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**for Master’s degree**

**Appeal to basic needs in ENGLISH commencement addresses: A comparative rhetorical study**

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**INTRODUCTION**

The master’s paper studies the appeal to basic needs in English commencement addresses.

A commencement address is a speech given to graduating students by a person notable in the community, generally at a university with the degrees or diplomas conferred upon graduation [19, p. 42]. In rhetoric, commencement addresses represent a genre of epideictic oratory involving ceremonial speeches or writings which praise or blame a person or a situation [31, p. 71]. One of the three branches of classical Aristotelian rhetoric, epideictic oratory is studied now in the variety of its modern genres such as nominating speeches at political conventions [35], speeches celebrating various holidays and events such as New year [13], birthday, wedding, graduation and retirement, letters of recommendation, obituaries etc. Interpreted more broadly, epideictic rhetoric may also include works of literature [48].

 As any special occasion piece, commencement addresses point out the good qualities and the virtues of the people of the hour – the graduates themselves, their parents and teachers. Crucially, the praise those people bring up depends on the community which they live in. As Chaim Perleman and Lucie Olbrecht-Tyteca have said, “The speaker engaged in epideictic discourse is very close to being an educator” and must do the work of “promoting values shared in the community” [29, p. 52]. This becomes possible relying on the canons of rhetoric (invention, arrangement, elocution, memory and delivery) and three appeals (ethos, pathos and logos) [29; 39; 51]. Motivational appeal, i.e. pathos, is especially relevant in our study, as commencement addresses belong to inspirational discourse and arouse the audience to take action toward a desired goal to satisfy their needs in future.

The study of motivational appeal in English commencement addresses is **topical** because these speeches promote values shared in a particular community. In such a way, the study contributes to the understanding of how public speeches (and especially epideictic speeches) affect the audience.

**The aim** of this work is to study the linguistic means of motivational appeal in different compositional blocks of commencement addresses.

This aim presupposes the completion of the following **tasks**:

* to study the theoretical foundation of rhetoric;
* to describe the genre features of commencement address;
* to reveal the peculiarities of appeal to basic needs in various compositional blocks of commencement addresses;
* to compare peculiarities of motivational appeal in different speakers;
* to account for the similarities and differences in motivational appeal in the introductory, the main and the final blocks of addresses by different speakers.

**The object** of this paper is the appeal to basic needs in the introductory, the main and the final blocks of commencement addresses.

The **subject** of the research is the linguistic means of motivational appeal in different compositional blocks of commencement addresses.

**The material** of the investigation is presented by 20 commencement speeches delivered by the renowned people – politicians, writers, businessmen, actors, and other public figures. The majority of them (16 speeches) belong to the period from 2000 to 2020 and 4 of them date back to 1960-1999.

**The hypothesis** of the research is that linguistic means will be appealing to different needs in the introductory, the main and the final blocks of commencement addresses in view of canons of rhetorical text production.

The study draws on the following **methods** to investigate the problem under consideration: *definition approach* to define terms relevant to the topic; *component analysis* to identify semantic features in the meaning of lexical units appealing to basic needs; *contextual analysis* to analyze peculiarities of disposition and elocution, *rhetorical analysis* for explicating the rhetorical background of language use.

**The novelty** of the research consists in establishing the dispositional patterns of appeal to the needs in commencement addresses. It is proved that in the introductory blocks appeal to the needs for love, belongingness and self-esteem is dominant; the main block reveals appeals to self-actualization and the need to know, understand and experience the beauty; and the final block reestablishes higher needs again.

**The discussion** of the work was conducted at the I International scientific and practical conference for young scholars “Tendencies and perspectives of development of science and education in times of globalization” (Hryhorii Skovoroda University in Pereiaslav, May 29, 2020) [10]; at the meetings of the Germanic Philology and Foreign Languages Methodology Department in 2019-2020.

The results of the research are revealed in the article [32] **published** in the journal “Науковий вісник Міжнародного гуманітарного університету. Серія: Філологія” (2020, № 45) indexed by *Copernicus International*.

**Theoretical value** of the research is defined by its contribution to lexicology (making semantic classifications of words, developing the theory of meaning), rhetoric (establishing the dispositional patterns of appeal to the needs), stylistics (enriching the methodology of text interpretation) and discourse studies (explaining the discourse of public speaking).

**Practical value** consists in the possibility of using its results in the normative course of lexicology (topic ‘The Theory of meaning’), grammar (topic ‘Parts of speech’), stylistics (topic Text interpretation’), and in special courses of rhetoric, teaching public speaking and in writing research papers.

**The total volume** of the paper is 83 pages. The main text comprises 70 pages.

The **structure** of the paper includes introduction, two chapters with conclusions, general conclusions, lists of references, dictionaries and illustrations, appendices and abstracts in English and Ukrainian.

In the **Introduction** the topicality of the chosen theme is substantiated, the aim, the tasks, the object, the subject, the material, the methods of the research and theoretical and practical value of its results are described.

**The first chapter** «Theoretical background of studying motivational appeal in English commencement addresses» discusses the foundations of rhetorical studies, describes the genre features of commencement address and the role of motivational appeal in them.

**The second chapter** «Appeal to basic needs in English commencement addresses» is dedicated to the analysis of linguistic means used in the introductions, the main parts and the conclusions of the speeches appealing to various human needs.

In **general conclusions** the results of the investigation are summed up and explained. The **Bibliography** of the work comprises a list of 61 theoretical sources, 20 commencement addresses and nine dictionaries and reference books.

**PART ONE**

**THEORETICAL BACKGROUND OF STUDYING MOTIVATIONAL APPEAL IN ENGLISH COMMENCEMENT ADDRESSES**

A commencement address as a speech given to graduating students by a notable person at a university upon conferring degrees [29, p. 118] represents a genre of epideictic oratory involving ceremonial speeches or writings which praise or blame a person or a situation [39, p. 13]. Epideictic oratory is one of the three branches of classical Aristotelian rhetoric, organized according to classical rhetorical canons and relying on ethos, logos and pathos as means of persuasion [19, p. 16]. Among the latter, appeal to basic needs as an element of pathos plays a crucial role, as it serves to praise the graduates and promote the values shared in the community.

This part of the work discusses the foundations of rhetorical studies, describes the genre features of commencement address and the role of motivational appeal in them.

**1.1. Rhetoric as art of eloquence and persuasion**

From the ancient times (nearly 490-320 BC), rhetoric is considered one of the main organizing means of human communication. Plato for one, called it "the art of winning the soul by discourse" [24, e-ref], Cicero defined this study as “speech designed to persuade” [18, p. 115], and in Homeric speech we find rhetoric defined as ‘the power to achieve change in a listener’s action or attitude through words, – particularly through persuasive techniques and argumentation’ and, later, as ‘the science of speaking well’ [31, p. 2].

The term “rhetoric” is derived from Greek *rhētorike*, which apparently came to use in the circle of Socrates in the fifth century and first appears in Plato’s dialogue “Gorgias”. *Rhētorike* in Greek specifically denotes *the civic art of public speaking*. As such, it is a specific cultural subset of a more general concept of the power of words and their potential to affect a situation in which they are used or received [38, p. 115].

Definitions of the modern scholars are based on the ancient ones. Today, the science of rhetoric is more frequently explained as ‘the art of using language in speech or writing in a special way that influences or entertains people’ [70] and is synonymous with the terms ‘eloquence’ and ‘oratory’. The root of the Greek word **‘rheô’** which means ‘flow’ suggests better understanding of what it is like to be ‘fluent’ in a language [49, e-ref]. As Kenneth Burke claims, rhetoric is deeply rooted in an essential function of language itself, a function that is wholly realistic and continually born anew: the use of language as a symbolic means of cooperation in beings that by nature respond to symbols [25, p. 43].

Supporting the idea of ancient scholars, Sam Leith states that rhetoric is the art of persuasion. In fact, it is an attempt by one person to influence another by means of words; consequently, this term deals with natural human communication. As any person faces the process of communication every day, rhetoric is useful not only for speaking and persuading someone in public conversations, but also in daily interaction [43, p. 7].

As a science, rhetoric is stratified into the periods of Classical Rhetoric, Medieval Rhetoric, Renaissance Rhetoric, Enlightenment Rhetoric, Nineteenth-Century Rhetoric, and New Rhetoric [49]. Starting with Aristotle, Plato, Isocrates, and other founding fathers who relied on Greek literature, until the 18-21st centuries’ New Rhetoric reviving the classical trends and analyzing reasoning, rhetoric reveals how the Ancient Greek and Romans saw public speaking applicable to texts of all times [60, p. 22]. However, the rhetoric that is studied in modern times is different from the classical one – nowadays, this discipline is no longer an art but a science that relies on the findings on psychology, ethics, poetics, philosophy, linguistics (stylistics, pragmatics, text linguistics, speech culture in particular). Although some scholars align it with stylistics, the status of contemporary rhetoric is still being discussed [61, p. 85]. Scholars in their majority view the science of rhetoric is an independent science that integrates aspects of the mentioned disciplines but does not belong to any of the related sciences as well as any of the enlisted disciplines are not included in rhetoric [9, p. 60 ].

Contemporary rhetoric draws heavily on classical rhetorical canons. But as new rhetoric is interdisciplinary, it successfully broadens classical rhetorical canons. Today the term “rhetoric” can be used at times to refer only to the form of argumentation, often with the pejorative connotation that rhetoric is a means of obscuring the truth. Classical philosophers believed quite the contrary: the skilled use of rhetoric was essential to the discovery of truths, because it provided the means of ordering and clarifying arguments [31,p. 35].

**1.1.1. Rhetorical means of persuasion**

Persuasive speeches center on questions of fact, policy and value aiming to create, reinforce, and alter people’s beliefs and inspire actions. This type of speaking is grounded on key principles and methods of persuasion like reasoning and emotional appeal. Although it has been widely studied and many persuasion theories have been developed, it still remains unclear how listeners process the delivered message [28, p. 306]. Such speeches can be either practical persuasive, – of a more local scope, urging to take action – and issue-based – those focusing on serious topics with more serious outcomes for the global community and raise questions of fact, value, and policy [ibid., p. 283]. According to Aristotle, three basic modes of persuasion include ethos, logos and pathos.

**1.1.1.1. Ethos as means of self-representation** is a legitimating source for and a praiseworthy effect of the ethical practice of the orator [43, p. 47]. Michael Burke emphasizes that it depends on the character of the speaker and the structure of text [25, p. 295] and in the final run it can be treated as image.

Aristotle equates ethos with conveying credibility. He put forward the idea, that an effective ethos must inspire the audience’s confidence in the speaker’s good sense, moral character, and good will. Aristotle remarked that in order to project the appropriate ethos in any given situation, the speaker had to draw upon an understanding of human nature [18, p. 362].

According to Aristotle, to show good ethos, i.e. to create positive image, it is necessary to (seem) to be intelligent; (seem) to be good moral character; (seem) to possess good will towards the audience [18].

**1.1.1.2. Logos as appeal to logical reasoning** involves various patterns, conventions, and modes of reasoning that the audience finds convincing and persuasive [29, p. 17]. The logos is the logic of the speech, i.e. the arguments it makes [39, p. 36]. Persuasion is effected through the speech itself when the orator proved a truth is a truth by means of the persuasive arguments suitable to the case in question [19, p. 8-9].

Logos in ancient Greece means more than simply logic or reasoning. It stands for something like “thought plus action” [29, p. 17]. Logos is called to make the speech sound reasonable. Aristotle remarked that this is the part of persuasion where listeners do not only follow the thoughts of a speaker but tend to think they have arrived on these conclusions on their own. Logos uses logic and analogy to present arguments and make transitions from one point to another [29, p. 60].

**1.1.1.3. Pathos as appeal to basic needs and emotions** reveals the emotional side of human interaction, the speaker’s ability to capture attention, and establish a strong connection with the audience [7, p. 10]. In Greek rhetoric, pathos was used to denote “a state of the human soul” based on what the listener experienced at the moment of speech. Aristotle modified this definition to refer to motives that in connection to human needs result in particular actions and behavior.

Modern rhetoric views pathos as the type of appeal based on needs, emotions and passion [14, p. 136]. In his article *Rethinking pathos* prof Serhiy Potapenko elaborates the sequence ‘needs – motives – emotions’ in a new way claiming that persuasion takes place through three types of rhetoric: argumentation, effect, and motive that have their places on different stages of text creation. The satisfaction of needs provokes emotions and emotions are a driving force of persuasion and motivation to action. This psycholinguistic sequence is a foundation for the study of pathos in cognitive linguistic [52, p. 16]. In speeches before heterogeneous audiences consisting of a hundred and more people, persuasion strategies should reach out to as many listeners as possible. However, in graduation speeches which are not meant only to persuade, this is different. In this type of speeches, authors, as a rule, capture the listeners’ attention by foregrounding the lexical units that appeal to the key needs and, as the topic unfolds, use other lexical units to cover all the necessary human needs [52, p. 19]. In this paper, we will analyze the choice of lexical units to appeal to different human needs and how these effects are displayed in composition of texts of speeches and compositional blocks.

Pathos is also characterized by Sam Leith as ‘Make 'Em Laugh, Make 'Em Cry, Make 'Em Agree’ [43, p. 161]. It finds its use in appeal to all kinds of emotions – excitement, patriotism, pity, regret, amusement, etc. The reason pathos has such a powerful impact is that these emotions work best when shared. When a speech evokes a certain feeling, this might not even be logical but the sense of the unification listeners experience during the announcing of the speech makes a strong impact and, together with ethos and logos, completes the scene [43, 214].

Stephanie Coopman and James Lull in the book ‘Public Speaking: The Evolving Art, Enhanced’ also distinguish the fourth part (or type of appeal), known as *mythos* – well recognized cultural values and beliefs [51, p. 307]. Other scholars include force dynamics and event frames in the category means of persuasion, claiming that they are especially significant for epideictic contexts. Mental scenarios are essential for the appropriate comprehension of the speech since in epideictic discourse, speakers frequently create images of freedom, accomplishment and moving forward [50, p. 6]. As they change in different composition blocks, image schemas and force dynamics are powerful for creating appeals to human needs.

To conclude, pathos as appeal to human emotions and basic needs is one more effective means of persuasion frequently used in public speeches which is primarily important for the commencement addresses studied in this thesis.

**1.1.2. Canons of rhetoric**

Aristotle and other Greek scholars suggested that rhetoric or public discourse had five established canons: invention: the art of finding the appropriate arguments in any rhetorical situation; disposition: putting together the structure of a coherent argument; elocution: the way in which something is spoken, written, or performed; memory:  the methods and devices (including figures of speech) used to aid and improve the memory; delivery: the management of voice and gestures in oral discourse [27, p. 289-290].

Rhetoric studies text at several stages: the invention of text, text as a process, and text as a product. In our study, we will concentrate on texts of graduation speeches as products with their linguistic units that create particular appeals and make an effective impact on the audience. Since the structure of texts of speeches and linguistic peculiarities have a prior relevance for us, the paper will take into consideration only the dispositive-illocutionary aspect of rhetorical text building.

Since the modern focus of rhetoric is shifted to the target audience, modern speeches are built on the listeners’ needs and peculiarities [34].

**1.1.2.1. Invention** is the first rhetorical process defined by Aristotle [42, p. 81]. Derived from the Latin word *invenire*, “to find,” invention refers to the act of finding something to say that lends support to the speaker’s position [30, p. 10]. It is why the speech is created and how to create the speech with the desired effect. Any invention, that has been made, started with a need and a reason. From this stage, the speaker considers closely and relies on the needs of the audience in formulating the purpose of their speech, decides upon the best way to present the ideas, thinks about the emotions which are to be stirred within the audience and the times frames he/she needs to be within [35, p. 36].

In classical rhetoric, speeches are built on various sources of information, otherwise called *topoi* (Greek 'places'; i.e. "places to find something"), also called by the Latin name *loci* (cf. Literary topoi). Topoi are categories that help delineate the relationships among ideas; Aristotle divided these into "common" and "special" groups.

In the common group could be found such categories as laws, witnesses, contracts, oaths, comparisons of similarity, difference, or degree, definitions of things, division of things (whole or parts, for instance), cause and effect, and other items that could be analyzed, researched, or documented. Modern writers use these topics, as well, although today more emphasis is placed on scientific facts, statistics, and other "hard" evidence [3, p. 49].

Special topoi included such concepts as justice or injustice, virtue, good, and worthiness. Again, these are areas of inquiry seen by many today as belonging to other arts, but from Greek times through the Renaissance, these were considered integral to the study and practice of rhetoric [3, p. 50].

