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**A Rhetorical Discourse Analysis of Two Motivational Speeches  
Case Study: Brendon Burchard's Speeches "How to Succeed" And "How to  
Stay Focused".**

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## ***Dedications***

*I dedicate this work to my loving parents, for always trusting me, for always being my source of inspiration and for being the reason of every single success I achieved so far.*

*To both of my beloved brothers “Ghiles” and “Yanis”, to my adored sister “Lydia” for always being by my side. To my lovely cousin “Lyna”.*

*To a special person who always pushes me forward and brings out the best version of me, and to each of my dear friends for their love and support.*

*Thank you all.*

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## *Abstract*

The present study is a rhetorical analysis of Brendon Burchard's motivational speeches "How to Succeed" delivered in 2014 and "How to Stay Focused" delivered in 2015. The main interest of this analysis is to identify the rhetorical situation together with the rhetorical devices used by the successful personal development coach in both these speeches. We seek to identify the rhetorical situation in order to identify the general context and circumstances that have brought these two speeches to existence. We also look forward to demonstrate the various rhetorical devices that have helped this particular orator to make his speeches convincing. Therefore, in our area of study, two major theories are used: Bitzer's (1968) Rhetorical Situation Theory (exigence, audience, and constraints), and the four Aristotelian Rhetorical Appeals (1356a) (i.e., logos, ethos, pathos and kairos). The current analytical research adopted a descriptive design which is based on mixed method approach, including both qualitative and quantitative analysis. On the one hand, Discourse Analysis is used to analyze, interpret and explain data and lexical semantic links; it has helped to categorize the two speeches into one major theme that is persuasion and to analyze the rhetorical device. On the other hand, the Descriptive Statistical Method is primarily utilized for the tabulation of particular occurrences. Furthermore, the integration of the two frameworks; the four Aristotelian appeals (1356a) and Bitzer's rhetorical situation (1968) in the speeches has played a crucial role in making them persuasive. Throughout the analysis, we have realized that Brendon Burchard used all three rhetorical situation components. Additionally, we have found that the two speeches do not only include the four rhetorical devices –Ethos, Pathos, Logos and Kairos– but they are also loaded with figures of speech which made the speeches more appealing and compelling. We have also come to know that he has relied more on Pathos and Ethos as tools to attract and persuade the audience than the use of Logos and Kairos; however, he has not completely neglected the latter.

**Key words :** Aristotelian Appeals, motivational discourse, Rhetoric , rhetorical situation.

## *List of abbreviations*

**APA:** American Psychological Association

**CA:** Conversational Analysis

**CDA:** Critical Discourse Analysis

**DA:** Discourse Analysis

**ICT:** Information and Communication Technology

**IS:** Interactional Sociolinguistics

**MDA:** Multimodal Analysis

**RA:** Rhetorical Analysis

**SFL:** Systemic Functional Linguistics

## *List of Diagrams*

<b>Diagram 01:</b> Accuracy Percentages of Inclusive Pronouns.....	31
<b>Diagram 02:</b> Accuracy Percentages of Uniqueness Pronouns.....	34
<b>Diagram 04:</b> Accuracy of Modal Verbs.....	37

## *List of Tables*

<b>Table.1.</b> Research Theories .....	26
<b>Table.2.</b> Main Examples of Occurrence of Ethical appeal in the Speeches .....	30
<b>Table.3.</b> Frequency of Occurrence of Inclusive Pronouns in the speeches.....	31
<b>Table.4.</b> Main Examples of Occurrence of Inclusive Pronouns in the Speeches.....	32
<b>Table.5.</b> Frequency of Occurrence of Pronouns of Uniqueness in the Speeches.....	34
<b>Table.6.</b> Main Examples of Occurrence of Uniqueness Pronouns in the Speeches.....	35
<b>Table.7.</b> Frequency of Occurrence of Modal Verbs in the Speeches .....	36
<b>Table.8.</b> Main Examples of Occurrence of Modal Verbs in the Speeches .....	38
<b>Table.9.</b> Main Examples of Occurrence of The Emotional Appeal in the Speeches .....	39
<b>Table.10.</b> Main Examples of Occurrence of The Logical Appeal in the Speeches .....	40
<b>Table.11.</b> Main Examples of Occurrence Figurative Language in the Speeches .....	42

# *Table of Contents*

Dedication .....	1
Acknowledgements .....	2
Abstract .....	3
List of Abbreviations.....	4
List of Figures .....	5
List of Tables.....	6
Table of Contents .....	7

## **GENERAL INTRODUCTION**

Statement Of The Problem.....	1
Aims And Significance Of The Study.....	3
Research Questions And Hypotheses.....	4
Research Techniques And Methodology.....	5
Structure Of The Dissertation .....	5

## **CHAPTER ONE: REVIEW OF THE LITERATURE**

Introduction.....	7
1.Definition Of Key Concepts.....	7
2.The Role of Context in Discourse Analysis .....	10
3.The Main Approaches Of Discourse Analysis .....	11
4. Rhetorical Discourse And Digital Rhetoric.....	14
5.Theoretical Framework .....	18
CONCLUSION.....	21

## **CHAPTER TWO: RESEARCH DESIGN**

INTRODUCTION .....	22
1. The Research Method.....	22
2. Description of the Corpus.....	23
3. Procedures of Data collection.....	23
4. Procedures of Data Analysis.....	24
5. Data Analysis Techniques.....	26
CONCLUSION.....	26

## **CHAPTER THREE: PRESENTATION OF THE FINDINGS**

INTRODUCTION.....	27
1. Results of the Analysis of the Rhetorical Situation of "How to Succeed" and "How to Stay Focused" Speeches.....	27
2. Identifying the Four Aristotelian Rhetorical Appeals in "How to Succeed" and "How to Stay Focused" Speeches.....	29
3. Figures of Speech Findings.....	42
CONCLUSION.....	43

## **CHAPTER FOUR: Discussion of the Findings**

INTRODUCTION .....	44
1. Discussion of the Results of Burchard's Speeches in the Light of Rhetorical Theories.....	44
1.1 Discussion of the Results of the Rhetorical Situation of Burchard's Speeches.....	44
I.2 Discussion of the Results of Burchard's Speeches According to the Aristotelian Rhetorical Proofs Approach.....	47
I.3 Discussion of the Different Figures of Speech Employed by Brendon Burchard in his Speeches "How to Succeed" and "How to Stay Focused" .....	55

CONCLUSION.....	60
<b>GENERAL CONCLUSION.....</b>	<b>61</b>
Bibliography.....	67
Appendix A.....	71
Appendix B.....	77

# **GENERAL INTRODUCTION**

### 1. STATEMENT OF THE PROBLEM

Linguists have been studying language since linguistics first arose (roughly 1500 BC), from Panini to Noam Chomsky who is currently the most well-known living linguist. The latter regards language as: “a process of free creation; its laws and principles are fixed, but the manner in which the principles of generation are used is free and infinitely varied. Even the interpretation and use of words involves a process of free creation.” (Chomsky, 1987, p. 85)

In fact, language is an essential part of human connection, and speech is regarded as the primary form of language, for people who use it to express their feelings and ideas, talk about needs as well as to persuade and shape their listeners’ acts and mindset. For instance, communication professionals such as philosophers, political figures, authors, and orators who are mostly concerned with social interaction in their professional fields, have been required to develop skills in language manipulation throughout their careers to enhance and cherry-pick the proper words to create content, manage meanings and share their understanding of a social reality. As specified Emerson in his speech to the Phi Beta Kappa Society of Harvard College in 1837: “Speech is power: speech is to persuade, to convert, to compel. It is to bring another out of his bad sense into your good sense.” (1875, p. 363)

Gregg (1887), a prominent Episcopalian Clergyman assumes that a speaker should carefully weigh and closely engage with the subject of their speech before addressing their audience. In simpler words, the topic must remain interesting and convincing so the receivers wouldn’t get bored and withdraw their attention. In fact, the language used by motivational trainers is a practice of communication that aims to engage with the minds and hearts of a completely heterogeneous audience through creating a powerful and memorable understanding as well as nurturing and fostering a growth mind set through the right use of some rhetorical appeals and devices. This can be illustrated in the chosen speeches delivered

by one of the most influential leaders in personal growth, Brendon Burchard, that are the centre of the present study which is particularly interested in the rhetorical devices used in both his two motivational videos “How to Succeed: Five Steps for Getting Ahead” (2014) and “How to Stay Focused” (2015).

