentence is the Theme. **(2) Theme in interrogative clauses**: The main function is to ask questions and show what the speaker wants to communicate or highlight. **(3) Theme in imperative clauses**: This typically involves negative clauses.

In such cases, Halliday and Matthiessen (2014) explain that *"you and that – not being Subject – are **marked theme**."* This means that the Theme is something chosen or emphasized other than the Subject. Therefore, the **marked theme** refers to any element deliberately chosen or highlighted as the Theme instead of the Subject.

2.3.4 Metaphor

"*A metaphor is a figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable*" (Oxford language online dictionary, 2021).

In the study "*Critical Metaphor Analysis of Political Discourse in Nigeria*" by Agbo et al. (2018), the authors adopt Charteris-Black's (2004) framework. **Metaphors** can clearly express the speaker's thoughts and ideologies, evoking emotions, while also emphasizing and promoting their ideologies. The framework for this analysis is as follows:

1. Linguistic Criteria - divided into three types:

1.1 Reification: Referring to something abstract by using words or phrases that, in other contexts, denote something concrete, thereby making the concept more tangible.

1.2 Personification: Making life-like qualities or behaviors of inanimate objects or abstract ideas through the use of words or phrases.

1.3 Depersonification: Representing a living thing as if it were inanimate by using words or phrases

2.4   Previous Studies

Christina (2022) analyzed Persuasion in Emma Watson's Speech at One Young World in 2016 using Fairclough's (1995), framework of Critical Discourse Analysis. The analysis in Emma Watson's speech used language as a persuasive tool to express strong ideologies about gender equality, feminism, and solidarity. This can be seen through her use of positive language. Her speech has persuasive elements through vocabulary, figurative language, grammatical process, individualization, gestures, pronouns and repetition.

In addition, Quyen (2022), analyzed the speech "Women's Rights are Human Rights" delivered by Hillary Clinton at the U.N. 4th World Conference on Women Plenary Session in 1995. This research used Fairclough's (1995), to examine power and ideology. The study reveals that the language in this speech effectively reflected the speaker's ideology and power. Therefore, it acted as a powerful tool for calling for women's rights and encouraging social change.

Mustafa (2023) analyzed A Fairclough-based Analysis of Persuasive Strategies in Trump (2017), and Biden's (2021), Speeches, the author uses Fairclough's (1995), three-dimensional method of CDA to compare the inaugural speeches. The study reveals that while Trump and Biden use similar persuasive techniques, their ideological and political stances differ significantly. Both used pronouns to create unity and to express a collective identity. Therefore, this research reflects both the differences and similarities in the ideological positions of the two leaders through their use of language.

2.4 Conceptualize Frameworks

The conceptual framework shows critical discourse analysis based on Fairclough's three dimensions model (1995) which helps researchers analyze and interpret how feminist speech reflected ideology, power, and social values. It shows that language not only functions to convey meaning but also to reflect the purpose of some intention.
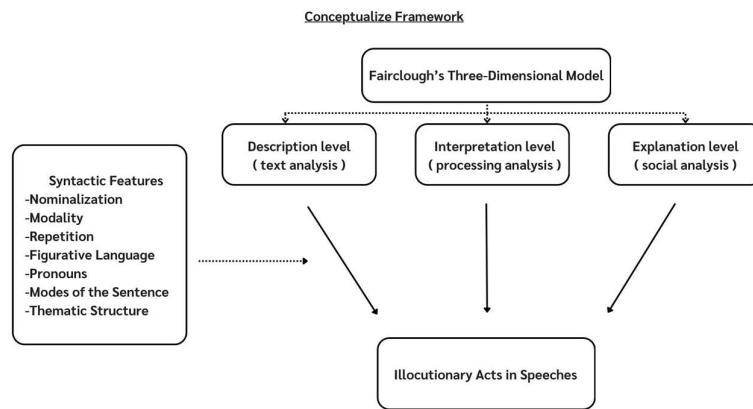
Conceptualize Framework

Fairclough's Three-Dimensional Model

| Description level (text analysis) | Interpretation level (processing analysis) | Explanation level (social analysis) |

Syntactic Features
-Nominalization
-Modality
-Repetition
-Figurative Language
-Pronouns
-Modes of the Sentence
-Thematic Structure