**1.1.2.2. Disposition** is the second canon of rhetoric and stage of text production. At this stage, the speaker divides the text into several parts and orders them according to the rhetoric needs and situation and the requirements of the chosen genre. Quintilian says about disposition that “it is not without reason that arrangement is considered the second of the five parts of oratory, for though all the limbs of a statue be cast, it is not a statue until they are united, and, if, in our own bodies or those of any other animals, we were to displace or alter the position of any part, they would be but monsters, though they had the same number of parts” [37, p. 213].

Aristotle concedes that at most speech may have four parts:

* the prooemium (introduction),
* the prosthesis (statement of the facts of the case),
* the pistis (proof)
* the epilogue (summary and conclusion).

Most scholars recognize these four parts and add one more – refutation [33, p. 15].

The introduction serves two major purposes: to **inform** the audience of the subject of the speech, and to **render** the audience amenable to the speaker’s argument [42, p. 150-152].

Statement of fact informs the audience of the circumstances that must be known before the formal argument is presented. Quintilian advises that this portion of the text be lucid, brief, and plausible [38, p. 167].

Confirmation is the core of discourse, in which the argument is presented and proven. Generally, it is *not* advisable to present arguments in *descending* order of strength, as it has a debilitating, anticlimactic effect. The proper sequencing of arguments depends on the particular disposition of the audience, the subject, the occasion, and the subjective tastes of the speaker.

Refutation is the speech act of answering an attack on your assertions. It can be achieved in a variety of ways, including logical appeal, emotional appeal, ethical appeal, wit (joke, humor, sarcasm, and puns), etc. It will be appropriate to present refutation before one’s confirmation [34, e-ref].

Conclusion ought to do four things according to Aristotle:

* restate the facts and arguments;
* amplify the force of one’s points and diminish that of one’s opponent’s;
* inspire through one’s character (ethos);
* rouse appropriate emotions (pathos) [19, p. 69].

Emotional appeals tend to be strongest in conclusions. Quintilian writes that “it is in its power over the emotions that the life and soul of oratory is to be found” [23, p. 76].

**1.1.2.3. Elocution** is the choice of language. For classical rhetoricians, elocution equals style. Nonetheless, all rhetorical considerations of style involve discussion of choice of words in compliance with the virtues of style [49]. Aristotle wrote, “For it is not enough to know what we ought to say; we must also say it as we ought; much help is thus afforded towards producing the right impression of a speech”. It is the choice of words. Within a style one must rid a presentation of grammatical errors, offensive language, and fill the speech with powerful imagery and figurative language such as metaphors, similes, antithesis, parenthesis, climax, hyperbole, rhetorical question, parallelism, and chiasmus [44, p. 39].

**1.1.2.4. Performance** includes two stages, which are often regarded as integral parts. They are: memoria and delivery.

Memoria was the fourth canon in Western rhetoric and remains such in contemporary one. It is regarded as the craft and delivery of speeches. Though one may consider it to do only with mnemonic technics of memorizing the already existing speech, however, the Ad Herennium author calls memory the "treasury of things invented", thus linking Memory with the first canon of rhetoric, Invention [37, p. 27]. In present-day rhetorical art public speakers often rely on technologies to memorize the speech, e.g. speaking from manuscript or delivering a message via a teleprompter, i.e. is a display device that prompts the person speaking with an electronic visual text of a speech or script [3, p. 97].

Delivery deals with the manner in which a speaker physically performs the speech through crafted use of voice and gesture [27, p. 303]. Whereas the canon of style addresses the manner in which the speech is composed through words, the canon of delivery addresses the manner in the speech is actually performed with a body. Here the combination of verbal and non-verbal aspects of communication is crucial.

Delivery received renewed attention in the late twentieth and early twenty-first century as new forms of communication technologies have brought substantial attention to delivery as medium. While still including voice, gesture, and other bodily actions in a speaking situation, delivery has come to encompass the technology that transmits a rhetorical event [61, p. 219]. The speaker may not need to memorize his text, his performance is technology assisted.

**1.3. Commencement addresses as epideictic speech**

A speech is usually defined as ‘the communication or expression of thoughts in spoken words’. The Oxford Dictionary reveals that a speech is ‘a formal talk that a person gives to the audience’ [70, e-ref]. With reference to graduation speeches, a.k.a. commencement addresses, it is logical to analyze the synonym of the word *speech* – the noun *address*.

According to the Merriam-Webster Dictionary, an **address** is ‘a prepared speech delivered to a special audience or on a special occasion’ [69, e-ref]. Cambridge, Collins, and Macmillan dictionaries define **address** as: ‘a formal speech’ (Cambridge Dictionary), ‘a speech or written communication, especially one of a formal nature’ (Collins Dictionary), and ‘a [formal](https://www.macmillandictionary.com/dictionary/british/formal_1) speech [given](https://www.macmillandictionary.com/dictionary/british/given_1) by someone to a [group](https://www.macmillandictionary.com/dictionary/british/group_1) of [people](https://www.macmillandictionary.com/dictionary/british/people_1), [especially](https://www.macmillandictionary.com/dictionary/british/especially) as part of an [important](https://www.macmillandictionary.com/dictionary/british/important) [occasion](https://www.macmillandictionary.com/dictionary/british/occasion_1)’ (Macmillan Dictionary). These naive definitions suggest have common features: formality, mass audience and special occasion. So we can define a speech as ***an effective medium of delivering the message to the mass audience in official meetings and public gatherings***. From a different perspective, a speech can be viewed as the *end result* of **public speaking** – a process, an act, and an art of making a speech before an audience [17, p. 150].

In his seminal book ‘Rhetoric’, Aristotle divided public speaking into political, forensic, and ceremonial, claiming that ***political oratory*** propels listeners to carrying out or not carrying out certain actions, ***forensic oratory*** defends or condemns somebody, while ***ceremonial oratory*** of display either praises or blames people and phenomena [19, p. 15]. These three conventional Aristotelian ‘genres’ of rhetoric have become the foundation for all the further theory in rhetoric. However, the Aristotelian definition does not limit rhetoric simply to the direct act of persuading but rather gives it the meaning of seeking out possibilities for convincing the given audience at a given time [53, p. 102].

These three types of public speeches are in keeping with the modes of persuasion such as ethos, logos and pathos. As Sam Leith claims, political, forensic and ceremonial genres are singled out according to their roles in carrying out the oratory. In this point of view, *ethos* implies the self-presentation of the author who speaks from his reputation and character which determines the credibility of the speaker. Accordingly, the function of ethos here is to determine how the speech will be received based on who the speaker is. Along with speaking out of one’s authority, ethos allows the speaker to demonstrate that he is one of the listeners, with the same interests and cravings, to establish relationships of trust [43, p. 47]. This corresponds to political discourse when a famous person positions themselves as one of the people, not one who is above.

Forensicrhetoric reveals what has happened, what the facts are and through *logos* decides upon what is fair; the ceremonialrhetoric used to be linked to the rhetoric ‘in-between’, which appeals to the audience through *pathos*, however, now is treated as the genre mobilizing value sets and beliefs of the spatially and temporally present audience [Epideictic Rhetoric, p.2]. Pathos means much for epideictic discourse, it aids appealing to needs, issues of morality, identity, and every other significant aspect of life.

**1.3.1. Genre features of commencement addresses**

The genre of commencement address, a.k.a. special occasion speech, is characterized by its ceremonial character and the powerful language of appraisal. As any special occasion piece, commencement addresses point out the good qualities and the virtues of the people of the hour – the graduates themselves, their parents and the teachers. Also, the praise to those people is grounded in the values of the community they live. The speaker promotes values shared in the community [52, p. 11].

Although the classical division of rhetoric into ‘genres’ made by Aristotle has been useful till the modern times, it can also seem misleading and make the impression that political and forensic discourse are the ones that matter while epideictic rhetoric is somehow inferior. On the one hand, it makes no difficulty to understand the reason behind such evaluation – the Greek often viewed epideictic speeches as another try to promote utopic ideas or impose the foreign values on the people. On the other hand, contemporary society has gone a long way from that of Aristotle’s time and acquired other values; today, epideictic oratory in its variety shapes the community, unites people, and, moreover, is inseparable from other rhetoric genres [53, p. 48].

Nowadays, at the time of social media, epideictic rhetoric is a powerful instrument of influence, and therefore, attention to this third branch has increased. Ceremonial speeches must be relevant to the event: birthday, wedding, graduation, award presentation, anniversary, etc. [56, e-ref]. Such speeches include speeches of introduction, presentation, acceptance, commemorative speeches (to pay homage to particular people on the occasion of praise or celebration).

Special occasion speeches include two big groups: ceremonial and inspirational ones. Ceremonial speeches are delivered during a ceremony and are usually marked by formal style and etiquette [58, p. 491]. This discourse is meant to be memorable, unique, yet recurring at special cultural events. Jeffrey Walker calls epideictic rhetoric permanent, assuming that it raises timeless issues, uses ever-relevant lexis, and conveys great persuasive power [57, p. 259]. Commencement addresses are predominantly inspirational – they are called to captivate the listeners’ attention and in a fun and emotional manner communicate a clear message to them [58, p. 487]. So, motivational appeal, i.e. pathos, is especially relevant in our study, as commencement addresses belong to inspirational discourse and arouse the audience to take action toward a desired goal to satisfy their needs in future.

Each type of special occasion speech is subdivided into its own **genres**. Hence, **ceremonial speaking** includes speeches of introduction, presentation, acceptance, dedication, as well as toasts, roasts, eulogies, and farewells [57]. **Inspirational speaking**, in its turn, exists in the form of goodwills, speeches of public relations, apology, justification, and commencement speeches [51, p. 46].

In this paper, we will investigate commencement speeches designed to celebrate graduation from world-known colleges and universities. Commencement speeches also fall into the category of inspirational [12, p. 196], or motivational speechesthat have their rules of organization and delivery. Very frequently used in large-scale events like graduations, these speeches have two main targets – awaken certain emotions in the listeners (excitement, joy, compassion, etc.) and at the same time motivate the audience to step out and accomplish something significant. A prevalent phenomenon within contemporary motivational speaking is the **hero speech**, delivered by the people who are thought of as role models [17, p. 144], for instance, favoured political figures, authors, sports stars, stage-directors, or actors.

Special occasion speeches are also named in many works in rhetoric **epideictic discourse** for the reason that they awaken values and reinforce beliefs, primarily through praise and blame [56, p. 31]. The practical value of this type of discourse lies within its exceptional ability to promote certain behaviour or move people to certain decisions. According to Walker, – the prominent scholar who profoundly studied the matter, – epideictic discourse ‘*shapes and cultivates the basic codes of value and belief by which a society or culture lives*’ [58, p. 255], creating the standards by which individuals define and measure themselves. While all types of discourse carry out the epideictic function, epideictic discourse is affective and emotional in nature and is grounded in pathos. Therefore, based on its functions, epideictic discourse deserves the status of the ‘central and indeed fundamental mode of rhetoric in human culture’ [58, p. 256].

Creating and delivering a commencement address is a dynamic process where both the speaker and the audience participate in the process of **identification** and if it reaches success, the result is bridging the gaps between individuals, overcoming differences, creating a sense of unity. That is why it changes people’s attitudes and relationships and, finally, includes them in a community [51, p. 15]. To fulfill the speaker’s goal and render the key ideas, a speech should possess a particular set of **key characteristics**. They include clarity, definiteness of message, expedience, conciseness, correctness [51 p. 109-110], considering the audience, ensuring participation, engaging, the comfortable pace of speech, body language, conciseness, and the so-called informal touch [56]. According to Osborn, there are four main areas of concern that allow evaluating any kind of public speech: overall considerations, substance, structure, and presentation. As they are in keeping with the classical canons of rhetorical text production – invention, disposition, elocution and presentation – we are majorly interested in substance and structure whereby linguistic means appealing to basic needs can be accounted for.

*Overall considerations.* Viewing the speech as a unified whole, we, first of all, refer to ***commitment*** – how much the speaker really cares about the subject and the audience. Not less importance is carried by ***adaptation*** – meeting the demands of a particular audience, adjusting to its context, size, background; a definite ***purpose*** to awaken certain feelings, thoughts, and accomplish a set aim; ***freshness*** – offering a new perspective and creative insights on the known issues; ***ethics*** – demonstrating honour to the listeners and responsibility for the result of the delivered message, being truthful, avoiding plagiarism and quoting right [51, p. 87].

*Substance.* For a speech to be effective, it is necessary to concern the topic of common interest, possess a notable message backed up by facts from credible information sources expanded by profound research, a clear manner of narration, and comprehensive illustrations [59, p. 39].

*Structure.* Sequencing ideas, designing a well-shaped progression of arguments in reliance on the subject and purpose are an absolute necessity for a commencement speech. Especially valuable are transitions between the parts since they link smaller elements of the speech, aiding the audience in keeping track of the speech flow while remaining focused on the essence [51, p. 87]. Crucially, structure impacts the use of language. Since it is of major importance, we will dedicate the next subsection to it.

**1.3.2. Structure of commencement addresses**

Any type of speeches including commencement addresses carry out their goals effectively only when they are well-structured. Structure, or **composition**, is the subsequent and coherent organization of the content [47, p. 49]. As a rule, public speeches consist of three parts (although it is not a compulsory requirement). These parts might differ in names in different speeches but have approximately the same functions: the ones of introduction, body, and conclusion. Commencement addresses are called to make an impression, awaken feelings, and stir excitement about a particular occasion – graduation from the university [57]. Whereas every orator has got their own strategy and structure of a speech, formal peculiarities of these types of speeches have much in common.

**Introductions** are powerful parts since they are able to set the mood for the speech itself, intrigue the audience, and create the emotional connection between the orator and the audience [7, p. 40]. In terms of content, in this part, the speaker prepares the audience to perceive the speech, making a brief lead-in to make them more aware of the topic. The expression of gratefulness at the beginning is a crucial element in every ceremonial speech [13, p. 718], as it assists in creating the positive image of a speaker and setting up a good relationship with the audience. According to Varkhov, introductions carry out three fundamental functions [2, p. 67]:

1. ***psychological function***, i.e. establishing the contact between the listeners and the speaker, creating the special mood of the ceremony, making the audience interested and involved,
2. ***semantic function*** revealed in announcement of the topic, describing the message, short outline of the content of the speech,
3. ***conceptual function*** lying in emphasizing the topic’s specification and its relevance for the listeners [2, p. 67-68].

Crucially, introductory parts in commencement speeches are similar to political speeches in terms of making references to a place, event, and particular significant accomplishments of the past [11, p. 55]. For instance, when an orator mentions a place in a commencement speech, they emphasize the role of a city, university, or the whole country for different spheres of contemporary social life, science, etc. In this way, Arnold Schwarzenegger started his commencement address in 2010: ‘*That is all of you, the amazing men and women of Emory University’s Class of 2010! You are our nation’s newest nurses, doctors, teachers, social workers, ministers, artists, scientists, business leaders and the list goes on and on. You really are an amazing crowd, nearly 4,000 men and women who have dedicated themselves to study and to service through environmental action, through social justice, through public health. I know that your student body is among the most diversified in our nation’s leading research universities.’* In this part, the author foregrounds the importance of Emory University as the place where students dedicated their lives to the service of humanity. Some speakers, such as Ronald Reagan in his speech back in 1982, convey an extensive account of what they associate a particular place (in this case, college) with. In the president's words *‘If it is true that tradition is the glue holding civilization together, then Eureka has made its contribution to that effort. Yes, it is a small college in a small community; it is no impersonal, assembly-line diploma mill*’, ‘*Yes, this place is deep in my heart. Everything that has been good in my life began here*’ we observe the deep personal meaning of this educational establishment for the speaker.

Another example of addressing the audience effectively is observed in the speech by Matthew McConaughey: *‘You heard my dad played football here and I believe he even graduated from here. That was some extra incentive for me to come’* as well as the acknowledgement of the listeners and their accomplishments like it was in the same commencement speech: *‘You guys and girls, and young men and women are the reason I’m here. [...] Now, out of respect for you and your efforts in getting your degree, I thought long and hard about what I could share with you tonight’* [2016]. By making his words personalized and revealing a part of the history of his family, the speaker grabbed the listeners’ attention.

Referring to the occasion is another feature that makes special occasion speeches recognizable. Barack Obama’s words ‘*Congratulations on your graduation, and thank you for allowing me the honor of being a part of it*’ (Obama, 2010), followed by acknowledgment of the governor and members of Congress, show that this occasion is a festive event that means much to graduates, faculty members, and the whole country. Frequently, the mention of an occasion is put together with mentions of people who are either members of faculty or heroes of the occasion, for instance, like in these fragments: ‘*To President Frederick, the Board of Trustees, faculty and staff, fellow recipients of honorary degrees, thank you for the honor of spending this day with you.*’ (Obama, 2016), ‘*Faculty, parents, friends, dignified guests, graduating class of 2014’* (Carrey, 2014), *‘Good afternoon, President Coleman, the Board of Trustees, to faculty, parents, family and friends of the class of 2010. (Applause.) Congratulations on your graduation, and thank you for allowing me the honor of being a part of it*’ (Obama, 2010).