Plato refers to rhetoric as “the art of enchanting the soul, and therefore he who would be an orator has to learn the differences of human souls—they are so many and of such a nature, and from them come the differences between man and man.”(360 BCE, p. 45) A contemporary, Hauser, said that rhetoric is the “communication that attempts to coordinate social action...Its goal is to influence human choices on specific matters that require immediate attention.”(1986, p. 3) In Aristotle’s treatise “The Art of Rhetoric”, he explains the concepts of ethos, pathos and logos as methods of persuasion that are built on the idea that character and truth are at the base of any good public speech. He also explains the different strategies and psychological techniques that speakers could use to convince their audience.

This masterpiece reveals outstanding insights on how mass persuasion works and how a speaker can stir up a passionate and a powerful desire within a person and spur them to follow his lead. A good speaker is the one who has the capacity to identify the appropriate and adequate persuasive technique from the various tools of persuasion as explained by Aristotle: “rhetoric is the ability, in each particular case, to see the available means of persuasion.”(400 BC – 301 BC, p. 1356a)

In fact, both of these motivational videos available on social media platforms enrich language comprehension and display rhetorical strategies of inspiration and persuasion. For sure, Information and communication technologies (ICT) can have a huge impact on the literacy of people, students and others when they understand digital networking and know how to integrate it into their lives, notably the YouTube platform.

The present study is an attempt to shed light on how successful orators have always relied on powerful rhetorical devices to boost their speeches with reference to our case study of the speeches delivered by Burchard “How to Succeed: Five Steps for Getting Ahead” (2014) and “How to Stay Focused” (2015) through which he conveys certain ideologies and beliefs aiming to influence, persuade and motivate his audience to look at things the way he does and evoke a response within themselves. Correspondingly, Charteris-Black claims that: “audiences are persuaded if the orator's rhetorical device is a success.”(2011, p. 7)

Various studies have been conducted on different sorts of speeches delivered by distinctive people including political figures, entrepreneurs, authors, etc for example the Master Dissertation submitted by Ms. BELHADJ Aldjia in 2017 “The Impact of Systemic Functional Linguistics and Critical Discourse Analysis of Political Speech. Case Study: Barrack OBAMA’s Speech on Osama BIN LADEN Death”. However, very few studies have been conducted about the rhetorical devices used by motivational trainers and almost no studies shed light on the rhetorical devices that occur in motivational speeches available on You Tube, even though this type of speeches plays a significant role in our lives in the present days, not just as students but modern society. It is, in fact, an intriguing topic that is worth being investigated.

## **2. AIMS AND SIGNIFICANCE OF THE STUDY**

The general goal of the present study is to investigate the different rhetorical devices of persuasive language introduced in Brendon Burchard’s the selected speeches within two rhetorical frameworks: Bitzer's (1968) Rhetorical Situation Theory and the Four Aristotelian Rhetorical Appeals (1356a).

Our research is expected to contribute to the Rhetorical Situation Theory (1968) and Rhetorical Discourse Analysis study, which would be beneficial for the students who are interested in Discourse Analysis studies and Rhetorical Analysis in particular. There isn't any previous research that studies the use of rhetoric in persuasive speech therefore, the findings of our research cannot be found in any previously published works. Although, various research using Discourse Analysis have been conducted, the focus of these studies is on the negative aspects of dominant discourse mainly used by politicians, unlike the present research which aims at investigating the rhetorical devices used in positive motivational speeches. Undoubtedly, it is a significant Master Thesis, and more importantly, an original topic of research in the Department of English at MMUTO that improves our interpretative and analytical skills of different discourses and more precisely motivational speeches.

### **3. RESEARCH QUESTIONS AND HYPOTHESES**

In order to reach the objectives mentioned above, the following questions are raised:

1. What is the rhetorical situation that surrounds Brendon Burchard motivational speeches?
2. What are the rhetorical devices employed by Brendon Burchard in his speech to elicit a response from his audience?
3. Which of the four modes of persuasion does Brendon Burchard use the most in his eloquent speeches?

The following hypotheses are suggested in an attempt to answer to the aforementioned questions:

1. The rhetorical situation that surrounds Burchard's motivational speeches are the exigence, the rhetorical audience and the constraints.

2. The four Aristotelian appeals are utilized in Brendon Burchard motivational speeches.
3. Brendon Burchard focuses on the use of pathos in his motivational videos to effectively influence the public opinion.

#### **4. RESEARCH TECHNIQUES AND METHODOLOGY**

The present study follows Bitzer's Rhetorical Situation Theory (1968) and the four Aristotelian Rhetorical Appeals (1356a) which embody both the quantitative and qualitative research methods. In fact, the conducted research is corpus based since it is concerned with the analysis of the videos' scripts taken from his website in the form of written texts. Therefore, two techniques are used to analyze the collected data: The Descriptive Statistical Method is used to consider the statistics of classification of the linguistic elements of the speech in relation to the rhetorical devices, in addition to Discourse Analysis in the light of Rhetorical Situation Theory (1968) for the explanation and evaluation of these properties in relation to the dimensions where the speech occurs. Thus, this study is a mixed methods research which uses both quantitative method (Descriptive Statistical Method) and qualitative method (Discourse Analysis) to analyse the data.

#### **5. STRUCTURE OF THE DISSERTATION**

The present research falls into the traditional simple model. It reports a single case study divided into a General Introduction, followed by four chapters, beginning from the Review of Literature, Research Design, Results and Discussion, and a General Conclusion at the end. Each chapter is divided into an introduction, a body and a conclusion. The General Introduction presents background information and the procedures to be followed in order to fulfil the study conducted. Next, the first chapter labelled, the Literature Review, which is a theoretical chapter, includes the subject of the study and the previous works of researchers

which are related to the study in the aim of having a good command and a better understanding of the research. The second chapter, which is the research design, is mainly about the methodological procedures of data collection, and the analysis of the results. The third chapter demonstrates the results presented qualitatively and quantitatively that are obtained from the analysis of Burchard's speeches. The fourth chapter is the Discussion of the Findings according to the selected theoretical frameworks. We also attempt to answer the research questions and verify whether the already suggested hypotheses are confirmed or refuted. To conclude, the dissertation ends with a General Conclusion, which serves as a summary of the main points developed throughout the research study, and further recommendations on the same area of study are suggested.

**Chapter One:**  
**LITERATURE**  
**REVIEW**

## INTRODUCTION

The theoretical frameworks that are applied in our case study are reviewed in this chapter. The key concepts related to our subject are discussed in the first section. In the second section, the Rhetorical Situation Theory (1968) are introduced along with the Aristotelian Rhetorical Appeals (1356a) and Critical Discourse Analysis together with its basic approaches. To point out the overall rhetorical situation and examine the fundamental components of Burchard's speeches, the theories that underpin this study are provided in the last section which are represented in Bitzer's Rhetorical Situation Theory(1968) and Aristotle's persuasive rhetorical appeals (1356a-1377b).