Illocutionary Acts in Speeches

Figure 1 *Conceptualize Framework of the Study*

3. Methodology

This research used qualitative method and supported by quantitative approaches. The study focuses on Fairclough's (1995) three-dimensional model to study how language is used to persuade and influence audiences.
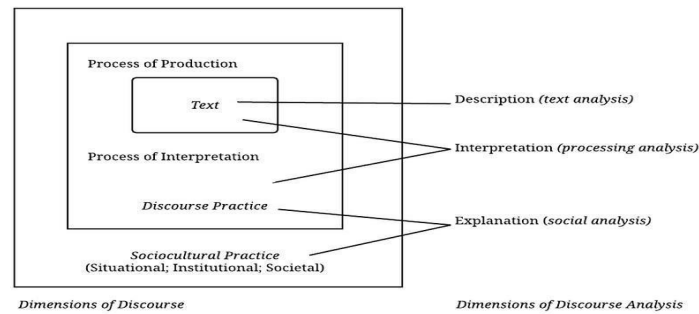
3.1 Conceptualize Frameworks

Figure 2 *A Diagrammatic Representation of the CDA Approach*

* As stated in the conceptualize framework

3.2 Data collection

The data for this research consist of two speeches delivered by Malala Yousafzai: at the United Nations Youth Assembly (2013), and Angelina Jolie: "Equality for Women" (2019) speech; both speeches are from the UN stage and were retrieved from full transcriptions, one copy is from the UN's website and another one is from a credible online platform. These two speeches demonstrated that discourse can influence thinking and show that society should change, as their central themes are education, women's rights, and humanitarian protection.

This research chose both speeches to analyze them using a sampling strategy that can be directly compared between the languages in both speeches. By analyzing these two speeches, it can be seen that the difference lies in the field of language used, presenting an idea pattern, the purpose of the speech, and includes techniques used to persuade.

3.3 Data Analysis

After the data were broken into sentences, each sentence was then analyzed according to different language feature types, and the frequencies of these feature types were also examined in both speeches. Afterwards, all of the linguistic features in this research were selected for use as a way to determine how feminist speech frequently uses which features to represent persuasion through their language in different social contexts. After that, each feature was counted and calculated frequency was calculated to verify and convert into a percentage.

Furthermore, the frequency count was also analyzed at the Interpretation level, which helps contribute to persuasion, and what the purpose of the speech is. At an Explanation level it conveys the speaker's ideology and the effect that discourse leads to social change and awareness in society. A comparison between two speeches reveals similarities and differences through their speech delivery, which reflects different identities and roles of the speakers.
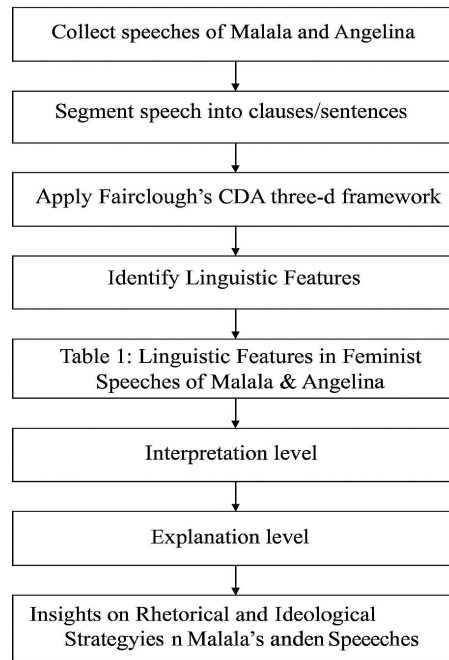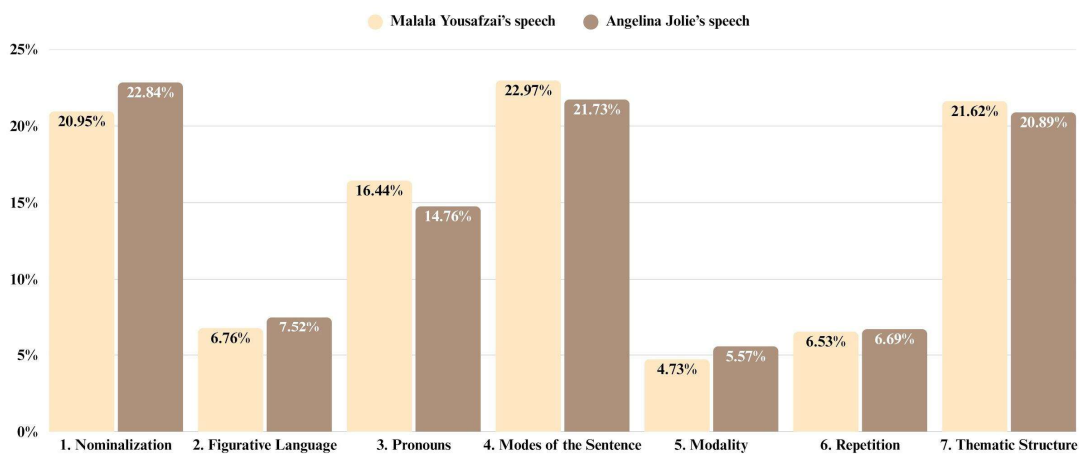
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Figure 3 *Flowchart Summary of Data Analysis*