Addressing the live audience differs from online commencement speeches popular in 2020 – in their texts, speakers address a wider group of people and, that is why, uses literally no proper names, except for those of universities and colleges, and tend to be more abstract: *‘I couldn't be prouder of all of you in the graduating class of 2020 — as well as the teachers, the coaches, and most of all, parents and family who guided you along the way’* (Obama 2020), ‘*We are talking to you, the Urban Assembly School for Emergency Management. To you I say congratulations*’ (McConaughey 2020). The following words said by Conan O’Brien to students of Dartmouth at the beginning of introduction prove that the contemporary speeches have become not only less formal but more humoristic as well: *‘Graduates, faculty, parents, relatives, undergraduates, and old people that just come to these things: Good morning and congratulations to the Dartmouth Class of 2011*’ (O’Brien 2011). Another example of the typical for contemporary graduation speeches informal beginning can be observed in the introduction of Mark Zuckerberg’s speech at Harvard: *‘I’m honored to be with you today because, let’s face it, you accomplished something I never could. If I get through this speech, it’ll be the first time I actually finish something at Harvard. Class of 2017, congratulations!’* (Zuckerberg 2017).

In contrast to contemporary speakers, authors of commencement speeches in the 1960s-1990s used more extensive addresses to the members of the audience. Likewise, John Kennedy and Barbara Bush started their addresses in this way: *‘President Anderson, members of the faculty, board of trustees, distinguished guests, my old colleague, Senator Bob Byrd, who has earned his degree through many years of attending night law school, while I am earning mine in the next 30 minutes, distinguished guests, ladies and gentlemen’* (Kennedy 1963)*, ‘President Keohane, Mrs. Gorbachev, trustees, faculty, parents, and I should say, Julie Porter, class president, and certainly, my new best friend, Christine Bicknell. And of course, the class of 1990. I’m really thrilled to be here today, and very excited, as I know all of you must be, that Mrs. Gorbachev could join us.’* (Barbara Bush 1990). Even in the cases when the speech itself began informally, speeches of the end of the 20th century contain the formal acknowledgments in the following paragraph like in the address by Oprah Winfrey in 1997: *‘My hat's off to you! My hat's off to you! (crowd cheers: Go Girl!) You all have gone girls! I want to say thank you, Dr. Walsh and to the esteemed faculty, to those of you parents, what you have been through, God Bless you, and to the greatest class that has ever graduated from Wellesley’* (Oprah Winfrey 1997).

Highlighting the reputation of a university and its big accomplishments is also widespread in commencement addresses: ‘*It is that spirit that’s made Howard a centerpiece of African-American intellectual life and a central part of our larger American story. This institution has been the home of many firsts: The first black Nobel Peace Prize winner. The first black Supreme Court justice. But its mission has been to ensure those firsts were not the last. Countless scholars, professionals, artists, and leaders from every field received their training here. The generations of men and women who walked through this yard helped reform our government, cure disease, grow a black middle class, advance civil rights, shape our culture. The seeds of change — for all Americans — were sown here’* (Obama 2016).

The **main part** usually reveals micro topics which are structurally and semantically completed. The number of micro topics can vary from speech to speech, usually from three to five or six [15, p. 105]. For example, in the commencement speech by Barack Obama at Howard University, Washington, in 2016 the president included five micro topics that were elaborated around the main idea.

The first micro topic we have singled out is ‘*The line of Howard graduates and their place in the world*’ which reveals the powerful impact of the university on the generations of scientists, prize winners, and the culture in overall. The paragraphs of this topic contain arguments and illustrations which make the listeners draw their own conclusions and agree with the orator. The second micro topic is ‘*Hardships that America has overcome to become a better country’*, where the speaker reflects on the changes that have taken place over his lifetime and since the years of his graduation – poverty was reduced, economic and medicine improved, crime rates, race and sex discrimination fell down. The third micro topic ‘*Gaps that still exist’* brings balance into the argumentation of how better the USA have become. Describing what is still to be worked at in America, the president moves the graduates’ into action, showing how much the country needs them to step out. The next micro topic ‘*The future Howard graduates of the 2016 can create*’ inspires the young people to look at certain spheres where they could make an impact and build strategies to do it. In this and the following topic ‘*What do changes require?*’ the author also states what personal traits it takes to make a lasting impact. Lastly, the micro topic ‘*The actions changes require and examples of people who made a difference’* narrows up the ideas from the previous topic and shows the examples when simple people brought revolutionary changes into social justice, law, and education. At the end of every topic, there is a separate conclusion while the main one is found in the words ‘*Not it's your turn to change the world*’.

The **conclusion** in commencement speeches either recapitulates the covered micro topics or contains the wider closure. The example of the second type of conclusion is found in the same speech announced by Barack Obama: ‘*Now it’s your turn. And the good news is, you’re ready. And when your journey seems too hard, and when you run into a chorus of cynics who tell you that you’re being foolish to keep believing or that you can’t do something, or that you should just give up, or you should just settle — you might say to yourself a little phrase that I’ve found handy these last eight years: Yes, we can. Congratulations, Class of 2016! Good luck! God bless you. God bless the United States of America. I’m proud of you*’ (Obama 2016). The special feature of such conclusions is the positive tone and the encouragement it brings, reflecting the main goal of the speech – to celebrate the occasion.

As a special characteristic of a concussion in a commencement address, the final part might be summarizing but in the majority of cases [10, p. 41], it has rather got an inspirational function with the direct appeal to the audience [12, p. 197] and their basic needs, urging them to take confident action or alter their views concerning the discussed topic. Another closure with the appealing function is found in the speech made by Elon Musk *‘I think the overreaching point I want to make is you guys are the magicians of the 21th century, don't let anything hold you back. Imagination is the limit. Go out there and create some magic. Thank you*’ (Musk, 2012) which both clearly summarizes the main idea and plays the motivating role.

**1.4. Motivational appeal in commencement addresses**

Appealing to basic human needs is considered essential in commencement speeches, since the latter are a type of communication where people awaken values and reinforce beliefs, primarily through praise, negotiating the meaning of specific things, and, meeting our needs [20, p. 144].

The classical version of the hierarchy of human needs proposed that people are motivated to fulfill basic needs (**deficiency needs**) before proceeding to meet the higher needs (**growth needs**) [45, p. 5]. Deficiency needs covered the first four needs: physiological, safety, love and belongingness, and esteem. Growth needs in the initial version of the hierarchy contained one need for self-actualization. However, as research was continued by other scholars, the level of growth needs was expanded so that the hierarchy often depicted as the pyramid, included seven and later eight stages [46, p. 381]. In assemblance, presented at Scheme 1 below, it contained the following needs: physiological, safety, love and belonging, esteem, cognitive, aesthetic, self-actualization, and transcendence needs. In our research paper, we employ this eight-stage hierarchy because it is more relevant in the context of commencement speeches.

In this hierarchy, ***physiological needs*** are those that keep the homeostasis humans cannot survive without. They include simple needs such as air, water, food, sleep, rest, procreation [45, p. 30]. Appeal to them is made through the use of linguistic units referring to these vital human processes.

***Safety needs*** cover the need for protection from dangers of different types – natural disasters, pandemics, military conflicts and violence, as well as the safety of one’s family, employment, resources, and property [45, p. 39].

The need for ***love and belonging*** implies affection, friendship, intimacy, family, all kinds of human connections and relationships, belonging to a group and community, feeling wanted and appreciated [45, p. 43].

***Esteem needs***, in their turn, include recognition, attention, social status, achievements, prestige, popularity, self-respect, and respect of others [ibid., p. 45].

***Growth needs*** include cognitive needs which motivate people to learn, work, and study; this is also the need to know and understand how the world functions and search for meaning and sense. Beyond curiosity, there are ***aesthetic needs*** which imply the need to experience beauty, enjoy designs, receive pleasure from art, etc. [59, p. 207].



**Scheme 1**: Maslow’s motivation model

The need for ***self-actualization*** is reflected in the pursuit of problem solving, living up to one’s full potential, creativity, morality, spontaneity, having a power to change the world and have an impact on the environment a person is in. Once satisfied, this need provokes the appearance of the highest one – ***transcendence*** – which means living for something more than yourself, assisting other people to achieve self-actualization, doing good out of inner motivation alone, giving oneself to some higher goal outside oneself, in altruism and spirituality [51, p. 178].

Satisfaction of the needs evokes positive emotions, while open needs yield to negative emotions. That is why, a group of researchers, including Stephanie Coopman and James Lull, claim that appealing to positive emotions (like joy) through needs can achieve a greater extent of persuasion than appealing to negative emotions (like fear or uncertainty) [28, p. 310] and this is supported by numerous experiments such as the one in 1996 conducted by Robin L. Snipes, Michael S. LaTour, and Sara J. Bliss [59, p. 308]. Many orators still use emotional appeals to the lowest needs, such as safety, to provoke the desired actions or conclusions, while the experimental study proved that fear appeals increase interest, persuasiveness, and involvement [ibid.]. Fear is defined as ‘an unpleasant emotional state characterized by anticipation of pain or great distress and accompanied by heightened autonomic activity especially involving the nervous system…the state or habit of feeling agitation or dismay…something that is the object of apprehension or alarm’ [69]. It was proven that intense fear appeals used in speaking about a significant threat or problem are most effective when they are introduced along with the idea that altering an individual’s behaviour will minimize the threat. In such a way, a greater effectiveness of a speech can be reached. Although in many cases they work vice versa – make the audience resist the threats when the appeal is too intrusive. And though the usage of a fear appeal is more inherent in marketing and social advertising, in public speaking, orators use it to create a stronger motivation in the audience [59, p. 311].

Implementation of this appeal can be observed in the graduation speeches of different times. Let us pay attention to the 1963 ‘peace speech’ by John Kennedy. In sentences like *‘Today, should* ***total war*** *ever* ***break out*** *again, no matter how, our two countries will be the primary targets’,* *‘We are both caught up in a* ***vicious*** *and* ***dangerous cycle*** *with suspicion on one side breeding suspicion on the other, and new* ***weapons*** *begetting* ***counterweapons****’,* and *‘All we have built, all we have worked for, would be* ***destroyed*** *in the first 24 hours’* (Kennedy 1963), the speaker highlights the danger making a strong fear appeal including an unsatisfied need for safety of one’s life, health, and the security of one’s property.

To enhance the motivational function of the speech, the politician uses strong modal verbs such as ‘must’ and uses clear mentions that the responsibility for the changes lies on the graduates: *‘We are not here distributing blame or pointing the finger of judgment. We* ***must*** *deal with the world as it is, and not as it might have been had the history of the last 18 years been different’.* Hence, motivating is the logical outcome of the appeal to the safety need in John Kennedy’s speech: the need for safety (that was the least satisfied in the context of the year 1963) was the most important for graduates at that time and was the effective reason to urge the youth to act for peace.

When a speaker makes a certain emotional appeal, one (or several) of these motivators become activated so that a motivational appeal to the audience occurs. Such strong emotional appeals are based on the sixteen **basic motivators** that can be correlated to the hierarchy of human needs created by Abraham Maslow. These motivators include eating, family, social contact, physical activity, saving, acceptance, honor, social status, idealism, order, power, independence, romance, tranquility, curiosity, vengeance. According to Maslow’s view on the hierarchy of needs, when one need is satisfied it stops to be a motivator (‘A want satisfied is no longer a want’ [46, p. 375]); therefore, only unsatisfied needs can motivate the listeners [57]. But it is crucial to understand that Abraham Maslow took into consideration the relative degree of a need satisfaction: claiming that ‘when one need is satisfied then another emerges’, the psychologist does not mean that a need has to be satisfied 100%. For instance, if a listener is satisfied approximately 80 % in one of lower needs, physiological, 70% in safety need, 65% in his love and belonging need, and 40% in his self-esteem need, this enables an individual to acknowledge higher needs [45, p. 14].

 To observe the process of creating a motivational appeal in more details, let us consider the renowned **Alan Monroe’s motivated sequence**. The first step is capturing **attention** by presenting hook (an engaging story, vivid example, quotation); the second step is demonstrating how the subject of the speech relates to a particular **need** or problem that cannot be solved until each individual responds to it (often, a safety need or need for love and belonging); the next step is **satisfaction**, or theoretical solution of the problem with offering specific actions that will lead to success; the fourth step is the detailed **visualization** of the outcomes in case if the provided solution is carried out or not; and the fifth step is **action** which is the expected outcome. At the last stage, the speaker explains what actions each listener can personally take to change the current situation [54].

This sequence is called not only to motivate the audience but to accurately highlight the actions that can be taken and allows the listeners to feel not hopeless but in control. Following this sequence is clearly observed in the commencement speech delivered by Barack Obama in 2016. At the beginning of the main block, the president gives bright examples of the changes that he saw in his lifetime and the progress America has made naming specific issues that are now overcome and public figures who played big roles in it. After capturing attention, there is a statement of the problems that are still remaining unsolved – inequality, racism, etc. Further on, the focus shifts to the power that the generation of graduates holds: Mr. Obama says: *‘I tell you this not to lull you into complacency, but to spur you into action — because there’s still so much more work to do, so many more miles to travel. And America needs you to gladly, happily take up that work’* [Obama, 2016]. He keeps the balance of the positive view of the changes that already took place and at the same time urges the audience into specific actions: *‘Yes, our economy has recovered from crisis stronger than almost any other in the world. But there are folks of all races who are still hurting — who still can’t find work that pays enough to keep the lights on, who still can’t save for retirement’, ‘So with the rest of my time, I’d like to* ***offer some suggestions for how young leaders like you can fulfill your destiny and shape our collective future*** *— bend it in the direction of justice and equality and freedom’.* The speaker emphasizes how much the future of their nation depends on them: *‘And you don’t have excuses’, ‘Now it’s your turn. And the good news is, you’re ready’.*

That is why understanding human needs is a powerful trigger for the speaker to have an emotional appeal for the audience that assists the rhetor (speaker) to set up a relationship between him and the listeners [34, p. 72]. This relation has a direct impact on the success of the speech, so in themes of a speech, the speaker should include the set of features such as interests, backgrounds, values, gender, race, ethnic and social grouping, political views, etc. The challenge of this task consists in the need to cover the features of the diversity of individuals present during the address.

When appealing to basic human needs in a speech, an orator includes appeals to different parts of the pyramid based on the purpose of the speech, event, and the place where it is announced [41, p. 274]. What is especially vital for a choice of appeals is the time when the speech is declared. Barack Obama, for instance, started his 2020 speech to Howard University graduates by addressing the graduates’ need for socializing which is the third level of the pyramid – love and belongingness. Since the youth was forced to keep social distance and missed the traditional prom party, the president makes a mention of this in the introduction *‘And then, just as you're about to celebrate having made it through, just as you've been* ***looking forward to proms****,* ***senior nights****,* ***graduation ceremonies****, and let's face it, a whole* ***bunch of parties****, the world is turned upside down by a global pandemic. As much as I'm sure you* ***love your parents****, I'll bet that being stuck at home with them and playing board games or watching Tiger King on TV is not exactly how you envisioned the last few months of your senior year’.* Mr. Obama also starts by appealing to physiological human needs such as financial stability and the need for being healthy: *‘This* ***pandemic*** *has shaken up the status quo and laid bare a lot of our country's deep-seated problems. From* ***massive economic inequality****, to ongoing* ***racial disparities****, to a* ***lack of basic healthcare*** *for people who need it’.* Debates are still going on about whether it is ethical to use fear appeals as a method of making an impact on publicity.

The mentions such as this might include either threat and fear appeals concerning the stated need and more positive appeals that do not include threats. While it is not widely used in commencement speeches, a fear appeal is deliberately included in many public speeches with the goal to awaken the protective mechanism in people and urge them to certain actions or decisions. But a fear appeal can only be recognized as the fear appeal if it depicts a relevant and significant threat to a person and is followed by pieces of recommendation on how to deter the threat [34]. On the condition that the speaker possesses a trustworthy social image, such appeals create perceived efficacy – ‘the belief that message recommendations can be implemented and will effectively reduce the threat depicted in the message’.

To conclude, some speakers move from physiological needs and safety to more abstract ones, including the latter in the body paragraphs.

**Conclusions on part 1**

Rhetoric is generally recognized as the study of effective means of producing discourse and influencing people as well as the art of persuasive speaking itself.

A commencement address as a speech given to graduating students by a notable person at a university upon conferring degrees represents a genre of epideictic oratory involving ceremonial speeches or writings which praise or blame a person or a situation. As any special occasion piece, commencement addresses point out the good qualities and the virtues of the people of the hour – the graduates themselves, their parents and teachers. The praise to those people is grounded in the values of the community they live. The speaker promotes values shared in the community.