### **1. Definition of Key Concepts**

#### **1. Discourse**

In etymology, the word "discourse" is originated from the Latin word "discursus" which mean "going to and from". It typically refers to "written or spoken communication". A discourse is "a particular way of representing certain parts or aspects of the(physical, social, psychological) world"(Fairclough, 1995, p. 358).This phenomenon is an established and maintained social construct for the transfer and development of power. It undermines it, exposes it, weakens it and allows its subversion.(Weedon, 1997, p. 107)

In its most basic meaning, discourse refers to any verbal or nonverbal interchange of knowledge between people. It takes on a range of forms and influences how certain things are perceived. It represents a unit of connected speech or writing with a specific goal and a consistent meaning. Fairclough(1995) employs the word discourse in reference to the complete process of social interaction and that text is a sector of this process, as he considers three elements for discourse that are text, interaction and social context.

## 1.1 Discourse Analysis

Discourse analysis is first presented by Harris (1952) as a method of analyzing interconnected speech and writing, and it is later developed as an academic discipline in the 1970s. The study of language above the level of the phrase and the connection between linguistic and non-linguistic behaviour have been Harris's two main areas of interest.

According to Snape and Spencer (The foundations of qualitative research, 2003, p. 200) Discourse Analysis is about: "Examining the way knowledge is produced within different discourses and the performances, linguistic styles and rhetorical devices used in particular accounts." It is an approach that analyzes the various mechanisms in which information is constructed and performed. This branch of human and social sciences is a multidisciplinary, qualitative and quantitative approach to studying the context and content of oral or written conversation. According to Paltridge (2006), Discourse Analysis is originally introduced by Harris (1952) as a technique for assessing connected speech and text. That is to say, it is a way by which we can analyze both interconnected oral speeches and writing texts. "Discourse analysis is an interdisciplinary field with a wide variety of meanings that cover a wide range of activities" (Brown & Yule, 1983, p. viii). It is a term that describes a variety of closely linked endeavours and fields, including sociolinguistics, psycholinguistics, philosophical, and computational linguistics (ibid). According to Routledge (2012, p. 79), Discourse Analysis:

Is a set of techniques for making connections between texts and their meanings. Originally formulated for the analysis of purely linguistic texts, discourse analysis methods have come to form the basis for analyzing "texts" that consist not just of words, but also of visual forms such as images and diagrams (static or animated), full-motion video, sound effects and music, and various interactive features.

In other words, it is a collection of methods that serve as a link between texts and their meanings. It has become the foundation for evaluating "texts" that includes visual forms such as graphics and diagrams, sound effects, videos, and music in addition to words.

## **1.2 Motivational Discourse**

It is any speech delivered from an influencer or trainer to a group of people, a heterogeneous bunch of people mostly, intended to motivate them to plant the seeds of hope within themselves which would push them create the change they want to see in their lives. It usually provides a clear narrated story and goal for a particular audience as well as a closing with a call to action. It consists of a collection of instructions to follow in the aim of fulfilling a specific goal. Because persuasive speeches are meant to urge others to change their perceptions or behaviors, it is quite comparable to a persuasive type of speech. As claimed by Ellison & Gilden(2017), a motivational discourse is one that encourages the audience to do something. It may be simply changing the way they do, look at, or feel about something. It could just involve influencing how they act, perceive, or feel about something.

## **1.3 Discourse and Text**

Many academics use the terms text and discourse alternatively to refer to the linguistic unit that extends beyond the sentence. Both terms "discourse" and "text" are used interchangeably, although, there are some distinctions between them. For Crystal (1992), a discourse is a continuous stretch of (especially spoken) language larger than a sentence, often constituting a coherent unit, such as a sermon, argument, and narratives.

A text is a piece of naturally occurring spoken, written, or signed discourse of a given individual or politician identified for purposes of analysis. It is often a language unit with a definable communicative function, such as a conversation and a poster (Crystal, 1992). Widdowson(2007)explains that discourse is a pragmatic process that involves text production

and interpretation, speaker/listener or writer/reader interaction, and meaning negotiation. While a text is a fugitive linguistic trace, with no meaning, used to mediate meaning through and across discourse; that is to say, text is only one aspect of the discourse process. Fairclough(1992)shares this view of text as a component of discourse, arguing that discourse is a three-dimensional interactional process in which text is one of the three dimensions.

#### **1.4 The Role of Context in Discourse Analysis**

Context refers to the situation giving rise to the discourse, and within which the discourse is embedded (Nunan, 1993, p. 7). That is, context represents the circumstance that provides existence to the discourse, as well as the context in which the discourse is situated.

The major purpose of context in Discourse Analysis is that it determines the meaning of a given word or sentence. In other words, context provides clarity and obviousness to a word or sentence. Context, Discourse Analysis, and the social environment are all linked to the point where they can't be separated. To begin with, there are numerous definitions of context, depending on what field a linguist or researcher tries to support his or her thoughts and hypotheses. However, in the field of discourse studies, context refers to how a discourse or speech occurs in the context. In other words, a word can have many meanings depending on the context in which it is used. According to Widdowson (Discourse Analysis, 2007, p. 21): “context is not what is perceived in a particular situation, but what is conceived as relevant, and situational factors may have no relevance at all”.

For Brown and Yule(1983), a context refers to the environment or circumstances in which language is used. There are two forms of context. According to Nunan(1993), the first is the linguistic context, or the language that surrounds the dialogue segment under investigation. The non-linguistic or experiential context in which the dialogue takes place is the second. The non-linguistic context includes the following elements: the type of

communicative event (for example, joke, story, lecture, and greeting), the topic, the goal of the event, the setting, which includes location, time, and physical aspects of the situation, the participants and their relationships, and the background knowledge and assumption underlying the communicative event.

### **1.5 The Main Approaches of Discourse Analysis**

In this section, four main approaches of Discourse Analysis is discussed. These approaches are Critical Discourse Analysis, Conversation Analysis, Multimodal Analysis and Interactional Sociolinguistics.

#### **1. Critical Discourse Analysis ( CDA)**

Discourse analysis is considered as one of the broadest and the most poorly defined disciplines of linguistics because discourse is frequently defined in two ways. On the one hand, it is defined as a larger unit of language than a sentence which emphasizes the language regularities that characterize texts. On the other hand, it is defined as the use of language that emphasizes the language regularities that characterize texts, the latter definition emphasizes the social and cultural functions that underpin ways of communication. Despite these two distinct concerns, many discourse analysts integrate the two, examining how linguistic regularities that are found in ways of speaking are bound not only by the language's inherent structures and patterns, but also by the context. Critical Discourse Analysis (CDA) is one of the most acknowledged approaches to discourse studies, since the 1980's this approach gained a lot of attention thanks to the British sociolinguist Fairclough's works(1995, p. 93), who defines CDA as follows:

By 'critical' discourse analysis I mean discourse analysis which aims to systematically explore often opaque relationships of causality and determination between (a) discursive practices, events and texts, and (b) wider social and cultural structures, relations and processes; to

investigate how such practices, events and texts arise out of and are ideologically shaped by relations of power and struggles over power; and to explore how the opacity of these relationships between discourse and society is itself a factor securing power and hegemony.

In other words, CDA focuses on the relationship between language and power and seeks to clarify the complex links between discourse practices, social practices, and social structures. The roots of CDA are found in critical theory, which is tied up with Frankfurt School of Social Research. According to Fairclough (1995, p. 20), it refers to “any theory concerned with critique of ideology and the effect of domination”.

## **2. Conversation Analysis (CA)**

Another important approach to Discourse Analysis has emerged as a subject of research in the 1960's thanks to the late Harvey Sacks, Emanuel Schegloff and Gail Jefferson's intense work. Conversation Analysis (CA) originates from sociology's "cognitive revolution" in the 1960's and placed a new emphasis on participants' orientation to indigenous social and cultural constructions. It aims to define the underlying social structure as an institutionalized substratum of interactional rules, procedures, and conventions that allow for orderly and understandable social interaction. In this perspective, Fairclough (1992, p. 17) asserts that CA has given rise to rules for the sequencing of actions in interaction (conversational openings and closings).