4.   Finding

4.1   Differences in the Persuasive Language Used by The Two Speakers

In order to find out the results of the first research question, seven linguistic features were identified, as shown in Table 1. This shows both Malala and Angelina used these linguistic features to similarly persuade, but the frequency of each feature differs.

Table 1   *Percentage of seven linguistic features in description level*

As can be seen in Table 1, Malala used Pronouns, Modes of the Sentence, and Thematic Structure more frequently than Angelina, whereas Angelina used Nominalization, Figurative Language, Modality, and Repetition more than Malala. Although Table 1 shows differences in the persuasive language used by the two speakers, they can convey the same ideology. It can be seen from the examples of linguistic features from the two speeches that these are only examples and do not represent all the linguistic features.

4.1.1 Nominalization

As shown in Table 2, the findings are expository examples that emphasize the use of nominalized expressions in the speech under study that express how verbs and adjectives are transformed into nouns to emphasize the importance of gender equality, human rights, education, and elimination of violence against women as delivered in the speech, as emphasized in the following excerpts.

Malala Yousafzai's speech

Extract (1): *Dear brothers and sisters, we want schools and **education** for every child's bright future. We will continue our journey to our **destination** of **peace** and **education**. No one can stop us. We will speak up for our **rights** and we will bring **change** to our voice. We believe in the **power** and the **strength** of our words.*

In extract (1), nominalization is used to emphasize ideological values. It makes her speech sound firm and powerful. She uses words that inspire collective thinking and to create unity. The use of nominalization reflects Malala's effort to encourage a collective social force to rise up against injustice through profound and powerful abstract values.

Angelina Jolie's speech

Extract (1): *Having met some formidable female peacekeepers this morning I think this **change** cannot come soon enough for the **effectiveness** and **impact** of missions.*

In extract (1), Angelina used nominalization to emphasize concepts and how complex issues are raised into abstract nouns and create seriousness. These words help people be aware that women's rights and women's roles are the main issue that affects success and overall mission failure. Angelina needs to encourage the audience to be aware about the problem and importance of protecting women's rights as well as highlight that equality and safety are basic rules for truly peace building.

Table 2 *The nominalizations that are analyzed through Van Dijk's theory*

Nominalizations	Thematic Classifications	CDA Perception and Mental Models Control
1. weakness, hopelessness, violence, ignorance, racism, deprivation, brutality, prejudice, conflict, threats, war, inequality, impunity, exploitation, abuse, harassment, cruelty	Challenges and Crises	- Compounded oppression and powerlessness - Structural violence and systemic inequality - Deprivation fueled by ignorance and prejudice
2. government, strength, leadership, power, mandate, partnership	Leadership, Strength, and Power Dynamics	- Leadership as a tool for justice - Collective strength against oppression - Power or government institutions to define and reflect on societal norms
3. rights, peace, equality, humanity, injustice, freedom, unity, justice, principles, ideals	Framing Ideologies	- Potentials for positive change - Freedom and equality as non-negotiable values - Shared moral vision of justice and dignity
4. education, opportunity, responsibility, humanity, stability, security, community	Expressing Abstract Concepts	- Potentials for positive change, education, freedom - Perception of such values is important to life everyone
5. struggle, protection, defense, participation, representation, recognition	Representation of Actions and States	- Persistent resistance against systemic oppression
6. moment, change, training, deployment, transition	Processes and Results	- Pivotal turning points driving transformative progress
7. terrorism, extremism, negotiations, decisions, relations, standards	Information Compression	- Condensed symbols of ideological violence and fear
8. ambitions, hopes, dreams, prosperity, destination, progress, effectiveness, impact, hope, future	Future Vision	- Moving back to positive situation - A hopeful of path toward collective flourishing and fulfillment
9. honor, courage, compassing, forgiveness, religion, respect, understanding, commitment	Social Aspects of Communication (values and beliefs)	- Manipulating the audience to accept the speaker's political stance - Presented positively

4.1.2 Modality

Modality is an important tool for analysis. Halliday (2014) explains that modality can represent the status or correctness of content that the speaker is saying through grammatical form. There is uncertainty between 'Yes' and 'No'; it is a middle level of uncertainty. The modality represents possibility through the use of modal verbs. The primary modal verbs include can, could, may, might, shall, should, will, would, must, and ought. In these speeches, modal verbs are used to show the speaker's attitudes, ideas, or ideologies.