Commencement addresses are created according to rhetorical canons including invention, disposition, elocution, and performance. Invention refers to the process of choosing the topic and finding arguments appropriate to the situation. Disposition presupposes ordering the information in a text so that it is most appropriate for the needs of the audience and the aim of the speech. Elocution is an effective word choice for making a favorable impression on the audience. Performance deals with the presentation of speech and creating an uplifting and inspiring mood in the audience.

A desirable effect is created by the three rhetorical means of persuasion, such as ethos, logos and pathos. Ethos is the speakers’ self-representation and an appeal to good character which consequents in their credibility. The appeal to logos consists in the reasoning of the speaker upon the topic. Pathos is designated as appeal to human emotions and basic needs. This appeal, i.e. pathos, is especially relevant in our study, as commencement addresses belong to inspirational discourse and arouse the audience to take action toward a desired goal to satisfy their needs in future.

The structure, or composition, of a commencement address consists in the subsequent and coherent organization of the content involving three parts – introduction, body, and conclusion. Whereas every orator has got their own strategy and structure of a speech, formal peculiarities of these types of speeches have much in common.

**Introductions** are aimed toset the mood for the speech, grab attention and create the emotional connection between the orator and the audience. In this part, the speaker prepares the listeners to perceive the speech, making a brief lead-in to make them more aware of the topic. The **main part** usually reveals micro topics which are structurally and semantically completed. The number of micro topics can vary from speech to speech, usually from three to five or six. The **conclusion** in commencement speeches either recapitulates the covered micro topics or contains the wider closure. As a special characteristic of a concussion in a commencement address, the final part might be summarizing but in the majority of cases, it has rather got an inspirational function with the direct appeal to the audience and their basic needs, urging them to take confident action or alter their views concerning the discussed topic.

**PART TWO**

**APPEAL TO BASIC NEEDS IN ENGLISH COMMENCEMENT ADDRESSES: DISPOSITION AND ELOCUTION**

As the audience is a central figure in any epideictic speech, every commencement speaker appeals to the needs relevant for the. This part provides the results of our research and the discussion. We have analyzed 20 commencement speeches delivered by the renowned people – politicians, writers, businessmen, actors, and other public figures. The majority of them (16 speeches) belong to the period from 2000 to 2020 and 4 of them date back to 1963-1997. We have found that linguistic means appeal to different needs in the introductory, the main and the final blocks of commencement addresses.

**2.1. Commencement addresses of 2000-2020**

Commencement addresses of 2000-2020 have several central themes similarly elaborated by various speakers – the future, believing in yourself, the world’s scientific progress and the graduates’ contribution to it, never stopping learning, overcoming adversity, dreaming big, and adhering to the values of modern society. These topics are chosen by the speakers at the level of invention and they structure the speeches defining the disposition of ideas in the texts and the peculiarities of their elocution.

The invention of these topics in commencement speeches is explained by a number of reasons: the ceremonial character of the event, the overwhelming feelings of the audience at the moment (excitement and proudness of their achievements with the sadness at the thought of leaving the college and friends), different social and political realities and a global economic situation. For example, delivering her commencement address at City College of New York, Michelle Obama elaborates her speech on the topic of overcoming adversity as this idea resonates with most people. We all run away from adversities but the truth is that they are part of our life.

At the level of disposition, the speakers supply various examples, draw on experiences and describe incidents that come under the chosen theme. Crucially, while the speakers touch upon various subtopics at the dispositional stage, they constantly tie them all back to one central theme postulated at the stage of invention. For example, Michelle Obama delivering the above mentioned address elaborates her speech on the topic of overcoming adversity by making reference to her own and other people’s experiences. She talks about challenges young people face in their years in college, what they come through during their life after college and how they find the courage to rise above the hardships. She stresses the importance of being resilient in various situations and being able to turn challenges into opportunities.

The third stage, i.e. elocution, deals with the choice of specific linguistic units to deliver the speaker’s ideas. It is closely connected with invention and disposition of the speeches, because in various parts of the words appealing to basic needs are used differently. Our research shows that in the *introductory* blocks appeal to the needs for love, belongingness and self-esteem is dominant; the *main* block reveals appeals to self-actualization, and the need to know, understand and experience the beauty; and the *final* block reestablishes higher needs again.

**2.1.1. The introductions: love, belonging and self-esteem**

Introduction blocks contain the initial appeals and have a special power making the first impression on the audience. Our analysis proves that in the introductory blocks the speakers appeal to the needs for love, belongingness and self-esteem. In this subsection, we account for our findings.

Appealing to the **need for love and belonging** is the most frequent in the introductions. Our research shows that appeal to love and belonging is made especially often by the speakers who have happy families and successful relations (Barack Obama, Mark Zuckerberg) or are active public or political figures who delight in being a part of a community – people with the satisfied need for love and belonging.

The analysis of the speeches demonstrates that there are common lexical units used in the introductions by the majority of the speakers and specific words and phrases occurring only with some orators.

The appeals are made with following lexical items ***common*** to all introductions:

* nouns denoting family members *‘family’* (13 occurrences in the introductions in the analyzed text corpus), *‘parents’* (11), *grandparents’* (3), *‘mother’, ‘father’ ‘dad’, ‘kids’,* *‘aunts’, ‘uncles’, ‘sisters’, ‘brothers’,* and close circle of people *‘friends’*
* phrases denoting the start of human relationships ‘*build family*’ (Obama 2020); *first date’* (Schwarzenegger)
* names of family holidays, e.g. *‘Father’s day’* (Cook).

Among ***specific*** lexical items found in the introductions, the following are found:

* *‘the most important person in my life’ ‘community’, ‘same generation’, ‘we’, ‘global community’,* (Zuckerberg);
* *‘hometown’, ‘wife’, ‘kids’, ‘brother’, ‘friends’ (2), ‘the man I miss’* (Damon);
* *‘be in this company’* (Portman);
* *‘take me home to meet her family’, ‘deport back’,* *‘I was told to my face ‘you’re nothing but a giant muscle’’, ‘You can’t act, you have no future and you have an accent that is laughable’* (Schwarzenegger).

Some speakers, like Steven Spielberg or Jim Carry, appeal to family and love needs through the words of basic categorization level, e.g. family, parents and friend, and others such as Barack Obama and Mark Zuckerberg, use words of subordinate level. For example, the former US President names all kinds of relatives in his address: *‘parents’, ‘grandparents’, ‘aunts’, ‘uncles’, ‘sisters’, ‘brothers’, ‘family’, ‘friends’* (Obama 2016);refers to the feelings by the words *‘love’(2), ‘being a part of’, ‘heartache’, ‘gratitude’* (Obama 2010); Zuckerberg famously calls his wife *‘the most important person in my life’*. Categorization levels show the speakers’ involvement and so-called ‘mental proximity’ to the situations described: the more specific the words are, the more important and involved the speaker is. It makes an impact on the audience as well making them feel the importance of family and love in our life.

A significant number of speakers begin their addresses with appeal to the **need for self-esteem and respect**. For example, Steve Jobs uses the words such as *‘graduate from college’*, *‘one of the finest universities in the world’*, *‘get close to college graduation’* and verbs *‘quit’*, ‘*drop out*’ to express his respect for the achievement he could never make. His “How to live before you die” speech at the Stanford Commencement Address in 2005 tells people to do what they were passionate about. For Jobs, appeal to the esteem need is the part of elaborating the topic of life-long learning and trying to contribute to the world around. Jobs played great roles not only at Apple, but also NeXT and Pixar. These entrepreneurial achievements are mentioned in his speech. They apply to respect.

Joanne Rowling also mentioned that ‘*Harvard has given me an extraordinary honor*’ to emphasize the privilege and its role for graduates' self-respect and the respect of society. Moreover, the authoress used collocations *‘commencement address’* (twice), *‘commencement speaker’*, *‘influence you to abandon promising careers in business, law, and politics’, ‘come out ahead of’*; nouns *‘responsibility’*, *‘graduation’*, and even specific degrees – *‘the distinguished British philosopher Baroness Mary Warnock’* (2)*.*

Similar effect is observed in the address by Arnold Schwarzenegger and is provided by the words: ‘*student body*’, *‘honorary doctorate of law degree’*, *‘degree’* (2), ‘*nation’s leading universities*’, verbs ‘*represent*’, *‘get respect’*, nouns *‘nurses’*, ‘*doctors’, ‘teachers’, ‘social workers’, ‘ministers’, ‘artists’, ‘scientists’, ‘business leaders*’, and the sentence ‘*It’s truly an honor to stand here today on this joyous day as your commencement speaker*’. Adjectives *‘joyous (day)*’, ‘*tremendous (people)*’, ‘*amazing (crowd),(men and women)*’, ‘*special* and *remarkable (accomplishments)*’ play an important role as well.

The introduction in the address by Conan O’Brien contains appeals to the same need with *‘achieve’*, ‘*college diploma*’ (twice), ‘*degree*’*, ‘career’, ‘career path’, ‘career goal’,* ‘*honor*’, *‘celebrity’*, ‘*get an honorary degree*’. Meanwhile, the speaker addresses the need in a humorous way, saying that graduates achieved ‘*something only 92% of Americans...will ever know*’ and now ‘*have a crushing advantage over 8% of the workforce*’, comparing this achievement to those of ‘*dropout losers like Bill Gates, Steve Jobs, and Mark Zuckerberg*’.

Word combinations such as ‘*graduate from here*’, emphasized with the adverb ‘even’, ‘*getting your degree*’ (McConaughey 2016), ‘*fellow recipients of honorary degrees*’, ‘*be reelected*’, ‘*return the favor*’, ‘*lead clubs*’, ‘*play an instrument’, ‘volunteer’, ‘intern’, ‘hold down one, two, maybe three jobs*’, *‘ambition’* (Obama 2016), ‘*distinguished alumni*’, ‘*be offered one’s dream job*’, ‘*movie career*’, and verbs ‘*drop out*’, ‘*re-enroll*’, ‘*begin college*’, *‘leave college’,* ‘*go to college*’ (twice), ‘*earn a degree*’ (Spielberg 2016), *‘honor’*, *‘privilege’* (Obama 2010),‘*go to Harvard*’, ‘*graduate from Harvard*’, ‘*(not) to get an actual degree*’, ‘*fake graduate*’, ‘*an MIT degree*’*,* ‘*run for office*’ (Damon 2016), ‘*be honored*’, *‘invite’,* ‘*be invited*’, (Portman) showed the attitude of speakers to education and the process of striving for accomplishments in this sphere.

Speeches designed for graduation ceremonies of the 2020 contain fewer appeals to the need for self-esteem in introduction. Matthew McConaughey used the sentences like ‘*You got no prom*’, ‘*You got no real ceremony*’ to appeal to the need that was not satisfied to the full content and mentioned no similar words like those who delivered speeches in previous years. In the introduction block of Barack Obama, there is the same tendency – the speaker only mentions the achievement of graduates in passing, without directly applying to a wider range of accomplishments that allow people to feel good about themselves. In the contrast to this, the 2010 commencement speech by the same author contains numerous lexical units that denote political ranks and positions: *‘governor’*, *‘president’*, *‘mayor’*, ‘*members of Congress*’ and the mention of the symbol of political power *‘Washington’* (twice). In addition, there are verbs that denote the pursuit of political activity *‘run’*, ‘*take office*’. In texts of other speeches we have found the words *‘dignified’, ‘move forward in life’* (Carrey), ‘*greatest university in the world*’, verbs *‘finish’*, ‘*get into Harvard*’, ‘*be proud of*’ *‘accomplish’*, ‘*run a big part of (Facebook)*’ equally as ‘*drop out*’ and ‘*get kicked out*’ (Zuckerberg).

The **need for self-actualization** is rarely noticed in introductions. However, there are two speakers who applied to it: Elon Musk and Matthew McConaughey. It is proved by the word combinations *‘being able to fly’* and *‘see over long distance’*, having *‘vocation’* (Musk) *‘do something with a real and necessary purpose’* (McConaughey). Also very rare is the **need for safety** addressed by the speakers. While Barack Obama mentioned a wide spectrum of threats to a human’s life, health, and employment in ‘*school shootings*’, *‘illness’* and ‘*losing a job*’(twice), ‘*public health crisis*’, ‘*global pandemic*’, ‘*hang on by a thread*’, ‘*sick*’, ‘*Great Depression*’(2020), McConaughey only noted the current economic *‘crisis’* (2020) as the condition in the middle of which young people will have to search for jobs and lead a life of an adult.

The rarest are appeals to **physiological needs.** We have only found the verb ‘*sleep*’ used twice and ‘*eat a large meal*’ employed only once in Jim Carrey’s introduction. Obama has the mention of the adjective *‘hungry’* (Obama 2020)to describe the condition of the main mass. Zuckerberg, in his turn, mentioned the same verb ‘sleep’ in the context of experiencing the same students life with graduates: ‘*We walked this yard less than a decade apart, studied the same ideas and slept through the same Ec10 lectures’,* so we assume this is an appeal to the need for love and belonging. Another bright appeal to the physiological need is found in the introduction blocks of the speeches delivered by Conan O’Brien and Natalie Portman when they mention the words that denote the loss of warmth and life: *‘I’ve never been this cold in my life’* (O’Brien), *‘funerals’* (Portman).

**2.1.2. The main part: self-actualization**

The main block of commencement speeches reveals appeals to self-actualization, and the need to know, understand and experience the beauty.

The **need for self-actualization** is widely appealed to and this is proved by the following lexical units:

* verbs and verb phrases denoting academic success or failure, making progress in career, and inventions: *‘drop out’ (6 occurrences), ‘drop in’ (2), ‘design the first Macintosh computer’, ‘release (our) finest creation’, ‘work hard’, ‘diverge’, ‘be out’, ‘go well’, ‘have a falling out’, ’run company’, ’be gone’, ‘let...down’, ‘screw up’, ‘being successful’, ‘being a beginner’, ‘start a company’, ‘create the world’s first computer animated feature film’, ‘get better’, ‘do great work’, ‘return (to Apple)’, ‘be truly satisfied’ ,’find what you love’,*
* nouns, names of companies, and government bodies *‘a very public failure*’, *‘the most successful animation studio in the world’, ‘Apple’(8), ‘NeXT’(3), ‘Macintosh’, ‘Windows’, ‘Pixar’, ‘Board of Directors’* (Jobs);
* word combinations denoting personal and professional growth and the position is society: ‘*self-improvement’, ‘promising careers in business, law, or politics’, ‘achievable goals’, ‘vocational degree’, ‘graduation’(2), ‘failure’(8), ‘success’(3), ‘strong will’, ‘academic success’, ‘lack of motivation at university’, ‘desire for success’, ‘talent’, ‘intelligence’, ‘examinations’, ‘lectures’, ‘achievement’, ‘qualification’(2), ‘capacity for hard work’, ‘education’, ‘unique status’, ‘inner security’, ‘unique responsibilities’, ‘career ladders’, ‘privilege’, ‘advantages’, ‘impact’, ‘superpower’*,
* verbs and verb phrases *‘have ambition’, ‘pride yourself’, ‘earn’, ‘write novels’, ‘study’, ‘rebuild life’, ‘use...status’,*
* adjectives *‘gifted’, ‘well-educated, ‘ennobling’, ‘powerful’, ‘powerless’, ‘proud’* (Rowling); *‘ambitious’, ‘emulate the people who came before you’, ‘be the best version of myself’, ‘beat Stanford’, ‘guiding Apple’* (Cook),
* nouns and noun phrases *‘graduates’(2), ‘dropouts’, ‘ambition’, ‘genius’* (Cook).