CA is a method for analyzing human interaction in a society. Although its name suggests a focus on informal and purely friendly conversation, the method encompasses a broad range of communications, from informal to formal, sociable to task-focused and face-to-face to synchronous computer - mediated exchanges like phone calls and online meetings. The emphasis on the arrangement of conduct within communication distinguishes conversation analysis from other forms of Discourse Analysis concerned with narratives, speeches, or texts, despite its broad range. Conversation analysis is further distinguished by an

approach that takes advantage of the benefits of recorded interaction as a data source. Taylor (What is Discourse Analysis?, 2013, pp. 11-12) assumes that: “Conversation analysts are interested in talk as a social practice and in the meanings which are established within the immediate conversational context.”

DA and CA are similar in a way that both examine spoken language and interaction. There are, nevertheless, some distinctions between them, deductive approach is used by DA, which means that a discourse progresses from general to specific, focusing on principles for constructing well-formed units of language larger than a sentence. CA uses an inductive technique, which means that a conversation arises from a specific to a broad interest in the sequential organization of a talk in dialogue.

### **3. Multimodal Analysis (MA)**

Multimodal Analysis is a new method to discourse analysis that aims to demonstrate that a text is a medium for communication and dialogue. Furthermore, the Conversation Analysis encourages this technique, and it refers to the analysis of numerous diverse semiotic modes in a discourse. Its goal is to bring together the representational, interactive, and textual meanings that diverse components produce.

The goal of the multimodal analysis is to figure out how these components interact to build a coherent argument. In the work of Kress and van Leeuwen (2006), they look for connections between language, picture, and other semiotic forms to transmit meaning. Significantly, the present Systemic Functional Linguistics (SFL) serves as the foundation for major multimodality literature, notably Kress and van Leeuwen's argument that any investigation of communication should begin with Halliday's metafunctions to discover the underlying system. As a result, according to (2006), all images perform Halliday's metafunctions through three patterns:

1. The patterns of representation that correspond to 'ideational' metafunction.
2. The patterns of interaction that correspond to 'interpersonal' metafunction.
3. The patterns of composition that correspond to 'textual' metafunction.

#### **4. Interactional Sociolinguistics (IS)**

Interactional Sociolinguistics (IS) is an approach to Discourse Analysis that studies and analyses how people make use of language in everyday communication. Indeed, according to Jaspers (2012), it is a theoretical and methodological paradigm in the field of linguistic anthropology that integrates linguistic technique with anthropological cultural considerations to better understand how language informs social and cultural interaction. Gumperz (2001, pp. 312-13), a linguistic anthropologist, has established interactional sociolinguistics; he has described Interactional sociolinguistics as follows:

IS analysis therefore concentrates on speech exchanges involving two or more actors as its main object of the study. The aim is to show how individuals participating in such exchanges use to achieve their communicative goals in real life situations by concentrating on the meaning making processes and the taken-for granted background assumptions that underlie the negotiation of shared interpretations

In other words, Interactional Sociolinguistics sheds light on how language users typically express themselves in daily interactions and how misunderstandings might damage social connections.

## **2. Rhetorical Discourse and Digital Rhetoric**

The next section aims to present the theoretical foundations of rhetorical analysis, which is the approach we used in our study. Because the following research is a rhetorical Discourse Analysis of two motivational speeches delivered by Burchard, entitled "How to Succeed" and "How to Stay Focused", it is in fact necessary to define rhetorical analysis.

Nonetheless, we offer the aforementioned study another informative model of analysis, notably the Bitzer's framework.

## **2.1 Rhetoric**

Rhetoric is defined as the art of speaking or writing effectively in general. It is mostly employed by motivational, political and even educational orators to nurture and give existence to a particular mindset and evoke a certain conceptual and emotional response within the receivers depending on the circumstances and the context in which the speech is delivered. One of the broadest definitions of rhetoric is given by Kennedy(1991, p. 7)“Rhetoric, in the most general sense, is the energy inherent in emotion and thought, transmitted through a system of signs, including language, to others to influence their decisions and actions.” In other words, rhetoric can be deployed through the spoken language and various signs with the aim of convincing the listeners to act or think in a certain way.

It is also defined in The Oxford English Dictionary(1989, p. 857)as "the art of using language so as to persuade or influence others; the body of rules to be observed by a speaker or writer in order that he may express himself with eloquence.” Thus it is viewed to be a powerful argumentative method that helps a speaker orchestrates their speech in a way so that it would be persuasive enough to the audience.

It is primarily defined as the art and science of deploying words for the purpose of persuasion (Wilkin, 2001). According to Malmkjaer(2002), rhetoric is a field that investigates why and how a speaker or writer can appeal to audiences by application of linguistic devices. As claimed by Farrell (1993, p. 16): “Rhetoric is an acquired competency, a manner of thinking that invents possibilities for persuasion, conviction, action, and judgments.” This is

to say that rhetoric refers to a set of rhetorical principals and devices which must be successfully employed by the orator to make the given speech more appealing.

## **2.2 Rhetorical Discourse Analysis**

It is clear from the preceding definitions of rhetoric that rhetoric refers to the art of persuasion using language. Because Rhetorical Analysis or Rhetorical Discourse Analysis is the study of persuasive language, rhetorical analysis can be assumed to be the study of persuasive linguistic means used by speakers and writers.

Reisigl (2008, p. 104) claims that since rhetoric is “the science and art of persuasive language use”, then Rhetorical Analysis (RA) can be “to analyze the employment and effects of linguistic (including non-verbal) and other semiotic means of persuasion in rhetorical terms”. As a result, RA is a method of analysis that examines how the rhetor uses persuasive techniques to make his speech or writing convincing. RA is also concerned about the impact of using these rhetorical appeals on the discourse, the orator, and the listeners.

Selzer (2003) defined RA as a written piece intended to understand and clarify the use of language in the context of a specific social setting to influence the public. In short, rhetorical analysis or rhetorical criticism is an analytical method that focuses on the rhetor's strategies of persuasion in order to make his speech or writing powerful and convincing.

## **2.3 Digital Rhetoric**

The term digital rhetoric is an emerging interdisciplinary field in nature, it is coined by rhetorician Richard A. Lanham in a lecture he delivered in 1989 and first formally put into words in his 1993 essay collection, *The Electronic Word: Democracy, Technology, and the Arts*, Eyman(2015, p. 44) defines digital rhetoric as "the application of rhetorical theory (as

analytic method or heuristic for production) to digital texts and performances.” That is the use of rhetorical theories in digital documents and performances.

In general usage, “digital” is roughly synonymous with “electronic” or “computerized” and is often used in opposition to its antonym, “analog.” In technical terms, digital systems are made up of discrete values whereas analog systems feature a continuous range of values, often represented as a wave(Horak, 2007).Text, images, sound, video, artwork, and the synthesis of other multimedia artifacts may now be distributed around the world at previously unfathomable speeds thanks to the Internet. Information is distributed almost instantly with just one click, and speed becomes the major feature in the digital rhetorical canon when combined with the other features listed below. Indeed, the rapidity of this communication medium has had a significant impact on rhetorical content and practice.

#### **2.4 Mind Control**

According to APA Dictionary of Psychology, mind control is:

An extreme form of social manipulation used to indoctrinate an individual in the attitudes and beliefs of a group, usually one that is religious or political in nature. In fact, mind control is an important social impact factor that has been the subject of numerous studies and psychological experiments. It may produce a strong and intense mental and behavioral manipulation, as it is defined by Zimbardo (The Time Paradox: Using the New Psychology of Time to Your Advantage, 2009, p. 5)

Mind control is the process by which individual or collective freedom of choice and action is compromised by agents or agencies that modify or distort perception, motivation, affect, cognition or behavioral outcomes. It is neither magical nor mystical, but a process that involves a set of basic social psychological principles.