Table 3 *The Use of Modal Verbs in Malala Yousafzai and Angelina Jolie's Feminist Speeches*

Modal verbs	Frequency in Malala's speech	Frequency in Angelina's speech
Can	33.33%	30%
Will	23.81%	30%
Would	23.81%	5%
Must	19.05%	5%
Should	0%	25%
Could	0%	5%
Total	100%	100%

Table 3 shows the frequency of modal verbs found in Malala's and Angelina's speeches. The most frequently used word in speeches is 'can', which appears 33.33% in Malala's speech and 30% in Angelina's speech. This makes the modal verbs 'can' the most suitable for analysis.

The modal verb 'can' is the most frequently used. Can is a modal verb that reflects the meaning of what is mentioned, that has enough potential or ability to be done, or the meaning that shows it can or cannot be done, depending on the condition. For example, in Malala's and Angelina's speech

*"One child, one teacher, one book, and one pen **can** change the world."*

In this sentence, Malala used **'can'** in the sense of things that have enough potential or ability to change the world.

*"There **can** be no peace and stability in Afghanistan, or anywhere else in the world,..."*

In this sentence, Angelina used **'can'** to mean that if there is no match to the condition or situation, peace and stability do not occur.

Moreover, analyzing the interpretation level can also be used to answer research question 1 because it is related to the relationship between processing and perception of the participants in the event. In this level, it creates a description of the discourse's spatial and intertextual meanings.

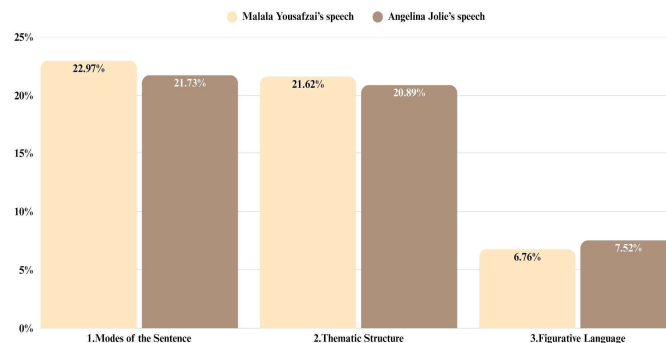### 4.1.3 The Interpretation Level

The interpretation level is one of the three levels of Fairclough's CDA. In Malala's speech at the United Nations Youth Assembly in 2013, the participants are Malala Yousafzai as the speaker and nearly 1,000 youth leaders from UN News (2013) as the audience. For this reason, Malala used her speech as a mouthpiece on gender equality, women's rights, and the fight for education. She established the Malala Fund, an organisation dedicated to giving every girl the opportunity to learn and choose her own future (UN, 2013). Moreover, Malala has the ability to persuade her audience because she is globally recognized as a leading and influential human rights activist. She gained global fame after surviving an assassination attempt by the Taliban in 2012 for her campaign for girls' education in Pakistan.

In Angelina's speech at the General Assembly ministerial meeting on United Nations peacekeeping in 2019, the participants are Angelina Jolie as the speaker and the number of audience members is unknown. Angelina used her speech to campaign for human rights, protect gender violence, and participation of women in preserving peace and decision making. Moreover, Angelina Jolie has the capability to persuade audiences because she is a celebrity in the entertainment industry. She served as a Goodwill Ambassador from 2001 – 2012 and then as Special Envoy from 2012 – 2022 from her humanitarian work and first-hand experience with the events she referred to in her speech, combined with her established fame and knowledge of humanitarian issues that made her speech highly credible. This makes her extremely influential to the audiences.

4.2 Sentence structure, thematic emphasis, and word choice that reflect the speakers' power and social roles

To answer the second research question, the analysis of sentence structure, thematic emphasis, and word choice in Malala's and Angelina's speeches shows that the use of these linguistic features reflects power and social roles.