Conan O’Brien’s graduation speech is particularly rich in words that indicate success and disappointment *‘career disaster’, ‘career path’, ‘professional life’, ‘diplomas’, ‘star’, ‘public disappointment’*, *‘fail’(2), ‘failure’*, *‘misfortune’*, *‘funniest person of his generation’*, *‘comedians’,* *‘win a MacArthur Genius Grant’, ‘work at Department of Global Health and Social Medicine’, ‘Harvard Medical School’.*

Arnold Schwarzenegger’s speech is abundant in the words *‘success’, ‘dreams’, ‘desire’, ‘incredible success’, ‘careers’(3), ‘great performance’, ’assets’, ‘training’(3), ‘bodybuilding’(7), ‘military service’, ‘acting’(3), ‘politics’, ‘ski’, ‘track and field’, ‘skiing’, ‘soccer’, ‘champion’(8), ‘a leading man’, ‘acting profession’, ‘possibilities’, ‘world championship’, ‘greatness’, ‘National Coach’, ‘International Coach’, ‘Ambassador for Special Olympians’, ‘torch-bearer’, ‘athletes’, ‘medal’, ‘sex symbols’, ‘movie premiere’, ‘the youngest world champion’, ‘red carpet’* (Schwarzenegger)*.* He also uses extensively theadjectives describing professional activity *‘fascinating’, ‘silly’, ‘satisfying’, ‘unconventional’*, *‘spontaneous’, ‘irrational’, ‘liberating’,* verb phrases *‘dive into the world of social media’, ‘do stand-up’, ‘record an album’, ‘grew a strange...beard’, ‘emulate(d)’,‘wore a skin-tight blue leather suit’, ‘threw together a national tour’, ‘made a documentary’.*

Appeal to self-esteem is also made throughphrases containing proper names of famous people and organizations *‘Johnny Carson’(2)*, *‘David Letterman’(2), ‘Jack Benny’(3)*, *‘spearhead a task force for the World Health Organization’, ‘Global Health Initiatives’, ‘NBC’, ‘The Tonight Show’, ‘be one of the TIME Magazine’s 100 Most Influential People’* (O’Brien); words denoting intensive work at one’s weaknesses and self-improvement *‘acting classes’, ‘speech classes’, ‘dialogue classes’, ‘accent removal classes’, ‘self-confidence’, ‘greatest country in the world’(2), ‘governorship’, ‘liabilities’* verbs ‘*visualize … dreams’*, *‘accomplish’, ‘work like hell’, ‘ignore the naysayers’, ‘trust yourself’, ‘break some rules’, ‘fail’, ‘become ’, ‘run for governor’(2), ‘the great state of California’,, ‘become governor’, ‘win ‘13 world championship titles’, make a ‘fortune’, ‘believing in myself’, ‘walk into movies’, ‘play chess’, ‘become an actor’, ‘work very hard’,* adjectives *‘rich’*, ‘*famous’(2), ‘great’(11), ‘hungry’(7), ‘successful’(4)* (Schwarzenegger).

Another important category of words that appeal to respect and achievements is the words naming the global problems that were overcome: *‘rebuild California’s infrastructure’, ‘reform government’, ‘make government run more efficiently’, ‘fight global warming’, ‘reduce … greenhouse gas emissions by 25%’*.

Barack Obama used multiple names of famous people and institutions (both proper and general), high positions, and ranks to appeal to respect: *‘mayors’*, *‘old-heads’, ‘leaders’,* *‘business owners’, ‘CEOs’, ‘representatives’, ‘state senator’, ‘Presidents of the United States’*, *‘the Queen of England’,* the name of award *‘National Book Award’*, the show *‘Thursday night’*, the movement *‘Black Lives Matter’*, the rank *‘Prince’(2)*, the name of the famous basketball player *‘Michael Jordan’*, rapper *‘Kendrick Lamar’*, comic *‘Larry Wilmore’*, singer *‘Beyoncé’*, host of a TV show *‘Shonda Rhimes’*, etc (Obama 2016); *‘fancy titles’, ‘important jobs’, ‘respect for others’* (Obama 2020).

Elon Musk tended to appeal to the cognitive needs and self-actualization more but still had the words that appeal to respect in his speech including those that describe success in work and advancement of technology: *‘graduation’, ‘drop out’, ‘improve density of electric vehicles’, ‘pursue...technology’, ‘studied physics and business’, ‘did some Internet stuff’, ‘electric cars’(2), ‘create a conglomeration for financial services’, ‘creation of PayPal’, ‘be successful’, ‘create something’, ‘create complicated software’, ‘achieve planetary redundancy’, ‘create a working prototype’, ‘tough going’, ‘start a rocker company’, ‘started SpaceX’, ‘fail’, ‘test’, ‘achieve’, ‘create Tesla Roadster’, ‘make the Roadster’, ‘get the Falcon 1 to orbit’, ‘biggest rockets’, ‘coming out with model S, a 4-door sedan’.*

Names of organizations and technologies were also commonly used – *‘Internet’(4), ‘SpaceX’(5), ‘PayPal’(4), ‘SolarCity’, ‘Dragon’, ‘NASA’(2)*, as well as names of satellites and products launched by Elon Musk – *‘Falcon 1’, ‘Falcon 9’, ‘Tesla’*. Adjectives describing qualities of invented technologies and products *‘fast’, ‘attractive’, ‘long range’, ‘successful’, ‘low cost (mission)’, ‘multi-planetary’, ‘closed-loop’*.

In a similar way, Joanne Rowling used full and short names of organizations for respect appeals – *‘Amnesty International’(2), and its short form ‘Amnesty’(2), ‘African research department’*, high positions in government (‘*Prime Minister*’); as well as realia from her novel *‘Death Eaters’* and names of Greek authors and philosophers whose words she frequently quoted such as *‘Plutarch’*.

Mark Zuckerberg appealed to this need multiple times with the words *‘take on big meaningful projects’, ‘launch Facebook’, ‘tear company apart’, ‘get criticized’, ‘be proud of’, ‘be misunderstood’, ‘taking initiative’, ‘careers’, ‘build games’, ‘get rejected’, ‘make hundreds of songs’, ‘doing … problem sets’.* In commencement speeches, names of prestigious professions and prizes were also frequent. For instance, Natalie Portman mentioned *‘ballerina’(3), ‘director’, ‘film’s director’, ‘actor’(2), ‘actress’(2), ‘president’, ‘professor’(4), ‘professional ballet dancer’, ‘ballet dancers’, ‘crew members’, ‘agents’, ‘producers’, ‘mentors’, ‘major league player’, ‘co-star’, ‘Oscar’.* More accurate achievements were also mentioned: *‘reading 1000 pages a week’, ‘write a 5-page paper’, ‘get Bs’, ‘writing a 50-page thesis’, ‘take Neurobiology, … Advanced Modern Hebrew Literature’*.

Here also belong designer clothes items such as *‘Prada bags’, ‘wear designer’/’What designer are you wearing?’.* Besides, more universal words were used for appealing to self-respect and respect of other people: *‘achievement’(2), ‘serious and profound path in college’, ‘awards’, ‘trophy’(2), ‘audiences’, ‘emblems’, ‘Harvard degree’ ‘improvement upon practice’, ‘achieving … goals’, ‘feeling the accomplishment’, ‘film’s release’, ‘releasing a film’, ‘making a film’, ‘experiences of releasing a film’, ‘make more films’, ‘get in’, ‘financial and critical success’, ‘prestige’(2), ‘fame’, ‘power’*, verbs and verb phrases *‘pose’, ‘act’(2), ‘be successful’, ‘doubt oneself too much’, ‘bomb commercially’(film),* *‘receive accolades’, ‘accomplish a great feat’, ‘achieve great things’, ‘fail’, ‘fight one’s way through’, ‘make … internal life fulfilling’.*

In Jim Carrey’s speech, this need is reflected in lexical units *‘professional comedian’, ‘fame’, ‘talent’, ‘great comedian’, ‘doing what you love’, ‘sense of completion’,* verbs *‘fail’, ‘act up’, ‘dedicate oneself’, ‘free oneself’(2), ‘achieve immortality’, ‘win’.* What is typical for graduation speeches is the appeals to the need to gain respect by the usage of proper names, like in the speech of Steven Spielberg: the renowned film studio *‘Universal Studios’*, *‘Cal State’* (short for California State University), the non-commercial organization *‘Shoah Foundation’,* and even the baseball team *‘Red Sox’*.Here belong names of movies such as *‘Star Wars’, ‘The Color Purple’, ‘Saving Private Ryan’, ‘Jurassic Park’(3), ‘It’s a Wonderful Life’(2)*, as well as names of famous people: Harvard president *‘James Conant’, ‘President Faust’(3),* author *‘Michael Crichton’,* American president *‘Abraham Lincoln’,* hero *‘Oskar Schindler’,* and movie characters such as *‘Rey’, ‘Indiana Jones’, ‘Shug Avery’* (Spielberg)*.* Matt Damon, in his turn, used the words *‘Hollywood’, ‘Harvard’, ‘MIT’(10), ‘MIT degree’, ‘work’,* *‘education’(2), ‘fake graduating’(4), ‘great philosopher’, ‘professor’, ‘innovations’, ‘one of one’s best performances’, ‘embarrassing’,* verb phrases *‘sound like a fool’, ‘play a character’, ‘go to Harvard’, ‘graduate from Harvard’, ‘speak at MIT commencement’, ‘do the voice for a cartoon horse’, ‘retake a philosophy course’, ‘finish all … courses’, ‘get movie roles’, ‘never get an actual degree’, ‘go home with a degree’, ‘have a college degree’.* Concerning wider spheres of accomplishments, the speaker used the verbs phrases *‘be innovative in public policy’, ‘be freaking smart’, ‘coolest thing I’ve been part of’, ‘never be over (education)’, ‘challenge oneself’* (Damon).

**Cognitive needs** are appealed to with the lexical units*‘expand the scope and scale of consciousness’, ‘ask the right questions’, ‘become more enlightened’, ‘preservation and extension of consciousness’, ‘existential crisis’, ‘solve the space transport problem’, ‘know how the universe works and how the economy works’*, *‘go beyond’(2)*, *‘explore’, ‘expand beyond Earth’, ‘United States is the nation of explorers’,* (Musk); *‘knowledge’,* verbs *‘know yourself’, ‘learn and understand’, ‘wonder’, ‘close … minds and hearts’, ‘refuse to know’, ‘choosing to live in narrow spaces’, ‘think’* (Rowling); *‘knowing exactly who they were and exactly where they were going’, ‘profound re-invention’, ‘true originality’* (O’Brien); *‘intellectual life’* (Obama 2016); *‘understand who we are’, ‘understand who we were’, ‘figure out’, ‘imagine’(2), ‘paleontology’* (Spielberg); *‘think differently’, ‘think things through’, ‘great ideas can take root, … grow, and be nurtured’, ‘learn from … mistakes’, ‘be mindful of’* (Cook); ‘*learned from past mistakes’; ‘figured out’, ‘leave behind … old ways of thinking’* (Obama 2020); *‘change how we learn about the world’, ‘explore ideas’, ‘continuous education’, ‘understand’(3)* (Zuckerberg); *‘think in original and unconventional way’, ‘curiosity’, ‘invention’, ‘thinkers’* (Portman).

**Aesthetic needs** are appealed to not as frequently as, for instance, the need for love and belonging as self-esteem and respect but they are found in several graduation speeches, as a rule, in the main and final compositional blocks. Natalie Portman, for example, appeals to the love for beauty in the phrases *‘hate seeing anything crossed out in … note books’, ‘take pleasure in the perfection’, ‘do things well and beautifully’, ‘greatest artistic experiences’* (Portman); *‘fine arts’, ‘beautiful campus’, ‘amazing things’* (O’Brien).

The **need for self-actualization** in Elon Musk’s speech was appealed by the worlds *‘create’(8)*; *‘create some magic’, ‘reach orbit’, ‘develop...spacecraft’, ‘create a....transport system to Mars’, ‘the furthest life had … traveled’, ‘do...a mission to Mars’, ‘the first life on Mars’, ‘reach to the stars’, ‘advance technology’, ‘have a Mars base’, ‘make life multi-planetary’, ‘making this world a better place’* (Musk); *‘invent a massive social network’* (O’Brien); *‘overactive imagination’, ‘writing stories’, ‘imagine better’, ‘inescapable connection with the outside world’* (Rowling); *‘men and women who dedicated themselves to study and service’, ‘environmental action, social justice, ...public health’, ‘fire in the belly’(meaning motivation, enthusiasm), ‘make one’s mark’, ‘go global’(2), ‘go big’, ‘make things change’* (Schwarzenegger); *‘advance civil rights’, ‘shape our culture’* (Obama 2016); *‘create the world that lasts forever’, ‘create a better future’, ‘make the correct moral choices’, ‘sticking to your character’, ‘morals’, ‘create media’, ‘mission’* (Spielberg); *‘remake our society’, ‘human capacity to solve problems’, ‘human problems’, ‘revolutionary inventions’, ‘innovation’, ‘freedom to be human’, ‘it’s our duty to change course’, ‘have … freedom to shape the future’, ‘take credit’, ‘responsibility’(6), ‘take responsibility’* (Cook); *‘follow … heart and intuition’* (Jobs), *‘your generation’s world to shape’, ‘make things better’, ‘be part of the solution’, ‘ground yourself in values’, ‘honesty’, ‘responsibility’, ‘fairness’, ‘generosity’, ‘save the environment’, ‘defeat future pandemic’, ‘set the world on a different path’, ‘lead’* (Obama 2020); *‘the world we’re building together’, ‘have something better to work for’, ‘create true happiness’, ‘connect the whole world’, ‘connect the Harvard community’, ‘a change in the world’, ‘make an impact’, ‘taking initiative’, ‘do big things’(2), ‘working on a big vision’, ‘finding cures’, ‘create purpose’, ‘create progress’, ‘pursue the purpose’, ‘installing solar panels’, ‘pursue dreams’, ‘having the freedom to fail’, ‘create so much progress’, ‘have a role we find meaningful’* (Zuckerberg); *‘leave an undeniable mark on earth’* (Carrey).

The highest, **transcendence needs**, are implied under the words *‘touch other people’s lives’(2)*, *‘raise your voice on behalf of those who have no choice’, ‘thousands and millions of people whose reality you have helped change’, ‘change the world’* (Rowling); *‘be alive to one another’s struggles’, ‘create the world where everybody has opportunity’, ‘stand up for one another’s rights’, ‘think about...each other’* (Obama 2020); *‘be kind’* (O’Brien); *‘bring people along with oneself’, ‘we are part of something bigger than ourselves’, ‘create a sense of purpose for others’, ‘create a renewed sense of purpose’, ‘redefine equality so that everyone has the freedom to pursue purpose’, ‘volunteers’, ‘give everyone in our society a role’, ‘give everyone the freedom they need’, ‘personalizing education so that everyone can learn’, ‘make it easy for everyone to take lots of shots’* (Zuckerberg); *‘care about someone else’s life’, ‘help others’, ‘get out of one’s own concerns’, ‘remind you … that you are not the center of the universe’, ‘change the course of someone’s life’, ‘small feat of kindness’, ‘help others do the same’,*  *‘change the world and make it a better place’* (Portman); *‘people that need your help’, ‘work for free’* (Schwarzenegger); *‘part of a larger self’, ‘free people from concern’(2), ‘ministry’,* the sentence *‘What do they need that your talent can provide?’, ‘one’s second chance’, ‘serve the world’, ‘doing something bigger than oneself’* (Carrey).

Appeal to the **need for love and belonging** is found in the main parts of commencement addresses, however it is made differently. Unlike introductory parts, the bodies of the speeches contain the following lexical units:

* nouns and noun phrases which make the appeal more specific: *‘parents’(2), ‘grandparents’(2), ‘kids’(2), ‘father’, ‘mom’, ‘dad’(2), ‘son’, ‘friends’(2),* ‘*nation of immigrants*’*;*
* abstract nouns that have a meaning of feelings or states such as ‘*support’(2), ‘love’, ‘hate’(2), ‘conscience’, ‘courage’(2), ‘intuition’(2), ‘backup’, ‘empathy’, ‘shared humanity’, ‘social discomfort’, ‘community’, ‘home’(2), ‘curiosity’, ‘hatred’, ‘ethnic hatred’, ‘class hatred’, ‘political hatred’, ‘religious hatred’, ‘anti-Semitism’(3), ‘tribalism’(2), ‘Islamophobia’;*
* pronouns in their inclusive function *‘we’(3), ‘our’(3), ‘us’, ‘them’;*
* adjectives *‘grateful’(2), ‘cynical’, ‘sentimental’, ‘Jewish’;*
* verbs *‘find someone you want to share...life with’, ‘hang on to...friendships’, ‘meet the love of your life’, ‘meet and marry’, ‘vote’, ‘act upon’, ‘protest’, ‘speak up for those who can’t, ‘shout’(2), ‘stay connected’, ‘be loved’, ‘care deeply’, ‘find someone’s eyes to look into’, ‘lose eye contact’, be ‘discriminated against*’. Repeatable sentences such as ‘*We are wired for tribalism’, ‘We divide the world into ‘us’ and ‘them’, ‘We’re members of the same tribe’;*
* the names of the nationalities, religious communities, and sexual minorities such as *‘Muslims’, ‘Jews’, ‘Yalies’, ‘the LGBT community’, ‘minorities on the border states*’ (Spielberg).

These lexical units ensure that the need for belonging resonates with the member of every class and group. Verb phrases that denote the creation of human relationships such as *‘bring people together’*; *‘take feedback from … environment’* are also popular when appealing to the need for belonging (Musk).