## 2. Theoretical Framework

### 1. Bitzer's Rhetorical Situation (1968)

The first fundamental theory used in this research is Lloyd F. Bitzer's Rhetorical Situation. As cited in Kuypers(2009, p. 33), which claims that Bitzer defines rhetorical situation as:

A complex of persons events, objects, and relations presenting an actual or potential exigence which can be completely or partially removed if discourse introduced into the situation can so constrain human decision or action as to bring about the significant modification of the exigence.

According to Bitzer(1968), the rhetorical situation defines the rhetorical devices to choose, the suitable vocabulary and the complexity of the discourse. He talks about the relationship between language and argument, and how language serves as a primitive link between human activity and the message. The elements of exigence, audience, and constraints are all components of Bitzer's theory of rhetorical Situation, Bitzer(Rhetorical Situation, 1968, p. 6) writes:

There are three constituents of any rhetorical situation: the first is exigence; the second and the third are elements of the complex, namely the audience to be constrained in the decision and action, and the constraints which influence the rhetor and can be brought to bear upon the audience.

**1. Exigence:** It is a situation in which a response is required. It is the event or occurrence that triggers rhetorical discourse. It is what starts the "cycle" of rhetorical discourse regarding a particular problem. In other words, exigence is the need that pushes the orator to deliver a particular speech, for instance an important event that has occurred recently or a wrong act which need to be corrected.

**2. Audience:** It is the second component of the rhetorical situation. It may be a broad demographic group of people such as "English students" or a single individual like a "teacher». The audience is rhetorical when the listener or reader, may be influenced, react,

and accept change, otherwise, an audience that is unable to act and change the requirement is not considered as a rhetorical audience. As a result, an audience is more than a passive listener or reader; it is made up of people who act as change agents and actively participate in the discourse process

**3. Constraints:** It may be the people or objects involved in the rhetorical context that limit decisions and action. Bitzer(1968, p. 8)defines rhetorical situation constraints as: "a set of constraints made up of persons, events, objects, and relations which are parts of the situation because they have the power to constrain decision and action needed to modify the exigence."

## **2. The Aristotelian (1356a) Rhetorical Appeals**

The second fundamental theory used in this research is concerned with the rhetorical appeals Ethos, Pathos, Logos and Kairos, which are all rhetorical proofs introduced by Aristotle to illustrate how rhetoric occurs. According to Aristotle, rhetoric is concerned with the appropriate techniques employed to persuade the audience in a certain situation. As a result of his beliefs, persuasion is essentially divided into four types of proofs, often known as persuasive appeals. These are the persuasive arguments: The persuader's ethos is preoccupied with his or her excellent reputation and credibility. Pathos is an emotional appeal that evokes the emotions and feelings, whereas Logos is a logical appeal that contains logical reasoning. Simons(1990, p. 11) points out that "part of the job of the rhetorical analyst is to determine how constructions of 'the real' are made persuasive".

### **1. Ethos**

The first persuasive appeal is about the effectiveness of the character and authority that the author inspires through showing his knowledge expertise in the field, self-criticism and appealing to an individual's inclination to succeed. It refers to the persona, or projected character of a speaker/communicator, including their credibility and trustworthiness (Hartelius & Browning, 2008). That is, the ethical appeal is used to persuade a reader of the author's integrity or reliability. Authors establish ethos by sounding objective and fair, or by

describing their knowledge or background. In the context of organizational reports, these persuasive devices all attempt to gain credibility for the role, positioning and characterization of the organization (Beason, 1991). In other words, ethos is concerned with the orator, who must establish his credibility and excellent character to acquire the faith of his audience. The speaker maintains his credibility with his audience by demonstrating that he is an honest, righteous, ethical, truthful, and virtuous individual. Providing and keeping good things is the basis of virtue, Varpio (2018, p. 207) claims that the credibility of the speaker is also achieved when he shows the controlling and mastery of the subject discussed in his discourse, meaning “establishing similitude and showing deference helps to establish your ethos.” (ibid, 207)

## **2. Pathos (the emotional appeal)**

It is used to invoke sympathy with meaningful language, a moving tone, or touching stories. According to Varpio (2018, p. 209): “pathos refers to the emotions that are stirred in the reader while reading the manuscript.” As cited in Kennedy (2007, p. 39): “there is persuasion through the hearers when they are led to feel emotion [pathos] by the speech.” That is to say, Pathos is about speaking in a way that touches and evokes the emotion of the listeners or readers. It is concerned with the audience's feeling rather than the speaker's. Hence, as cited in Kennedy (1991, p. 166), pathos is: “Putting the audience in an appropriate mood, by playing on its feelings”. In other words, pathos refers to the parts of a speech that appealed to any of the feelings and emotions of an audience to elicit a favorable response from them.

## **3. Logos (the appeal to logic)**

It is used to convince an audience with reason. Logos contains a clear message and cites facts, statistics, authorities, and literal analogies. The speaker uses the audience's sense of logic and reason to promote his position. It is a mental appeal. Furthermore Varpio (2018) claims that in order to appeal audience's rationale logic, the arguments should be clear and well-constructed so that the audience can follow the logic and the order of the arguments. In short, logos refer to the speech or text in which the author connects with the audience by appealing to their rational mind through logic and reason.

#### **4. Kairos**

It describes the most suitable time for making an argument and the most opportune ways of expressing it. Leston(2013)claims that Aristotle uses the term "kairos" to describe the rhetor's capacity to discern the precise moment at which to devise a strategy for dealing with a particular circumstance(ibid,34).Additionally, he describes kairos as the "right timing and proper means"(ibid, 29) which means that it signifies the appropriate moment for the rhetor to make their case.

### **CONCLUSION**

This chapter has reviewed the literature and investigated prior theories and contributions on the subject at hand. It has offered useful concepts and frameworks which our research is based on to proceed with the analysis of the corpus to answer the research questions. It has provided a definition of Discourse, Rhetoric, Ideology, Motivational Discourse, Mind Control and Discourse Analysis. It has further moved to its main approaches mainly Critical Discourse Analysis, Multimodal analysis, Conversational Analysis and Interactional sociolinguistics. It explored the field of Digital Discourse Analysis. This chapter has given account to Aristotle's and Bitzer's frameworks being the ones upon which the analysis is based. It has concluded with key operational notions related to the topic under research, all with an interest in uncovering Brendon Burchard's rhetorical devices in motivational talks.

**CHAPTER TWO:**  
**RESEARCH DESIGN**

## INTRODUCTION

As indicated in the general introduction, the purpose of this research is to rhetorically analyze Brendon Burchard's two motivational speeches in order to discover the rhetorical strategies he has used to persuade the audience. Accordingly, this chapter is devoted to the research methodology upon which this work is based to carry out the investigation and answer the research questions cited in the general introduction. Its primary goal is to describe the methodological approach, which is a mixed-method approach to gathering and analyzing numerical and non-numerical data. It also outlines the corpus of the study, which comprises of the two texts of Brendon Burchard's motivational speeches. It ends with the data analysis procedures, which includes Bitzer's Rhetorical Situation Theory (1968) and the four Aristotelian Rhetorical Appeals (1356a), to analyze the results gathered from the two speeches.

### 1. The Research Method

The mixed-method approach is the research method used in this study. This method combines qualitative and quantitative data analysis into a single study. To put it another way, the mixed method approach entails a systematic integration of numerical and non-numerical data. In our study, this approach is employed to collect and analyze data qualitatively and quantitatively via corpus-based research.