Table 4 *The percentage of Modes of Sentence, Thematic Structure, and Figurative Language in description level*

As Table 4 shows, Malala uses sentence structure slightly more than Angelina (22.97% compared with 21.73%), reflecting her ability to convey ideologies and persuade the audience. Both used slightly different Thematic Structure (Malala 21.62%, Angelina 20.89%), showing organization of content that emphasizes the main points. Both used less Figurative Language (around 6–7.5%). In conclusion, Malala's language emphasizes accessibility and connection with the audience, while Angelina's language emphasizes formality and authority. Both used Thematic Structure to persuade and highlight the main point they want to present, and Figurative Language and Modes of Sentence improve credibility and power.

4.2.1 Figurative Language or Metaphors

Figurative language is a word or phrase used to compare one thing with another, helping it to be more easily understood. Metaphors are not merely a form of decorative language, but also a powerful tool in discourse. According to both full transcripts, this research will focus on three kinds of figurative language found.

1. Reification

Examples from Malala 's and Angelina's speech:

"*Our books and our pens. They are our most powerful weapons*."

In this statement, Malala highlighted pens and books as symbols. These are common objects in the real world, but in the world of education, they become powerful weapons to fight against violence and oppression because knowledge can truly bring equality to society.

"*We see sexual violence as a weapon of war - a tool of domination and terror*."

In this sentence, Angelina highlights sexual violence as a weapon to show a social issue by comparing it to a concrete object. This will make the audience understand that sexual violence is a threat to peace and security.

2. Personification

Examples from Malala 's and Angelina's speech:

"*The power of education frightens them*."

Malala portrays education as a human who has the power to change society and help people from the oppression of things that make the oppressors fear change in society.

"*At a deeper level, a country that believes that all men and women are both free and equal cannot be true to itself if it doesn't defend those principles for all people, ...*"

Angelina describes "a country" as a human being that can defend principles, making a country not only a boundary but also a creature that has a spirit and responsibility.

3. Depersonification

Examples from Malala 's and Angelina's speech:

"*One child, one teacher, one book, and one pen can change the world*."

In this sentence, the words "child" and "teacher" are grouped with "pen" and "book", which are objects. Malala wants to highlight that everything, whether it is a creature or an object, is one of the components in social structure that have the power to change the world.

"Women themselves are protectors: As mothers. As peacekeepers. As human rights defender."

In this sentence, Angelina used "women" as protectors, not considered in their unique identities. Women are reduced to symbolize or representative of the roles and duties that society values.

4.2.2 Modes of the sentence

In both speeches, there are three types of sentence modes from Language and Power of Fairclough (2001), each reflecting a different expression of ideology.

1. Declarative: *"the subject position is that of a giver (of information), and the addressee's position is that of a receiver"* For example:

"The extremists, were, and they are, afraid of books and pens, the power of education."

Malala used a declarative to show ideology about education as a powerful social weapon against oppression and to make the audience see the truth.

"Around the world there are countless examples of women rising to leasing taking their destiny into their own hands, inspiring us all."

Angelina used a declarative to show ideology of gender equality and empowerment. She shows that women can change and inspire society.

2. Imperative: *"the speaker is in the position of asking something of the addressee, while the addressee is a compliant actor"* For example:

"Dear brothers and sisters, we must not forget that millions of people are suffering from poverty, injustice, and ignorance."

Malala used imperative to remind all listeners not to forget about people suffering from these problems and to encourage listeners to be aware of the problems in society.

"Think how much more we could achieve with women's equal participation in all aspects of society."

Angelina used imperative to make the listener think about how much society would develop if women have equality as men.

3. Interrogative: *"the speaker/writer is again asking something of the addressee, in this case information, and the addressee is in the position of a provider of information."* For example:

"Why are the Taliban against education?"

Malala used questions to challenge and confront injustice. It shows that it is not reasonable to stop women from getting an education, and it makes audiences think about how unfair that is.

"*Think how much more we could achieve with women's equal participation in all aspects of society.*"

Angelina used questions to inspire and to present a vision of a better future. Audiences can imagine and encourage them to believe change is possible.

4.1.3 Thematic Structure

Thematic structure is a system used to divides the sentence into (1) Theme: "what is mentioned first" and (2) Rheme: "what is added afterward." According to the full scripts of Malala's and Angelina's speeches, we found and analyzed two types of Themes, which are:

(1) Theme and mood, which include: 1. Unmarked theme   2. Marked theme

(2) Group or phrase complexes as Theme: 3. Thematic Equatives

*In this analysis, **the Theme** will be highlighted in bold, while the Rheme will be shown with underlining.