A big part of appeals in the speech by the authoress Joanne Rowling is taken by the appeal to the need for love and belongingness. Hence, she uses the words that indicate either emotions and feelings or specific issues in communication and understanding between people: nouns and noun phrases *‘petty humiliations’, ‘hardships’, ‘short-lived marriage’, ‘lone parent’, ‘dark period of...life’, ‘relationships’, ‘human goodness’, ‘human empathy’, ‘participation’, ‘shared experience’, ‘connection’, ‘humbling and inspiring experience’, ‘apathy’,* verbs *‘blame’*(2), *‘fear’, ‘belong’, ‘adore’, ‘empathise’(3), ‘be bound by enormous affection’, ‘touch other people’s lives’, ‘inflict...evil (on fellow human beings)’, ‘envy’, ‘sue’, ‘think (oneself) into other people’s places’, ‘manipulate’, ‘control’, ‘understand’, ‘sympathize’, ‘speak against’.* People who belong to the family and environment, as well as the authoress’ native country were named *‘those closest to me’, ‘parents’(8), ‘godparents’, ‘daughter’, ‘homeland’, ‘nationality’, ‘friends’(3)* whose value was *‘above the price of rubies’, ‘friends for life’, ‘families’, ‘mother’*, her *‘children’s godparents’*.

A curious observation was made about appeals to the need for love and belonging in graduation speeches by authors who come from different backgrounds. In contrast to J.K.Rowling, sharing her story, Steve Jobs used other words to appeal to the same need: nouns *‘team’, ‘fellow’, ‘unexpected baby boy*’, *‘lovers’* ‘*parents’(4)*, *‘mother’*, *‘biological mother’(2), ‘adoption’, ‘love’,* and the construction *‘be adopted at birth’.* Talking about the relationships with people, in particular colleagues, he used the words *‘run company with’, ‘let (the previous generations of entrepreneurs) down’, ‘apologize’, ‘trust in’* while talking about family, used the following: ‘*have a wonderful family with’, ‘wife’(3),* ‘*fall in love’, ‘family’, ‘kids’.*

Matt Damon, Tim Cook, and Arnold Schwarzenegger in one of their micro topics used the words *‘have an inferiority complex’* (Damon)*, ‘high-fived everyone’, ‘pump...up’, ‘inspire’* and, speaking about civil life and belonging to the nation *‘country’(5), ‘my state’, ‘immigrant’(2)* (Schwarzenegger)*,* words denoting family members *‘brother’(3), ‘sibling’, ‘brothers’, ‘sister’, ‘have a special bond’, ‘family’(2), ‘friends’, ‘parents’(4), ‘children’, ‘child’ (Damon), ‘kids’(2), ‘child’, ‘mother-in-law’, ‘wife’, ‘get married’* (Schwarzenegger); *‘parents’, ‘Daddy’(2), ‘kids’, ‘grandparents’(2)* (Obama 2016),words indicating human states and feelings *‘love’, ‘miserable wretch’, ‘communicate’, ‘be on … sailing team’* (Damon); *‘riots’, ‘the loneliest I’ve ever felt’, ‘surrounded by people’, ‘expectations’,* pronouns *‘we’(7), ‘us’(5)* (Cook); *‘love’, ‘inclusion’, ‘tolerance’, ‘apartheid’* (Schwarzenegger); words that denote inclusion to the same groups *‘We’re part of the same ecosystem’, ‘people of all races’, ‘gay and transgender’, ‘young and old’* (Cook) to speak about human relationships.

Regarding politics and American social life, Obama in all his speeches used the words *‘children’(2), ‘nation’(11), ‘citizens’(3),* ‘*conflict’, ‘arguments’*, verbs *‘call each other...unflattering names*’, *‘compete’*, ‘*get (people) riled up*’, ‘*protect our communities’*; pronouns *‘we’(12), ‘our’(17)* (Obama 2010); *‘apartheid’, ‘foreign’(2), ‘nation’, ‘home’(2), ‘rivalries’, ‘race’, ‘gender’, ‘religion’, ‘creed’, ‘black middle class’, ‘Americans’, ‘African Americans’(3), ‘racist’,* verbs *‘stand by’, ‘cheer … on’, ‘spending this day with you’* (Obama 2016); *‘people like you’, ‘build a community’, ‘racial prejudice’, ‘sexism’, ‘greed’, ‘give young people like you … skills and support’, ‘connect with’, ‘do it together’, ‘racial disparities’, ‘divide us’* (Obama 2020)*.*

Appeals to belonging need are observed in the speech of actress Natalie Portman where she included nouns *‘peers’, ‘fellow student’, ‘friends’, ‘human interactions’*; speaking about the nationality and circles she belonged, the phrases *‘friends’, ‘school life’, ‘group of peers’ ‘a family of academics’, ‘a Jewish mother’.* Adjectives *‘nerdiest’, ‘tepid’, ‘best’(2), ‘embarrassed’, ‘confident’* and verbs *‘fit in’, ‘be alarmed and intimidated’, ‘being taken seriously’, ‘be perfect in the eyes of others’, ‘be completely overwhelmed’,* including words that accurately describe friendship such as *‘sustain friendships’, ‘be very close’, be together‘, ‘hold each other at funerals’, ‘nurse each other’, ‘dance at each other’s weddings’, ‘rock each other’s new babies’, ‘share love with family and friends’, ‘grab the good people around you’, ‘not to let (people) go’, ‘work together’, ‘throw parties’, ‘toddle together’, ‘be one’s family’ .* All of them indicated relationships with people and challenges that hinder people’s connection. Words denoting family members are also common in this speech: ‘*children*’*(2), ‘babies’, ‘husband’(3), ‘parents’(2)*. Jim Carrey has a special way of addressing the need for love and belonging. In particular, it was done with the words *‘father’(3), ‘dad’, ‘father’s love’, ‘family’, ‘friends’(2), ‘love’(3), ‘dedication’, ‘support’, ‘need for acceptance’, ‘attention you pay to … children’,* adjectives *‘unloved’,* verbs *‘connect with’, ‘be in love with’, ‘defy … expectations’*.

The need for love and belonging is clearly observed in the speech delivered by Mark Zuckerberg. The speaker uses the phrases that describe friendship and dating: *‘be nice to people’, ‘friend’, ‘no one would talk to me’, ‘throw … a going away party’*, *‘romantic lines’, ‘meet’, ‘start dating’, ‘go on a date’, ‘the most important person in my life’, ‘lifelong friendships’, ‘membership in communities’, ‘children’,* phrases that characterize different sides of human relationships in both business companies and more global groups: *‘connect’, ‘join’, ‘feel alone’, ‘come together’, ‘consider ‘one of us’, ‘feel disconnected’, ‘feel alone’, ‘together’, ‘tense argument’, ‘tribes’, ‘cities’(2), ‘nations’(2), ‘human history’, ‘global community’(2), ‘a battle of nations’* and factors that make people united such as *‘nationality’, ‘religion’, ‘ethnicity’,* etc.

The **need for safety**, namely security of employment, financial resources, body, and health, is appealed through the following words:

1. those concerning the safety of employment – ‘*a college that was almost as expensive as Stanford*’, ‘*working-class parents’ savings’, ‘spend’, ‘college tuition’, ‘spending all the money my parents saved their entire life’, ‘work hard’, ‘a $2 billion company with over 4, 000 employees’, ‘hire’, ‘get fired from a company you started’,* (Jobs), *‘Great Depression’, ‘economy that is … emerging from the worst’, ‘jobs’, ‘industries’, ‘be impoverished’, ‘economy’, ‘welfare’, ‘safeguards’, ‘crisis’, ‘costs’, ‘economical growth’, ‘debt’, ‘war’, ‘taxes*’ (Obama 2010); *‘murder’, ‘dying’, ‘shoot-out’(2), ‘finding work’, ‘leave...jobs’, ‘hiring’, ‘earn’*, *‘job market’*, ‘*no money*’, *‘kill’(4), ‘be killed’, ‘fear failure’*, ‘*be hired*’ (O’Brien); *‘making more money’, make ‘a lot of money’, ‘money’, ‘fame and fortune’, ‘make money’, ‘the highest-paid actor’, ‘$30 million’* (Schwarzenegger);
2. words that denote death and threats to people’s health – ‘*death’* (5), *health care*’(3), *‘last day of one’s life*’ (2), ‘*be diagnosed with cancer*’, ‘*be going to die*’*,* *‘go to heaven’,* *‘die’*(3), ‘*escape (death)*’, ‘*get closest to (death)*’, ‘*pancreatic cancer’, ‘doctors’, ‘curable with surgery’, ‘have surgery’, ‘tumor’, ’a type of cancer that is incurable’,* *‘biopsy’, ‘face death’, ‘keep you safe’, ‘livesaving research*’, (Jobs);
3. words that indicate global threats, widespread hazards and crimes – *‘threats’, ‘terrorism’, ‘authoritarian, even murderous regimes’*, *‘climate change’, ‘murder’, ‘robbery’, ‘rape’, ‘incest’, ‘terrible war’, ‘revolution’, ‘civil war’. ‘women’s rights’, ‘tyranny’, ‘protect’* (Obama 2010);
4. words that denote the downcast state of soul – *‘hurt feelings’, ‘bruised egos’, ‘criticized*’, *‘get too depressed’, ‘fiercely defend individual freedom’* (Obama 2010), ‘*fear’, ‘stress’, ‘depression*’, *‘weeks of (fear and)… nausea’* (Rowling).

The commencement speech delivered by Joanne Rowling contains a wide range of appeals, including the appeal to economical safety with the words – *‘pay a mortgage’, ‘well-being’, ‘pay the rent’, ‘secure a pension’, ‘poverty’(3), ‘experience poverty’, ‘climb out of poverty’,* adjectives and the similie *‘jobless’, ‘poor’(3), ‘as poor as it is possible’, ‘homeless’, ‘afraid’, ‘as fragile as a child’, ‘one of my earliest day jobs’* and word combinations that indicate more global issues including crimes, phenomena in politics and government – *‘totalitarian regimes’, ‘risk imprisonment’, ‘torture victims’, ‘injuries’, ‘cruelty’, ‘executions’, ‘times of trouble’, ‘suffering’, ‘kidnappings’, ‘terrors’, ‘monsters’(2), ‘rapes’, ‘ex-political prisoners’, ‘displaced from one’s homes’, ‘flee into exile’, ‘pain and horror’, ‘seized and executed’, ‘nightmares’(2), ‘prisoners’, ‘shatter...life’, ‘become mentally ill’, ‘assure security’* (Rowling).

A particular feature of appealing to this need in the president’s speech is the variety of social and political issues mentioned. They are: *‘cure disease’, ‘decade marked by crime and deterioration’, ‘recession’, ‘credits’, ‘unemployment’, ‘bankruptcy’, ‘economic stagnation’, ‘poverty’, ‘pocket’, ‘we’ve lifted more than 1 billion people from extreme poverty’, ‘we’ve cut child mortality rate’, ‘racism’, ‘inequality’, ‘rich’, ‘poor’, ‘soldiers’, ‘find work that pays enough to keep the lights on’, ‘save for retirement’, ‘gender gap’, ‘black unemployment rate’, ‘work full-time’, ‘earn’, ‘justice gap’, ‘behind bars’, ‘be in prison’, ‘challenges that threaten everybody’, ‘disease’, ‘conflict’, ‘terrorism’, ‘climate change’, ‘good cops’* (Obama 2016); *‘Great Depression’, ‘slavery’, ‘famine’, ‘civil war’, ‘disease’, ‘9/11’, ‘tough times’, ‘economic inequality’, ‘finding … first job is going to be tougher', ‘lack of basic healthcare for people who need it’, ‘find a job’, ‘afford a college’* (Obama 2020).

Other speakers included words such as *‘racism’, ‘homophobia’, ‘Holocaust survivors and witnesses’*, *‘genocides’, ‘be bullied’* (Spielberg); *‘crisis’, ‘get sick’, ‘harmful outcomes’, ‘police*’ (Cook); *‘terrorists’, ‘freedom fighters’, ‘get (jobs)’, ‘quit (jobs)’,* (Portman); *‘feel safe’, ‘wounded’, ‘safe job’(2), ‘afford a bike’, ‘wealth’, ‘survive*’ (Carrey); ‘*extreme poverty’, ‘fight...preventable disease in the developing world’, ‘crocodiles in the river’, ‘be raped’(2), ‘banking system that steals people’s money’, ‘heist’, ‘fraud’, ‘theft’, ‘loans’, ‘real danger’(2)* (Damon). Words *‘juvenile detention’, ‘opioid addicts’, ‘sick’, ‘get sick’, ‘eliminating many jobs’, ‘new jobs’, ‘stable jobs’, ‘entrepreneurship’, ‘pay off … loans’, ‘entrepreneurial’(2), ‘destroy the planet’, ‘curing diseases’, ‘health data’, ‘genomes’, ‘wealth, ‘wealth inequality’, ‘affordable childcare’, ‘healthcare’, ‘unstable time’* in Mark Zuckerberg’s speech also have a strong appeal to the safety of humanity, security of people’s health and financial stability.

**Physiological need** is appealed to in Steve Jobs’ speech, expressed in his reflection of the time when he ‘*didn’t have a dorm room*’ and ‘*slept on the floor in friends’ rooms*’, ‘*returned Coke bottles for the $5 deposits to buy food with*’,and walked long distances ‘*to get one good meal a week*’ as well as in Jim Carrey’s speech in words *‘shelter’*, *‘sleep’*, *‘body’*(3), *‘skin’*, *‘hair’, ‘hurt oneself’*. Collocations such as ‘*walk miles… to get water*’, ‘*glass of water*’, ‘*clean water*’(5), ‘*water and sanitation*’(2), ‘*get a safe, clean drink of water*’, ‘*safe, clean, private space to go to the bathroom*’, ‘*dirty and disease-ridden water*’, ‘*build water connections and toilets*’, *‘live’, ‘alive’, ‘die’* (Matt Damon); ‘*be alive*’, *‘survive’*(2) (Rowling); *‘eat’, ‘drink’, ‘tent’, ‘rain’* (O’Brien); *‘heavy rainstorm’* (Cook); *‘be going to die’, ‘back up the biosphere’* (Musk) in addresses also appeal to the needs for proper sanitary conditions, warmth, and being in good health.

**2.1.3. The conclusions: re-establishment of needs and values**

In the *final* block the speakers usually reestablish higher needs again.

**Self-esteem and respect need**, the most frequent in the final parts, is appealed to in Steve Jobs’ speech in the words denoting achievements of the past such as *‘amazing publication’, ‘bible of … generation’, ‘Polaroid cameras’, ‘typewriters’, ‘Google in paperback form’, ‘personal computers’, ‘desktop publishing’* and verb phrases *‘sign off’, ‘put out … issues’, ‘put out a final issue’, ‘begin anew’*. Conan O’Brien continues to appeal to this need by mentioning the words *‘my final program with NBS’, ‘signing off’, ‘receiving … honor’, ‘breaking a taboo’, ‘quoting myself’, ‘who you are going to become’,* *‘have a … vision’,* showing the importance of self-respect and the respect of society. The words *‘Seneca’, ‘retreat from career ladders’, ‘ancient wisdom’, ‘remember not a single word (of mine)’* (Rowling); *‘Governor’, ‘governors’, ‘secretary’, ‘be in charge’, ‘how far you’ve come’* (Schwarzenegger); *‘process of succeeding’, ‘do what we’re good at’, ‘write our … book’, ‘make friends with ourselves’, ‘keep one’s own counsel’* (McConaughey2016); *‘outrun the T. rex’* (Spielberg); *‘proud of’, ‘give up’, ‘settle’, ‘keep believing’* (Obama 2016); *‘You’ve … started to lead’* (Obama 2020).

We see it when Jobs talks about his upbringing and college years. He was adopted by working class parents. His unwed biological mother could not take care of him. But she made sure his adoptive parents would send him to college. Jobs ends the story with the following emotional appeal: *"Believing that the dots will connect down the road will give you the confidence to follow your heart, even when it leaves you off the well-worn path. And that will make all the difference."*

**Cognitive needs** in final compositional blocksare less frequently appealed to.The typical example of the appeal to the cognitive need is the famous Steve Jobs’ words *‘Stay hungry, stay foolish’(3)*, used multiple times in the final block. In unity with appealing to self-actualization and transcendence needs, in speeches there are words *‘rewire … every thought’* (Cook); *‘consciousness’(2), ‘entertain and amuse (consciousness)’* (Carrey); *‘one’s ideas’* (Matt Damon).

**Aesthetic needs** are rarely observed in closures, yet have a powerful appeal, for instance, in the phrases*‘beautiful things you will do’* (Portman); *‘bring to life … with one’s poetic touch’, ‘idealistic’, ‘overflowing with neat tools and great notions’* (Jobs); *‘enjoy’* (McConaughey2016).