### 2. Description of the Corpus

This investigation is a “corpus based research” which is conducted to rhetorically analyze the motivational speeches through written texts. The texts of the two videos are used as a corpus in order to answer the research questions asked in the introduction to either

confirm or reject the hypotheses already suggested, with the aim to achieve the objective of the present dissertation.

Concerning the first video speech “How to Stay Focused”, it is a discourse which comprises 2097 words with 2 936 602 views and 6800 likes. It is delivered on Saturday February 28th, 2015. The complete version of the speech is available in the following link: <https://brendonburchard.tumblr.com/post/112317302023/how-to-stay-focused/amp>

The second video entitled “How to succeed: 5 steps for Getting Ahead” uploaded, on April 14th, 2014, in the same You Tube channel with 6800 likes and 869 546 views. The speech has been investigated in the form of a written text. It contains 2121 words. The complete version of the speech is available on the following link: <https://brendonburchard.tumblr.com/post/82500335476/how-to-succeed-5-steps-for-achieving-your-goals/amp>

In order to answer the research questions, the speeches of Brendon Burchard are chosen, because Burchard is the first online personal growth trainer in history to create and sell an online course. In addition to the huge community following him on his You Tube channel and social media that makes his speech worth the investigation. By employing many rhetorical techniques and approaches, he has been able to bring clarity and obviousness to his discourse, making it persuasive, convincing, and appealing. These speeches are thought to be full of rhetorical devices and persuasive language that are relevant to the present rhetorical research.

### **3. Procedures Of Data Collection**

As obvious, the current study aims to identify the rhetorical situation that surrounds the speeches as well as highlighting the four Aristotelian appeals ethos, pathos, logos, and kairos in order to achieve the stated objectives. These two motivational videos from the

weekly self-help show “The Charged Life” of Brendon Burchard, have been chosen to be used as the main corpus of study.

The first video, "How to Stay Focused" is released in 2015 and had 109 sentences, 67 paragraphs, and approximately 2082 words. The purpose of the video is to help viewers narrow down their priorities only to activities that inspire and energize them. The speaker gave three principles to follow in order to stay focused: make fewer decisions, define your mission and saying no to everything immediately. The second motivational video, "How to succeed: 5 steps for Getting Ahead" (2014), discusses the ideas, strategies, and elements that each person must include into their lifeto be successful. Consciousness, Competence, Commitment, Coach, and Congruence were the elements Brendon recapped. It contains 2140 words in 118 sentences across 39 paragraphs. These videos are accessible on Burchard's channel on the YouTube platform.

The speeches’ scripts which are used as the corpus of our study, are taken from his official website in the form of written texts. As for the analysis, the four Aristotelian appeals and Bitzer’s rhetorical situation theory are used to examine the video’s content.

#### **4. Procedure Of Data Analysis**

Rhetorical Discourse Analysis is a field of study that allows us to demonstrate the data source for this study, which are Burchard’s discourses. As a result, this fascinating topic is chosen to provide an explanation of the data analysis processes in our field of study to future readers.

##### **➤ Quantitative Analysis Method**

As previously mentioned, the present study is a mixed method research. Numerous methods are used in quantitative research to collect data. In the present research, the

Descriptive Statistical Method is used in attempt to gather quantifiable data for statistical analysis of the linguistic elements in relation to the rhetorical devices producing meaningful and useful information. Number of occurrences and percentages are given for each of linguistic components that are picked from the two selected texts in the form of words: inclusive pronouns, uniqueness pronouns, and modal verbs. These words are collected as a quantifiable data that is used to analyze the Aristotelian appeal; Ethos.

### ➤ **Qualitative Analysis**

Discourse analysis is used as a qualitative and interpretive method to analyze the selected texts. In this study, interpretations are made based on the content of the texts themselves in the light of Bitzer's rhetorical situation (exigence, audience, and constraints) and Aristotle's rhetorical appeals (ethos, pathos, logos, and kairos) to explain and evaluate these properties in relation to the dimensions where the speeches occur and define the reason why they are believed to be exceptionally convincing.

## **2.3 Rhetorical Theoretical Frameworks**

As the present research is directed towards the rhetorical analysis of Burchard's "How to Succeed" and "How to Stay Focused" discourses, the study is divided into two main sections. First, we want to investigate at and apply the four Aristotelian rhetorical appeals (1356a) (logos, ethos, pathos, and kairos) to see which one is the most dominant and appears frequently in our corpus. Second, we chose Bitzer's rhetorical situation theory (1968) as a tool to support the speech's persuasiveness, which has three components: exigence, audience, and constraints. In fact, we consider that these critical theories will enable us for reaching our goals. To recapitulate, we believe that it is important to highlight the relationship between the two domains of Discourse Analysis and rhetorical analysis.

The following table attempts to reflect the current study's theoretical frameworks.

1. Bitzer's Rhetorical Situation 1968	2. Aristotelian Rhetorical appeals (1356a)
• Exigence	• Ethos
• Audience	• Pathos
	• Logos
• Constraints	• Kairos

**Table 01: Research Theories**

## 5. Data Analysis Techniques

The processes by which a corpus is investigated are referred to as data analysis techniques; in our study, the following steps are employed to analyze data, based on the research objectives and the method of the study:

- 1) To read the entire text carefully many times in order to grasp the content of the speech.
- 2) To identify the main components for speech analysis, meaning, the elements over which Brendon focused in presenting his message in order to uncover Brendon's rhetorical techniques and to discover the rhetorical situation that surrounds his speeches.
- 3) To classify the obtained elements under the light of the two theoretical frameworks: Bitzer's Rhetorical Situation (1968) and Aristotelian Rhetorical Proofs (1356a).

## CONCLUSION

This chapter presents the general design for the study. It starts by identifying the type of research that is a Discourse Analysis research, conducted using both the quantitative and qualitative data. This research is in fact a mixed method research, and then general information about the sample speech is provided. Furthermore, the present chapter offers insight on data analysis research theories.

**CHAPTER THREE:  
PRESENTATION  
OF THE FINDINGS**

## INTRODUCTION

The findings of our research are presented in the present chapter. It introduces the linguistic features of Brendon Burchard's motivational speeches. In this section, we are going to look at how Burchard makes use of rhetorical devices in his motivational speeches to influence and convince his followers. Therefore, the quantitative data are presented in tables, percentages and numbers. Qualitative content analysis is used for the interpretation of the linguistic properties to provide the qualitative data that accounts for the data's description.

### **1) Results of the Analysis of The Rhetorical Situation of “How to Succeed” and “How to Stay Focused” Speeches**

The first part of this chapter relies on Bitzer's Rhetorical Situation theory (1968) to explore the overall rhetorical context in which the two inspirational speeches of Burchard have been delivered. For this reason, the three components: exigence, audience, and constraints are identified.

#### **1. Exigence**

In accordance with Bitzer's definition, the exigence of “How to Succeed” and “How to Stay Focused” speeches is the problem that has pushed Burchard to recognize the need for delivering these speeches. As he delivers these speeches, he mentioned the comments that the audience following him left talking about how they have been struggling to find the right path to achieve success and keep their focus on their objectives, for instance when he says: “I'm always asked, “So Brendon how do I get ahead?” I've been struggling and busting my head against the wall, trying to figure out how I'm going to get my breakthrough. I'm not sure what to do. I'm not sure how to think about the next steps in my life” (How to Succeed, 2014)

In this regard, we assume that the exigence that has encouraged Burchard to deliver these speeches is the numerous complains he receives from his audience and their need for

guidance to undertake new resolutions and better daily habits. Indeed, from the very beginning of his speech, he addresses the difficulties that his audience face as he says: “How do you stay focused? Answering this question is perhaps the most important critical thing you will ever do in your lifetime.”(How to Stay Focused, 2015) Thus, the need to respond to these complains is what has made him deliver this speech.