Theme and mood:

1. Unmarked theme

Examples from Malala's and Angelina's speech:

"**I** *speak, not for myself, but for those without voice can be hard.*"

Malala uses "I" as a subject to indicate that she constructs her identity as "a mouthpiece" and shows her own status as "an agent" who speaks for the silenced, the oppressed, and more. She narrates the difficulties and speaks about justice and the rights that everyone should have and receive.

"**I** *also believe strongly in an America that is part of an international community*."

This shows Angelina wants to emphasize her standpoint as a speaker. The use of "I" as a subject to construct her identity and highlight her ability. This reflects her call for responsibility and cooperation.

2. Marked theme

Examples from Malala's and Angelina's speech:

"***Even if there is a gun in my hand and** he stands in front of me, I would not shoot him.*"

Malala uses this sentence to construct identity and to emphasize her standpoint that she also sticks to the concept of peace as a better choice than revenge.

"***In the end***, *we are not defined only by the votes we cast, but by the lives we touch, and the people we serve*."

Angelina uses "In the end" to highlight the result and urge the audience to focus on responsibility and the importance of action. She also emphasizes her standpoint about human rights, equality, and social justice.

Group or phrase complexes as Theme

3. Thematic Equatives

Examples from Malala's and Angelina's speech:

"***That is why they're blasting schools every day,*** <u>*because they were and they are afraid of change, afraid of equality that we will bring into our society.*</u>"

Malala indicates that an attack on schools is not common violence, but it occurs from fear of change if people get educated. This uses language to create the power of resistance against oppressive structure.

"***This is the third UN Defense Peacekeeping Ministerial I have attended,*** <u>*but the first on my home soil*</u>."

Angelina wants to reflect on her call for responsibility and cooperation. It not only emphasizes her experience but also shows her identity as an American who fights for human rights, equality, etc., while strengthening her ideological stand that national identity must come with responsibility.

Moreover, analyzing the explanation level in ideology subtopic can also be used to answer research question 2 because it shows that language use reflects the speakers' power and social roles. Speakers emphasize values such as peace, education, and equality to create the speaker's identity as influential voices within their respective social contexts.
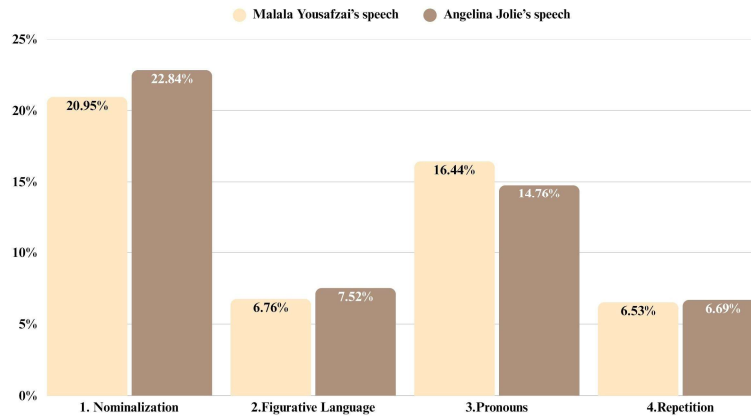
4.2.4 Ideologies

In Malala's speech at UN 2013, she emphasized **education** was conveyed through her words such as *"One child, one teacher, one book, and one pen can change the world"*. She emphasizes the importance of education as a right that every child should have access to and tries to convey her hopes for social change and also highlights education's chance to solve issues of inequality and oppression in society. She spoke not only for girls but also for boys, who equally deserve the opportunity to access education.

In Angelina's speech, she emphasized **women's rights.** She presents this ideology through words, such as *"As long as we continue to put almost every other issue ahead of women's rights and participation, we will remain stuck in a cycle of violence and conflict."* She emphasizes that women's rights should come before other issues because they should be the first point to solve problems. If this problem is ignored, other problems will be ignored too.

4.2   Linguistic strategies that the speakers use to persuade their target audience to agree with or support their points.

The answers to this question Table 5 show that both speeches used these four features to persuade listeners.

Table 5 *the percentage of four linguistic features in description level*

As shown in Table 5, nominalization was used frequently (Malala 20.95, Angelina 22.84%) to make the point present reasonably and socially important. Malala uses pronouns (16.44%) more than Angelina (14.76%) to create closeness and audience participation. Although the use of figurative language and repetition was less frequent, they make the speech memorable and create imagery to emphasize persuasion and viewpoints. Overall, both speeches used all four features in Table 5 to persuade and create unity with the audience. It can be seen from the examples of linguistic features from the two speeches that these are only 2 examples and do not represent all the linguistic features.