**Self-actualization need** is popular in final blocks as the appeals to it are powerful in motivating different audiences to action, – improving the world, uncovering one’s potential, and pursuing dreams. These appeals are shown in the words *‘make great, great contributions to … state and to the world’,* (Schwarzenegger); *‘magicians of the 21st century’, ‘not to let anything hold you back’, ‘create some magic’, ‘imagination’, ‘limit’* (Musk); *‘determine the actual future’* (Spielberg); ‘shape destiny’ (Obama 2010); *‘set out for a new world’, ‘build America’, ‘dream’, ‘sacrifice’* (Obama 2016); *‘leave something worthy’, ‘be different’, ‘pass … on’, ‘find … vision’, ‘be ready’, ‘find … courage’, ‘find … hope’, ‘responsibility’, ‘move the world forward’* (Cook); *‘turn toward the problem of one’s choosing’, ‘solve’, ‘must’(3), ‘it’s all down to you’* (Damon).

**Transcendence needs** are appealed to through different lexical units, mostly nouns and verb phrases*‘stay hungry for helping others’, ‘volunteers’, ‘coaching’, ‘volunteerism’, ‘service’, ‘deliver meals to someone … homebound’, ‘helping a child learn to read’, ‘looking beyond … mirror’, ‘make this nation, and this world, a better place’* (Schwarzenegger); *‘look over one’s shoulder’* (McConaughey2016); *‘give …people … skills and support’, ‘mission of our foundation’* (Obama 2020); *‘owe it to the world’, ‘do one’s part’, ‘make our lives a blessing’(2), ‘bless’* (Zuckerberg); *‘human beings … whose fate … depends on the choices you make’, ‘grit’, ‘persistence’, ‘willingness to engage’* (Matt Damon).

**The need for love and belonging** in many graduation speeches includes the lexical items denoting belongingness to a particular university community and culture. For instance, feeling nostalgic about her own period of studies at university, Natalie Portman used the proper noun *‘Cambridge’* in the word combination *‘here at Cambridge’* and mentioned *‘the power of this school’,* as well as verb phrases such as *‘make … want to come back’*. A similar appeal is made by *‘college experience’, ‘roommates’, ‘the Dartmouth Class of 2011’* in the speech by Conan O’Brien. An especially strong appeal to this human need was made by the fiction authoress Joanne Rowling in *‘I wish you nothing better than similar friendships’*.

Arnold Schwarzenegger and Barack Obama used strong appeals to the need for belonging to a nation and ethnicity in the words *‘country’(2), ‘state’* (Schwarzenegger); *‘what makes us American’, ‘what makes us different’, ‘what sets us apart’, ‘contribute part of your life to … life of this country’, ‘forge a common future’,* and the final phrase that unites the graduates and the country into a unified whole *‘may God bless you and may God bless the United States of America’* (Obama 2010)*.* In the same graduation speech, there is another powerful appeal expressed in the sentence *‘That’s not just Thurgood Marshall’s story, or Ciearra’s story, or my story, or your story — that is the story of America’* (Obama 2016). Still, appealing to belonging to a country and nation, the president also covered the accurate way to build a healthy community: this is revealed in the words *‘look past … our differences and … disagreements’* (Obama 2010). Concerning the student community, the following verb phrases were used: ‘lead in your … communities’, ‘connect with … young leaders around the country and around the globe’ (Obama 2020). Word combinations such as *‘human connection’, ‘generation’, ‘generations’, ‘peace’, ‘justice’, ‘parents’, ‘home’* (Spielberg); *‘be connected to a large body of people’, ‘be treated really well’, ‘treat the world the same’, ‘be here’, ‘party’, ‘love’* (Carrey); *‘sing to one’s daughter’, ‘tuck sb into bed’, ‘thinking about sb’s future’, ‘put sb at risk’* (Zuckerberg).

Appeals to **physiological needs** are reflected in the usage of the lexical units that indicate the weather and the need for warmth for the human body. In describing how it felt to study at Harvard, Natalie Portman used the words *‘spring’, ‘sunny yard’, ‘frigid’, ‘turn on the good weather’, ‘weather control’* (Portman). A contrast between the need for self-esteem and respect and the physiological need was made by Conan O’Brien in *‘Your roommates changed, your major changed, for some of you your sexual orientation changed. … But through the good and especially the bad, the person you are now is someone you could never have conjured in the fall of 2007’* where he used the phrase *‘sexual orientation’(2)*. *‘Keep living’* in the final block is another example of appeals to physiological needs, still, in a much wider meaning(McConaughey2016).

Commencement speeches are rarely finished with appeals to **safety needs** and this is most frequently done to highlight the contrast between the lower level of human existence and the higher needs and correspondent accomplishments. In this way, Arnold Schwarzenegger revealed how he came to America with *‘$20 in his pocket’*(Schwarzenegger)after years that passed and achieved great success in sport and politics.The phrase *‘catch the criminal’,* Steven Spielberg appealed to the satisfied need for safety and expressed the conviction that graduates will be safe and provide safety for the society(Spielberg). In Barack Obama’s speech, the need is revealed with more visual word combinations such as *‘bleed … for our freedom’, ‘slaves in the cotton fields’* that, on the one hand, reflect the safety loss of the previous generations, and, on the other hand, indicated the purpose of their sacrifices(Obama 2016).

**2.2. Commencement addresses of 1960-1999**

Early graduation speeches as a genre of epideictic discourse were proclaimed starting from the 17th century. At that time, graduations from colleges and universities were cultural events that gathered elite and upper levels of society, often inviting famous people in the academic sphere as guest speakers. It is known that graduation speeches at Harvard have been delivered since 1642 but only few of them survived till the 21st century. Since the 1940s, they have become similar to contemporary speeches. Actors, comedians, and businessmen got invitations to these events not earlier than the 1950s and have gradually occupied the positions of commencement speakers in numerous leading universities in the world.

For tracing the similarities and differences in appeals to human needs in the commencement speeches of different years, we will analyze four commencement speeches of the 20th century, comparing the appeals they contain to the appeals in the modern-time epideictic speeches. These speeches are delivered by John Kennedy (1963), Ronald Reagan (1982), Barbara Bush (1990), and Oprah Winfrey (1997).

**2.2.1. The introductions: respect and self-esteem**

Typically, graduation speeches contain not numerous appeals in introductions. In most cases, they are appeals to **the needs for respect** and **self-esteem**.

The first sentence that carries appeals is the greeting sentence that varies from speaker to speaker. In John Kennedy’s speech, the first sentence appeals to the need for respect with the words *'distinguished guests’(2), ‘ladies and gentlemen’*, *‘my old colleague’, ‘Senator Bob Byrd’, ‘attending night law school’, ‘earn one’s degree’(2)*. The second sentence contains the words *‘participate in this ceremony … with great pride’, ‘founded by’, ‘sponsored by’,* that appeal to the same need and the phrases *‘learning for all who wish to learn’, ‘whatever their color or … creed’, ‘commend all … who are graduating’* (Kennedy) that indicate inclusion of all layers of the American society into receiving education of high quality.

In president Reagan’s speech, we observe these appeals as well. Still, their character is slightly different: while using the words *‘graduating’, ‘graduating class’(2), ‘those assembled’* the speaker highlights the unity of a student community by naming them not simply ‘graduates’ but mentioning them as a group and as a team. Word combinations *‘be awarded an honorary degree’, ‘be grateful for the honor’, ‘the first degree I was given’, ‘honorary’* (Reagan) appeal directly to the need for self-esteem and the words ‘great pleasure’, ‘return to the campus’, and ‘warm nostalgia’ are referred to the need for love and belonging, in particular to the university community.

Addressing the class of 1990, Barbara Bush mentioned *‘president’, ‘trustees’, ‘Mr. Gorbachev’, ‘class president’*, to appeal to the need for self-esteem and respect and the words *‘parents’* and *‘best friend’* to address the need for love and belonging. Bright appeals to respect need were made by Oprah Winfrey in *‘My hat’s off to you!’(2), ‘esteemed faculty’, ‘greatest class that has ever graduated from Wellesley’, ‘get through here’, ‘be proud of … you getting through’, ‘invite … to this party’, ‘this celebration’, ‘graduation’* as well as to the need for belonging in the words *‘weep’(2)* and *‘you are my heart’* (Oprah Winfrey)addressed to the graduates.

**2.2.2. The main part of the speech: safety and belonging**

Appeals to physiological needs were rarely made in the speeches of that time. We have found them in Oprah Winfrey’s speech the words *'dying of cancer’, ‘die’, ‘death’, ‘live’(2)*.

For appealing to **safety needs**, authors used the following lexis: numerous word combinations in Ronald Reagan’s speech that denote relevant military actions and conditions such as *‘threat’(3),* *‘military balance’, ‘arms reduction’, ‘Soviet aggressiveness’, ‘absence of conflict’, ‘cope with conflict’, ‘war’, ‘military might’, ‘aggression against’, ‘aggressive policies’, ‘proxy forces’, ‘hardships’, ‘withdrawal of occupation forces’, ‘Soviet dictatorship’, ‘hostilities’, ‘arms control’, ‘destructive potential’, ‘warning’, ‘massive military presence’, ‘bring instability and conflict’, ‘remain untouched by nuclear conflict’, ‘largest armed forces in the world’, ‘at war’, ‘nightmare’, ‘nightmarish prospect’, ‘threaten’, ‘expand … armed conquests’,* including types of weapons *‘nuclear weapons’(3), ‘missile force’, ‘instability of the nuclear balance’, ‘destabilizing nuclear systems’, ‘nuclear menace’, ‘nuclear capability’, ‘nuclear arms’,* as well as ways to solve them – *‘reduce … horrendous weapons’, ‘deter conflict’, ‘peaceful change’, ‘result in peace’, ‘free-world defense’, ‘create long-range prospects for peace’, ‘eliminate … threatening system’, ‘peaceful’, ‘peaceful means’, ‘at peace’, ‘keep the peace’.*

The need for the safety of financial resources was addressed with the phrases *‘without funds’, ‘without pay’, ‘economic security’(2), ‘economic development’, ‘economic shortcomings’, ‘social and economic problems’, ‘economic support’, ‘Great Depression era’, ‘victims of the Depression’, ‘meet … economic challenges’* (Reagan)*.* The ‘peace speech’ of John Kennedy contains multiple appeals to this need as well reflected in the worlds: a) denoting various types of threats: *‘weapons of war’, ‘be burned’, ‘be sacked’, ‘threats’(2), ‘conflict’, ‘turn into wastelands’, ‘be destroyed in first 24 hours’, ‘destruction of country’, ‘battle’, ‘danger of devastation’, ‘communism’, ‘bankruptcy of .. policy’, ‘enslave economically and politically’, ‘word domination’, ‘financial problems’, ‘expenditure of billions of dollars … on weapons’, ‘arms’(6), ‘nuclear arms’, ‘unpredictable arms race’, ‘spiraling arms race’*; b) words describing war: *‘new face of war’, ‘total war’(2), ‘Second World War’(2), ‘despairs of war’, ‘Cold War’, ‘preventive war’, ‘accidental war’, ‘aggressive wars’, ‘cold war’(2), ‘nuclear war’, ‘pursuit of war’* (Kennedy); c) verb phrases that offer solutions and hope for better future: *‘provide absolute security’, ‘protect … freedom’, ‘provide … freedom’, ‘safeguard … national interests’, ‘build the world of peace’*. Barbara Bush often applied to the need for financial security and well-being with the words *‘get no scholarship’, ‘lose one’s house’, ‘pay off … the college debt’, ‘pay off the bills’, ‘buy a house’, ‘have one’s own home’, ‘get paid so much’* (Oprah Winfrey).

Addressing **the need for love and belonging**, speakers used the range of lexical units which: a) indicate types of character of relationships: *‘closest friends’, ‘allies’, ‘colleagues’, ‘sister democracies’, ‘partnership’(2), ‘unity’, ‘dialogue’, ‘bickering’, ‘partners’(2), ‘cooperation’, ‘sympathetic partner in the West’, ‘successful relationship with the East’, ‘East-West relations’(3), ‘world community’, ‘community of nations’, ‘constructive relationship with the Soviet Union’, ‘Western relations’*; b) words denoting generations of people: *‘children’, ‘grandchildren’*; c) words meaning the home country, i.e. The United States of America: *‘home’, ‘this country’, ‘here’, ‘America’, ‘Central America’(3)*; d) pronouns: *‘our’(25), ‘we’(39), ‘us’(3)*; e) verb phrases *‘renew … ties’, ‘seek harmony’, ‘stand firm and unified’, ‘talk to each other’, ‘seek arguments’, ‘enjoy the benefits … from real cooperation’, ‘preserve and protect (tradition)’, ‘build (relationship)’, ‘endure’, ‘restore dialogue’, ‘hold civilization together’, ‘absorb the spirit and tradition of this place’, ‘conquer other people’*; f) words denoting feelings and emotional experiences: *‘malaise’, ‘resentment’, ‘fear’(3), ‘deep fear’, ‘disillusionment’, ‘disappointment’, ‘be bitterly disappointed’, ‘hope’(10), ‘faith’(4), ‘practice mutual restraint’, ‘be amazed’, ‘hold ... dear’, ‘relive … emotions’, ‘be optimistic’* (Reagan). Pronouns in Ronald Reagan’s speech were especially effective in addressing the stated need and motivating the audience to take action to improve the current state of things. They were also meaningful in applying Alan Monroe’s motivated sequence – in stating the need and visualizing how every graduate can change the world for the better. The remarkable feature of this speech is that the speaker appeals to the need that is obviously not fully satisfied which helps to create motivation. In John Kennedy’s speech, there are words that: a) characterize relationships in different groups of people: *‘quarrels’, ‘incredulity’, ‘deception’, ‘evasion’, ‘conflicting interests’, ‘gulf between us’, ‘families’, ‘nations’, ‘enmities between nations’, ‘likes’, ‘dislikes’, ‘relations between nations and neighbours’,* including verb phrases *‘love one’s neighbour’, ‘have in common’, ‘hate’, ‘submit ... disputes to a just and peaceful settlement’, ‘look toward … agreement’, ‘live together in mutual tolerance’*; b) indicate human emotional states *‘discouraging’(2), ‘discouragement’, ‘hope’(5),*; c) nouns and adjectives that indicate being a part of a nation: *‘American’(9), ‘Americans’(4), ‘citizens’(2), ‘the land’, ‘English universities’*; d) pronouns that carry the sense of belonging to a group and nation: *‘we’(46), ‘our’(49), ‘us’(12)* (Kennedy). Barbara Bush used the whole range of words that appeal to the need for belonging: a) words that denote human feelings and connections: *‘have joy’, ‘make sb laugh’, ‘laugh through … tears’, ‘shared laughter’, ‘our strongest bonds’, ‘find joy in life’, ‘cherish … human connections’, ‘cherish … relationships with family and friends’, ‘a human being’, ‘human connections’*; b) words naming family members: *‘spouses’, ‘children’, ‘friend’(3), ‘fathers’, ‘mothers’ ‘child’, ‘children’(7), ‘kids’, ‘husband’(3)*; c) words describing family life and pastime: *‘babysitting’, ‘babysit’, ‘have children’, ‘hug … children’, ‘read to … children’, ‘love ... children’, ‘what happens inside … house’, ‘get married’* (Barbara Bush). Fewer appeals to this need are observed in Oprah Winfrey’s speech. In the majority, the appeals are made with the words: a) denoting family members and relationships: *‘friend’, ‘mentor’, ‘grandmother’, ‘mother’(2), ‘daddy’(5), ‘fiancé’, ‘beau’, ‘daughter’(2),* and the verb phrase *‘be going to get married’;* b) indicating belonging to a specific sex and gender: *‘woman’(16), ‘women’(8), ‘men’(3), ‘boy’* (Oprah Winfrey)*.*

**The need for self-esteem and respect** is addressed with the following words: a) those denoting accomplishments in the academic sphere: *‘diploma’, ‘straight A’s’, ‘’C’ level’, ‘accomplish’, ‘study harder’, ‘Graduation Day’, ‘get … education’, ‘take one’s place’, ‘full-time participants’*; b) denoting overcoming problems in the world’s security: *‘achieve stability’, ‘arms control efforts’, ‘fashion … realistic, durable policy’, ‘meet with … leaders of nations’, ‘meet … challenges’, ‘achieve a goal’, ‘defend the value … of human dignity’, ‘conduct policies’, ‘cope’, ‘believe’, ‘fulfill work’*; c) indicating motives, plans, and intentions for actions: *‘external ambitions’, ‘good intentions’, ‘decisiveness’, ‘inspire to great goals’* (Reagan). John Kennedy’s speech includes the words that: a) denote achievements for the society and the world: *‘achievements in science and space’, ‘economic and industrial growth’, ‘young and growing university’, ‘culture’, ‘acts of courage’, ‘carry the honor of graduating’, ‘a man of one’s nation’, ‘a man of one’s time’, ‘pursuit of peace’, ‘increase … security’, ‘respect the rights of others’;* b) indicate proper names of organizations, people of high positions, and credible sources of knowledge and information: *‘National Government’, ‘State Government’, ‘Prime Minister Macmillian’, ‘Professor Woodrow Wilson’, ‘Bishop John Fletcher Hurst’, ‘Methodist Church’, ‘the Scriptures’,* as well as names of treaties and political agreements*: ‘Comprehensive Test Ban Treaty’* and centers of political activity: *‘Moscow’(2), ‘Washington’, ‘Geneva’* (Kennedy).