### **2. Audience**

According to Bitzer(1968), every rhetorical situation necessitates the presence of an audience. As a result, in this section, we try to figure out who Brendon Burchard is trying to reach with these speeches.

The orator has tried to reach the audience that can be influenced to modify the exigence. As a result, it's worth noting that Burchard's notion of audience includes not just those who listen to the "How to Succeed" and “How to Stay Focused” videos, but also those who have the power to go from passive to active spectators by engaging, interpreting and responding to Burchard's motivational speeches. This orator claims in his speech(How to Succeed): “You can dream, and you can grow into your best person. You can grow into new competencies; new skills and new talents. You can break through tomorrow.”In this example, he delivers his message to all individuals watching him from their homes across the world. It is worth mentioning that he has 900,000 YouTube subscribers, which indicates that the addressed audience is numerous and heterogeneous.

### **3. Constraints**

It is the third element that makes up the rhetorical situation. It covers all the aspects that can influence the audience's decisions or behaviors. We can see from Burchard's speeches that he has several constraints that helped him deliver a successful speech. The transparency of the speech's purpose, the orator's trustful character, along with the way he addresses and evokes his audience’s need to achieve success using persuasive language through different

rhetorical appeals and figures of speech, all play an important role in influencing the audience. Moreover, his desire to see all his viewers follow his instructions and reach successful careers, show his willingness and determination to change the exigence. In addition to that, Burchard is aware of what can limit the constraints of the speech as being distracted and not being conscious about their goals.

To sum up, all these cited factors are considered as constraints and influenced the decision and action of the audience to solve the problem.

### **2) Identifying the Four Aristotelian Rhetorical Appeals in “How to Succeed” and “How to Stay Focused” speeches**

In the present section of our study, we have attempted to identify the four Aristotelian appeals used by Brendon Burchard, and how he has used them all over his speech to influence the targeted audience. Generally, in a rhetorical discourse analysis, we begin with Ethos, the first rhetorical appeal in which the orator tries to gain the trust of his audience. Then, the emotional appeal which is Pathos, comes as a second rhetorical proof in order to get the attention of the audience and touch their feelings. Moving on to the next appeal Logos, where reason and logic come in to influence the audience and achieve the purpose behind the given speech. Finally, there is kairos which is mainly about the choice of the suitable timing.

#### **1 Ethos**

Brendon Burchard clearly set out to develop credibility and believability to persuade the audience by creating a credible figure.

The examples of Ethos that Brendon Burchard appeals for in his speeches have been identified and illustrated in the following table.

**PRESENTATION OF THE FINDINGS**

<b>Examples of ethical appeal employment in “How to Succeed” speech</b>	<b>Examples of ethical appeal occurrence in “How to Stay Focused” speech</b>
<p>_ “I’m always asked, “So Brendon how do I get ahead?” I’ve been struggling and busting my head against the wall, trying to figure out how I’m going to get my breakthrough. I’m not sure what to do. I’m not sure how to think about the next steps in my life”. Some people have been trying. Maybe you’ve been trying something for so long, but it’s just not there yet. What are the ideas, strategies or elements you need to put into your life to get to the next level? I’ve studied this for 17 years and it always seems to come back to one of five things.”</p> <p>_ “I decided 18 years ago now, that I wanted to inspire and motivate people, and I wanted to coach people one-on-one on motivation and high performance. I wanted to write books on the topics. So, 18 years ago I started reading a book a week on psychology, leadership, communication, marketing, anything could get into my hands about human behavior and high performance. I was studying everything could on psychology every week. Now people are like, "Wait, you've read a book a week for 17 years?!" I don't brag about it. I'm not like whoa yeah, look at me. That was for my passion. I knew if I really wanted to succeed at something had to study it and study it deeply. I couldn't spend all this time doing a lot of other things had to study my craft.”</p> <p>_ “I started getting coaching informally, from dozens of people in my industry just by asking. Now today, I coach so many people can’t even count them all so it’s crazy.”</p>	<p>_ “I know maybe you found me because you were browsing somewhere and I hope you make me part of your focus on your personal development, that I’m a purposeful part of your life”.</p> <p>_ “I know how hard it is, because I’m so pulled myself towards causes, volunteerism and helping so many people, but guess what? If I help everybody in lots of different areas I might not make my ultimate mission of serving the people I want to serve the most, of making my dreams come true so I can support more people. Of running my business so I can support more people.”</p> <p>_ “It will teach you to say “no, I’m going to evaluate that first. I’m going to put some thought to this to see, should I focus on this right now in my life? Yes, or no?”</p> <p>_ “The last idea is so very simple and I hope you will practice it. I hope you will study it. I hope you will work it over and over again. Once you have that mission your job is to try this, just for a little while. I know it’s going to be uncomfortable and you’re going to hate the idea, especially coming from me.”</p>

**Table.2. The Main Examples of Occurrence of Ethical appeal in the Speeches**

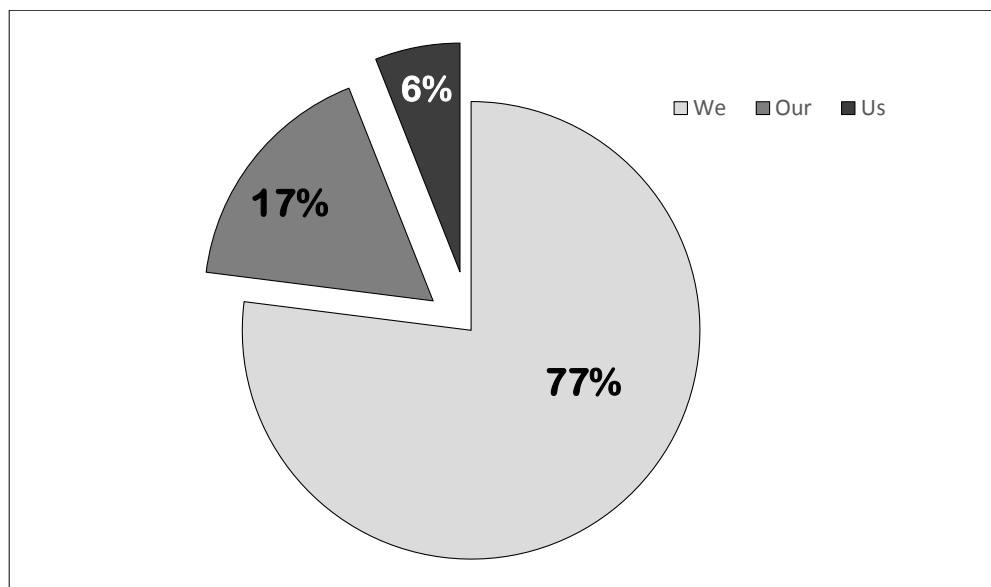
## PRESENTATION OF THE FINDINGS

As it can be noted from the results displayed in the table above, the examples reveal the existence of the ethical appeal in both the two motivational videos “How to Succeed” and “How to Stay Focused”. This appeal is illustrated in the two speeches through the choice of lexis. Burchard made use of his own life story of when he has just been starting his journey to success just like his audience to make his speech more reliable and relatable.

In addition to showing his goodwill and credibility, Burchard has used inclusive pronouns “we” “us” and “our” as a strategy to establish a credible character as the tables (3) and (4) and the graph below show.