4.3.1 Pronouns

Pronouns in discourse are not only used in grammatical terms, but also used to present a good impression and build a relationship with the listener through the use of pronouns such as 'I', 'We', 'You', and 'They'.

Table 6 *Pronouns Usage in the Feminist Speeches of Malala Yousafzai and Angelina Jolie*

Pronouns	Frequency in Malala's speech	Frequency in Angelina's speech
We	38.36%	58.49%
I	36.99%	20.75%
They	23.28%	15.10%
You	1.37%	5.66%
Total	100%	100%

Table 6 shows the pronoun 'We' is the most frequently used in both speeches. This pronoun means that the speaker is united to the group that was mentioned. Malala uses this pronoun to represent that she is united with women or oppressed children. Angelina also used

to build a relationship with the listener, encouraging the listener to think about solving violence problems together.

4.3.2 Repetition

Research analysis of various speeches shows that repetition is one method of persuasion. Repeating words or phrases enhance the power of communication, making the message delivered to the audience memorable and engaging the audience in paying attention to the ideology that the speaker wants to communicate.

Malala Yousafzai's speech

"We call upon the world leaders..." 2 times

"We call upon all governments..." 2 times

"We call upon the developed nations..."

"We call upon all the communities..."

"We call upon our sisters around the world..."

From the article above, Malala used the phrase **"We call upon"** a total of seven times to emphasize the power of the call. Repetition shows her intention and persuasion to encourage the audience to question themselves

Angelina Jolie's speech

"We know that all people are in fact equal."

"We know that while we can and should be proud of who we are individually..."

"We know that we are supposed to come together..."

In Angelina Jolie's speech, the repetition of **"We know that"** to emphasize confidence and the truths the audience should be aware of.

Furthermore, analyzing the explanation level in the social determinants and effects subtopic can also be used to answer research question 3 because it shows that it plays an important role in persuading and credibility of speech. These help the speaker convey main points clearly, make the listener recognize the importance of the issue, understand the context, and more agree or support the speaker's proposal.

4.3.3 The Explanation Level

1. Social determinants

Social determinants can refer to some simple questions such as:

● Does the speaker have personal experience with what they are talking about?

● Is the speaker's stance clear enough for the audience to believe and agree?

● Is the speaker suitable to speak about this issue on a global level?

Malala Yousafzai's speech, it is clear that she spoke from her own direct experience.

"*Dear friends, on the 9th of October 2012, the Taliban shot me on the left side of my forehead. They shot my friends too.*"

Malala was not just speaking something from a script; she had personally experienced it. She was one of the many young girls who were oppressed simply for being women. She brought this story to the global stage for the world to acknowledge and demand attention.

Angelina Jolie's speech, it is clear that she also brings her own direct experience.

"*Eighteen years ago, when I first began working with the UN Refugee Agency, there were just under 20 million displaced people worldwide, and the numbers were falling. Today there are over 65 million people displaced, and the numbers are rising. More countries are experiencing some form of violent conflict today than any time in the last thirty years.*"

Angelina's speech comes from her own experience which she collected from being a special envoy. She takes a standby comparing the number of violence, equality, and so on between the last thirty years with this speech in 2019, to emphasize that all these issues are getting worse and worse and need to be solved.

2. Effects

In the situational context, the audience was clearly inspired, respectful, and deeply appreciative of Malala's speech. It was widely recognized as a powerful address on education, gender equality, and human rights. Her speech encouraged the audience to reflect on the importance of equal access to educational opportunities.

In Angelina's speech, the audiences pay attention and respect to issues that she raised in her speech. She emphasized to the important participants of women in peacekeeping and their can decision. She does not reduce masculinity, but she needs to raise awareness of gender equality and encourage the audiences aware of the necessity of strong protective measures.

5.   Discussion and Conclusion

5.1   Discussion

This study applied Fairclough's (1995) framework to examine linguistic strategies that appear in the feminist speeches of Malala Yousafzai and Angelina Jolie at the United Nations. The analysis covered both the overall frequency and types of seven linguistic features, which show how speakers create discourse that can persuade, convey personal ideology, and lead to social change. Both speakers not only use language to communicate but also use language as a tool to deliver ideology, create unity, and call for social change.

In response to the first research question, "What are the differences in the persuasive language used by the two speakers?", the use of language for persuasion by Malala and Angelina differs in terms of social context and social role, but both use similar linguistic features to convey the same ideologies. Similarly, Mustafa (2023) compares the speeches of Trump and Biden, who have similar social roles, and found that they use similar linguistic features, but their word choice reflects different ideologies and political stances. This

comparison confirms that language strategies help reflect identity and construct the social power of the speakers.