Barbara Bush also had the graduation speech abundant in appeals to respect and self-respect which is observed in the words that: a) indicate feeling proud about accomplishments: *‘be invited’, ‘be proud’, ‘student body president’, ‘career’, ‘education’, ‘career of dedication and hard work’, ‘become a CEO’, ‘obligations’, ‘give up on … the game’, ‘most important investments’, ‘preside over the White House’, ‘pass ... test’, ‘win … verdict’, ‘close … deal’*; b) denote professions, jobs, and social positions: *‘doctor’, ‘business leader’, ‘lawyer’, ‘president’s spouse’*; c) show respect to oneself: *‘respect’, ‘difference’, ‘cherish one’s own identity’, ‘know who you are’, ‘give up on … one’s identity’, ‘accept unconditionally the same in others’*; d) indicate awards and achievements in contests: *‘winner of Wellesley’s … hoop race’, ‘winner’(2).*  Appeals to the respect need in Oprah Winfrey’s speech are reflected in the words that: a) indicate professions, education, and related to it phenomena: *‘institution’(2), ‘prestigious and powerful place’, ‘go to Wellesley’(2), ‘put sb through college’(2), ‘anchor woman’(4), ‘do talk show’, ‘talk show arena’, ‘talk show career’ ‘be ... fit for television’, ‘failure’(3);* b) indicate respect for one’s personality and other people: *‘allow oneself to be treated less than one should have been’, ‘have … role models’, ‘being the woman that I am now’, ‘be a mentor for me’, ‘be a better Oprah’, ‘laugh at oneself’, ‘pursue the idea of being oneself’;* c) describe people’s behavior: *‘show a lack of integrity and dishonesty’, ‘be mistreated’, ‘haunt or hurt sb’, ‘survive everything’(2), ‘be wounded’, ‘believe (people)’(2), ‘set oneself free’, ‘get rid of sb’, ‘weeper’, ‘cry for people in … stories’, ‘be demoted’, ‘be grateful’(6)* (Oprah Winfrey)*.*

**Cognitive needs** found their appeals in the lexical units *‘mind’(2), ‘minds’(2), ‘understand’(4), ‘understanding’, ‘wonder’, ‘realize’, ‘figure’* (Reagan); *‘higher learning’, ‘wish to learn’, ‘enlighten hope for … study’, ‘sponsoring this institution’, ‘adopt a more enlightened attitude’, ‘thoughtful’* (Kennedy); *‘choose literacy’, ‘read’, ‘write’, ‘comprehend’* (Barbara Bush); *‘intellect’, ‘realize’(5), ‘realization’, ‘understand’, ‘understanding’, ‘open one’s mind and heart to’, ‘teach’(3), ‘teaching’, ‘learn’(12), ‘lessons’(4)* (Oprah Winfrey). In the majority of speeches, they were connected to education, attitude to life, and resolving the relevant problems that society faced in this or that period of time.

Appeals to **aesthetic needs** are not dominant in the speeches of the 20th century. Still, they are made with the help of the words ‘*beautiful way’, ‘idyllic scene’, ‘red sunset’, ‘wave lines of dawn’, ‘night stars’, ‘cornfields’, ‘paint in one’s mind’, ‘beauty’* (Reagan); *‘beautiful’, ‘splendid beauty of a university’* (Kennedy); *‘natural beauty of … campus’* (Barbara Bush); ‘be in awe’ (Oprah Winfrey).

Appeals to **the need for self-actualization** are expressed in the world combinations *‘determine the direction of future’, ‘make decisions’, ‘express … views on global events’* (Reagan); *‘be solved by man’, ‘manmade problems’, ‘solve the seemingly unsolvable’, ‘way of solving problems’, ‘live out our lives’* (Kennedy); *‘solve many … problems’, ‘get involved in … big ideas of our time’, ‘making … special choices’* (Barbara Bush); *‘come to the fullest extent of one’s possibilities’, ‘who they really are’, ‘be who you are’(2), ‘what … passion should feel like’, ‘overcome great obstacles’, ‘fulfill dreams’, ‘celebrate one’s dreams’, ‘dream a bigger dream for oneself’, ‘hold the highest … vision for oneself’, ‘hold the highest vision possible for one’s life’* (Oprah Winfrey).

**Transcendence needs** *‘improving people’s lives’* (Reagan); *‘service’, ‘believe in something larger than yourself’* (Barbara Bush); *‘give from one’s life’, ‘give from one’s talents’, ‘public service’, ‘public support’* (Kennedy); *‘allow … your personality … to be connected to the greater force’* (Oprah Winfrey).

**2.2.3. The conclusions: re-establishment of needs and values**

Since final blocks are called to summarize the points that have been made in the main block, the needs that are appealed to in this part are the same. Speeches that motivate to establish peace in the world repeat the same appeals for them to have a greater effect on the audience so that a non-satisfied need would create motivation to act on behalf of a certain issue mentioned in the text of a speech.

**Safety needs** were appealed to only in John Kennedy’s speech by the words *‘annihilation’, ‘start a war’, ‘want a war’, ‘expect a war’, ‘have enough of war, hate, and oppression’, ‘be alert to stop it (war)’, ‘labor on … toward a strategy of peace’, ‘make the world safe for diversity’* (Kennedy).

**Love and belonging** remains relevant in Oprah Winfrey's, John Kennedy’s, and Barbara Bush’s speeches. The messages are restated through the words *‘woman’(5), ‘women’(6), ‘sister girl’* (Oprah Winfrey); *‘(not) hopeless’, ‘(not) helpless’, ‘unafraid’, ‘confident’* (Kennedy); *‘our conversation’, ‘end (controversy)’, ‘leave Wellesley’, ‘deep thanks’, ‘share with’* (Barbara Bush).

**The need for self-esteem and respect** is appealed to through the following lexical units: *‘courtesy and honor’* (Barbara Bush); *phenomenal woman’(4), ‘make sb proud’* (Oprah Winfrey). And, finally, **the need for** **self-actualization** has the appeal in the words *‘future … worthy of your dreams’* (Barbara Bush).

**2.3. Commencement addresses across the centuries: comparison and contrast**

Comparing early and contemporary commencement addresses, we have found several changes in disposition of ideas and elocution in terms of appealing to basic needs.

In the ***introductions*** to commencement addresses of 1960-1999 the speakers appeal to respect and self-esteem, while after 2000 love and belongingness gain major importance. This change may be explained by the fact that young people who graduated from Universities in 1960s-1990s were majorly focused on their careers and social status. It was not common to discuss private life, families and relations in public, therefore, no appeals to family values are found in the introductions. In 2000s the focus of young people shifted from to happy relations and success was heralded as having best of both worlds – happy family and brilliant career. Young people start viewing their families and relations as the part of a big project called success, and the former US President Barack Obama and the CEO of Facebook Mark Zuckerberg make this statement clear.

The ***main parts*** of the commencement addresses reveal the most striking changes. In earlier speeches, the orators used to appeal to safety and belonging and now to self-actualization. Appeal to safety in the speeches of 1960s-1990s is explained by the social factors: society of those times was living in cold war, periods of economic booms and stagnations, major political oppositions and strikes across Europe and America. That is why safety matters most in those decades. The reason why appeal to belonging comes close to safety appeal can be seen in unity of the community in those times: if our country is safe, our homes and families are safe.

For modern society the idea that the world will never be safe and stable is deeply rooted in mind, young people who saw wars and armed conflicts in the news since their childhood do not focus on seeking safety. Rather, appeal to self-actualization is stronger, because in the era of Internet and social media one should stand out from the herd and make their statement about them.

**The conclusions** are similar in diachronic perspective: in all the times the orators re-established the needs and values stated in the speech.

To sum up, rhetorical analysis of commencement addresses from 1960 till 2020 shows the changes in appeal to the basic needs reflecting the values that changed in the 60-years timespan.

**Conclusions on part 2**

The central themes of commencement addresses of 2000-2020 are the future, believing in yourself, the world’s scientific progress and the graduates’ contribution to it, never stopping learning, overcoming adversity, dreaming big, and adhering to the values of modern society. These topics are chosen by the speakers at the level of invention and they structure the speeches defining the disposition of ideas in the texts and the peculiarities of their elocution.

The invention of these topics in commencement speeches is explained by the ceremonial character of the event, the overwhelming feelings of the audience at the moment, different social and political realities and a global economic situation. At the level of disposition, the speakers supply various examples, draw on experiences and describe incidents that come under the chosen theme. Crucially, while the speakers touch upon various subtopics at the dispositional stage, they constantly tie them all back to one central theme postulated at the stage of invention. The third stage, i.e. elocution, deals with the choice of specific linguistic units to deliver the speaker’s ideas. It is closely connected with invention and disposition of the speeches, because in various parts of the words appealing to basic needs are used differently.

Our research shows that in the *introductory* blocks appeal to the needs for love, belongingness and self-esteem is dominant; the *main* block reveals appeals to self-actualization, and the need to know, understand and experience the beauty; and the *final* block reestablishes higher needs again.

Early graduation speeches as a genre of epideictic discourse are similar to contemporary speeches. They differ in the motivational appeal reflecting the values of that society. In the *introductory* blocks the speakers of 1960s-1990s appeal to the needs for self-esteem and respect; the *main* block reveals appeals to safety and belonging; and the *final* block reestablishes higher needs again.

Comparing early and contemporary commencement addresses, we have found several changes in disposition of ideas and elocution in terms of appealing to basic needs. In the *introductions* the change of focus from respect in earlier speeches to belonging in the recent ones is explained by the social shift from status and authority to happy relations.

The *main parts* of the commencement addresses reveal the most striking changes. In earlier speeches, the orators used to appeal to safety and belonging and now to self-actualization. Appeal to safety in the speeches of 1960s-1990s is explained by the social factors: society of those times was living in cold war, periods of economic booms and stagnations, major political oppositions and strikes across Europe and America. The reason why appeal to belonging comes close to safety appeal can be seen in unity of the community in those times: if our country is safe, our homes and families are safe. For modern society the idea that the world will never be safe and stable is deeply rooted in mind. The appeal to self-actualization is stronger, because in the era of Internet and social media one should stand out from the herd and make their statement about them.

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**GENERAL CONCLUSIONS**

Rhetoric is generally recognized as the study of effective means of producing discourse and influencing people as well as the art of persuasive speaking itself.

A commencement address as a speech given to graduating students by a notable person at a university upon conferring degrees represents a genre of epideictic oratory involving ceremonial speeches or writings which praise or blame a person or a situation. As any special occasion piece, commencement addresses point out the good qualities and the virtues of the people of the hour – the graduates themselves, their parents and teachers. The praise to those people is grounded in the values of the community they live. The speaker promotes values shared in the community.

Commencement addresses are created according to rhetorical canons including invention, disposition, elocution, and performance. Invention refers to the process of choosing the topic and finding arguments appropriate to the situation. Disposition presupposes ordering the information in a text so that it is most appropriate for the needs of the audience and the aim of the speech. Elocution is an effective word choice for making a favorable impression on the audience. Performance deals with the presentation of speech and creating an uplifting and inspiring mood in the audience.

A desirable effect is created by the three rhetorical means of persuasion, such as ethos, logos and pathos. Ethos is the speakers’ self-representation and an appeal to good character which consequents in their credibility. The appeal to logos consists in the reasoning of the speaker upon the topic. Pathos is designated as appeal to human emotions and basic needs. This appeal, i.e. pathos, is especially relevant in our study, as commencement addresses belong to inspirational discourse and arouse the audience to take action toward a desired goal to satisfy their needs in future.

The structure, or composition, of a commencement address consists in the subsequent and coherent organization of the content involving three parts – introduction, body, and conclusion. Whereas every orator has got their own strategy and structure of a speech, formal peculiarities of these types of speeches have much in common.

*Introductions*are aimed toset the mood for the speech, grab attention and create the emotional connection between the orator and the audience. In this part, the speaker prepares the listeners to perceive the speech, making a brief lead-in to make them more aware of the topic. The *main part* usually reveals micro topics which are structurally and semantically completed. The number of micro topics can vary from speech to speech, usually from three to five or six. The *conclusion*in commencement speeches either recapitulates the covered micro topics or contains the wider closure. As a special characteristic of a concussion in a commencement address, the final part might be summarizing but in the majority of cases, it has rather got an inspirational function with the direct appeal to the audience and their basic needs, urging them to take confident action or alter their views concerning the discussed topic.

The central themes of commencement addresses of 2000-2020 are the future, believing in yourself, the world’s scientific progress and the graduates’ contribution to it, never stopping learning, overcoming adversity, dreaming big, and adhering to the values of modern society. These topics are chosen by the speakers at the level of invention and they structure the speeches defining the disposition of ideas in the texts and the peculiarities of their elocution.

The invention of these topics in commencement speeches is explained by the ceremonial character of the event, the overwhelming feelings of the audience at the moment, different social and political realities and a global economic situation. At the level of disposition, the speakers supply various examples, draw on experiences and describe incidents that come under the chosen theme. Crucially, while the speakers touch upon various subtopics at the dispositional stage, they constantly tie them all back to one central theme postulated at the stage of invention. The third stage, i.e. elocution, deals with the choice of specific linguistic units to deliver the speaker’s ideas. It is closely connected with invention and disposition of the speeches, because in various parts of the words appealing to basic needs are used differently.

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To conclude, rhetorical analysis of commencement addresses from 1960 till 2020 shows the changes in appeal to the basic needs reflecting the values that changed in the 60-years timespan.

**The prospects of future research** are seen in analyzing the translations of the English speeches into Ukrainian to check if motivational appeal remains the same across the cultures. Another possible vector of research is analyzing Ukrainian commencement addresses to compare strategies of appealing to basic needs by different speakers.

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**РЕЗЮМЕ**

магістерської роботи Мохир Альони Сергіївни на тему

«**Апеляція до базових потреб в англомовних випускних промовах перед студентами: зіставно-риторичний аспект»**

Робота складається зі вступу, двох розділів та загальних висновків. Обсяг роботи складає 83 сторінки. Список використаної літератури нараховує 70 позицій та 20 джерел ілюстративного матеріалу.

Перший розділ роботи пропонує визначення поняття риторики, її теоретичних основ і складових елементів, а також погляди дослідників на це питання. Перший розділ також включає визначення епідейктичної промови та розкриває жанрові й композиційні особливості випускних промов перед студентами. Доведено, що одиниці, які апелюють до базових потреб тісно пов’язані з елокуцією та вважаються одним із засобів впливу на адресата.

Другий розділ включає результати аналізу мовних засобів, що апелюють до базових потреб. Дослідження демонструє, що у ранніх промовах перед студентами (1960-1999 рр.) спікери звертаються до потреб у повазі й репутації у вступних блоках та безпеці й належності в основній частині промов через лексичні одиниці, підпорядковані основній темі виступу. У сучасних промовах (2000-2020 рр.) домінує апеляція до любові й належності у вступних блоках та самореалізації в основній частині. Заключні частини у промовах спікерів будь-якого періоду об’єднані ідеєю повторної констатації теми й апеляції до вже заявлених потреб.

**Ключові слова**: риторика, епідейктична промова, випускна промова, базові потреби, елокуція, лексична одиниця.

**ABSTRACT**

on Master’s paper prepared by Aliona Mokhyr

«**Appeal to basic needs in English commencement addresses:**

**A comparative rhetorical study»**

The paper studies the linguistic means appealing to basic needs in English commencement addresses. It consists of two parts and conclusions. The volume is 83 pages and the list of references includes 70 items and 20 illustrative sources.

The first chapter suggests the definition of rhetoric, its theoretical foundations and elements as well as procedure of text analysis. Moreover, it defines the notion of epideictic speech, describes the genre features of commencement address and reveals the peculiarities of motivational appeal in various compositional blocks of addresses. It proves that linguistic units appealing to basic needs are connected with elocution and are means of persuasion.

The second chapter is dedicated to the analysis of the linguistic means appealing to basic needs in English commencement addresses. The research shows that in early commencement addresses dating back 1960-1999 the speakers appeal to the needs for self-esteem and respect in the introductory blocks and safety and belonging in the bodies of the texts. In contemporary speeches (2000-2020), the orators appeal to the needs for love and belonging in the introductions and self-actualization in the bodies of their addresses. The final blocks of early and contemporary speeches are common in reestablishing higher needs again.

**Key words**: rhetoric, epideictic speech, commencement address, basic needs, elocution, lexical unit.