Addressing the second research question, "How do sentence structure, thematic emphasis, and word choice reflect the speakers' power and social roles?", the analysis of the relationship between language, power, and social through Fairclough's (1995) Critical Discourse Analysis shows that speakers use sentence structure, thematic emphasis, and word choices to reflect power and social context. Similarly, Mustafa's (2023) study of discourse shows that sentence structure, thematic emphasis, and word choices express power and reflect the speaker's ideology.

In response to the final research question, "What linguistic strategies do the speakers use to persuade their target audience to agree with or support their points?", both speakers used various persuasive strategies through linguistic features. The study of Christina (2022) and Quyen (2022) indicates that Emma Watson's and Hillary Clinton's speeches used repetition, pronouns, and other linguistic strategies as important tools to construct the speaker's ideology, power, unity, and credibility.

The comparison between Malala and Angelina shows the differences in the speakers' personal backgrounds, social contexts, and credibility influences their linguistic choices. Malala uses personal experiences from oppression and accessible language to raise awareness of the importance of education and the rights of children and women, while Jolie uses formal diplomatic language to persuade world leaders, and this difference influences the audience's reaction. Their linguistic strategies not only persuade audiences but also construct, negotiate, and challenge dominant ideologies. The results are consistent with Van Dijk (2014), who says that language reflects ideology and mental models.

The strength of this study is the comparison of two speeches by speakers from different backgrounds on the same stage. It shows various linguistic strategies and reflects feminist ideologies, which applies the CDA framework. The limitation is analysis of only two speeches, which may not cover all feminist discourse, and did not collect audience responses.

5.2   Conclusion and Implications

In conclusion, the comparative analysis of Malala Yousafzai's and Angelina Jolie's speeches found that both speeches employ similar linguistic strategies such as Nominalization, Figurative Language, Pronouns, Modality, Repetition, Mode of the Sentence, and Thematic Structure to persuade audiences and promote feminist values. Although they come from different social contexts and cultures, both speeches used rhetorical strategies to advocate for women's rights, education, equality, and peace. Malala represented her speech through simple and sincere language based on personal experiences, while Angelina used formal and diplomatic language. The findings show that both speeches are successful in using powerful language to persuade the audience and reinforce feminist discourse on an international level,

including raising awareness and global social progress. They also highlight the importance of analyzing not only linguistic features but also the ideological.

The implication of this study has four practical steps. Firstly, the research indicates to general readers and students the strategic language use of feminist leaders in calling for gender equality and human rights. It shows the role of using language to persuade. Moreover, it can reflect the speaker's ideology and persuasiveness. Secondly, the analysis provides speechwriters with guidance on applying appropriate linguistic and rhetorical strategies to create speeches that can persuade on social issues. Thirdly, the findings help future speakers emphasize the importance of adapting communication to suit the target audience in order to enhance the audience's understanding of the message. Adapting the style, voice, tone, and sentence structure is important to build relationships and credibility with the audience. Finally, this research can be a guide for interested researchers in critical discourse analysis, particularly in the construction of power and ideology through feminist speech in different contexts. All of this information can be applied in research or in creating speeches that have influenced the push for further change.

5.3   Recommendations for Future Research

This study collected data from Malala's and Angelina's speeches at the United Nations. Future research should expand to feminist speeches in social and cultural contexts, explore various rhetorical styles, and collect additional language patterns related to empowerment, ideology, and audience persuasion.

Although this research indicates that both speakers have similar call types and language use, their personal backgrounds differ. Therefore, future research should focus on comparative studies with other speakers, whether political leaders, activists, or people in humanitarian fields, to understand how the speaker's role, identity, and reliability are linked to linguistic strategies used to communicate. Moreover, future research includes analyses of intonation, body language, and media presentation to make studies more varied.

Authors

Kamonthip Chawong A fourth-year undergraduate student majoring in English at Kasetsart University, Nakhon Pathom, Thailand.

Kunyakorn Rattanathawornkiti A fourth-year undergraduate student majoring in English at Kasetsart University, Nakhon Pathom, Thailand.

Stella Scarsi A fourth-year undergraduate student majoring in English at Kasetsart University, Nakhon Pathom, Thailand.

Kasidit Supan Lecturer at Division of English, Faculty of Liberal Arts and Science, Kasetsart University, Nakhon Pathom, Thailand.

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