Inclusive Pronouns	Frequency in the Speech “How to Stay Focused”	Frequency in the Speech “How to Succeed”.	Total of the both speeches
We	14	22	<u>36</u>
Our	6	2	<u>8</u>
Us	1	2	<u>3</u>
<b>Total</b>	<b>21</b>	<b>26</b>	<b><u>47</u></b>

**Table.3. The Frequency of Occurrence of Inclusive Pronouns in the speeches**



**Circle Graph.1. Accuracy Percentage of Inclusive Pronouns**

PRESENTATION OF THE FINDINGS

Pronouns	We	Our	Us
<p style="text-align: center;"><b>Extracts from “How to succeed speech”</b></p>	<p>– “The second thing <b>we</b> have to have to get ahead is competence. <b>We</b> have to have knowledge, skill and ability in any given area.”</p> <p>– ” <b>We</b> all have a level of competence ceiling, if you will, where <b>we</b> hit a top level in which <b>we</b> can take ourselves only so far and then <b>we</b> need someone from the outside to look at it...”</p>	<p>– “The great <b>artists of our</b> past history... that’s what they did. They did one thing. They had a true level of depth of study in that area. Maybe they dabbled in some other areas too, but they became famous because they studied one area.”</p>	<p>– “We have to find that magic, that part about <b>us</b> that’s energized, engaged and enthusiastic.”</p> <p>– “That leads <b>us</b> to the third thing, commitment. If you really want to get ahead it’s going to take another level of commitment.”</p>
<p style="text-align: center;"><b>Extracts from “How to Stay Focused speech”</b></p>	<p>– “as <b>we</b> know from neuroscience and <b>we</b> know from productivity studies, that the more decisions that <b>we</b> actually make the more our brain become fatigued. The more decisions that <b>we</b> make the more <b>we</b> utilize the glucose...”</p>	<p>– “that the more decisions that we actually make the more <b>our</b> brain become fatigued. The more decisions that we make the more we utilize the glucose that’s really fueling <b>our</b> willpower, that’s fueling, frankly, our</p>	<p>– “What should those things be? That leads <b>us</b> to point number two.”</p>

## PRESENTATION OF THE FINDINGS

	<p>– “focus goes out the window when <b>we</b> don’t progress. If <b>we</b> aren’t progressing towards something our focus goes out the window, <b>we</b> just don’t pay attention to anything; <b>we</b> don’t feel good about ourselves.”</p>	<p>ability to make more decisions and higher quality decisions.”</p> <p>– “Well, you hear about that and that’s really just about raining back in control of <b>our</b> focus in a world that’s gone mad and crazy and distracted.”</p>	
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**Table.4. The Main Examples of Occurrence of Inclusive Pronouns in the Speeches**

As it can be noted from tables(3) and (4) along with graph (1), Mr. Burchard has used the inclusive pronouns "we" fourteen times in the first speech “How to Stay Focused” and twenty two times in the second speech entitled “How To Succeed ” to form a total of thirty-six times of occurrence which represents 76% of the occurrence of the inclusive pronouns, then in the second place we find the pronoun “our" which occurs eight times throughout the two motivational speeches , that is 17% of the total occurrence of the inclusive pronouns, the least employed pronoun is "us" which occurs only three times in the two speeches, meaning it represents only 6% of the whole.

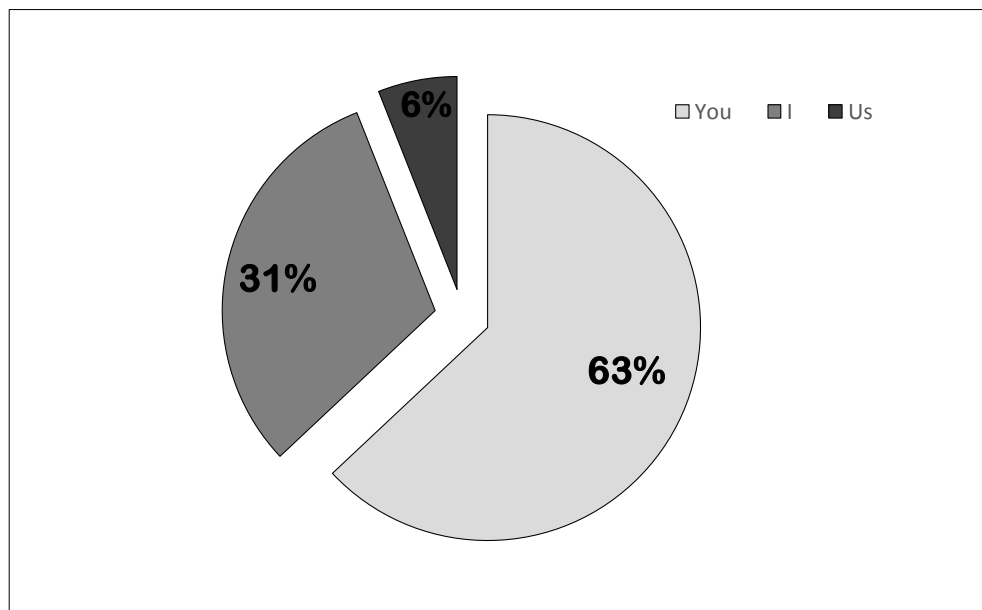
In addition to inclusive pronouns, Brendon Burchard has employed pronouns of uniqueness. However, the singular first-person pronoun “I” is used in two different contexts. On the one hand, it is used to identify himself to be the role model of success they look up to as a motivational coach to his followers. On the other hand, it is employed instead of using the pronouns “they” and “you” to refer to each individual in the audience. In other words, he has utilized “I” to refer to the different cases of one and all his listeners. Thus, the following

## PRESENTATION OF THE FINDINGS

examples of Burchard’s use of pronouns of uniqueness in the two inspirational speeches and the frequency of its occurrence are presented in the following tables.

<b>Pronouns that Express Uniqueness</b>	<b>Frequency of Use in the Speech “How to Stay Focused”.</b>	<b>Frequency of Use in the Speech “How to Succeed”.</b>	<b>Total of the both speeches</b>
<b>You</b>	<b>98</b>	<b>83</b>	<b><u>181</u></b>
<b>I</b>	<b>43</b>	<b>47</b>	<b><u>90</u></b>
<b>My</b>	<b>10</b>	<b>8</b>	<b><u>18</u></b>
<b>Total</b>	<b>151</b>	<b>138</b>	<b><u>289</u></b>

**Table.5. The Frequency of Occurrence of Pronouns of Uniqueness in the Speeches**



**Circle Graph.2. Accuracy Percentage of Uniqueness Pronouns**

PRESENTATION OF THE FINDINGS

Uniqueness Pronouns	You	I	My
<p><b>Extracts from “How to succeed speech”</b></p>	<p>_ “Becoming more aware of who <b>you</b> are and what <b>you</b> really want in your life... if <b>you</b>’re not present and aware to them. So, if <b>you</b>’re trying to figure out how you’re going to get ahead, what is it specifically that <b>you</b> want to get ahead to? And, is it what <b>you</b> really want?”</p> <p>_ “<b>You</b>’re even paying people’s mortgages and paying employees at it, but if it’s not really your thing than <b>you</b>’re in trouble, because <b>you</b>’llnever feel internally like <b>you</b>’re getting ahead,because <b>you</b> won’t integrate those successes to yourself because <b>you</b> don’t find them meaningful.</p>	<p>_ “A lot of people just say...<b>I</b> want to get ahead, and <b>I</b> say what does that mean? They say, “Brendon, <b>I</b> want to make some more money.” And<b>I</b> say, “Great, make money at what?” Then they say, “Well, <b>I</b> have this job so <b>I</b>’m going to try to get ahead here at this job.”</p> <p>_ “So Brendon, how do <b>I</b> get ahead?”</p> <p>_ “<b>I</b> always say to people who say to me, “<b>I</b> want to get ahead Brendon,” and <b>I</b> say...”</p>	<p>_ “I’ve been struggling and busting <b>my</b> head against the wall, trying to figure out how I’m going to get <b>my</b>breakthrough. I’m not sure what to do. I’m not sure how to think about the next steps in <b>my</b> life.”</p> <p>_ “The most successful people in the world aren’t doing 50 or 100 different things, they have very defined area or specialty that they focus on and say this is <b>my</b> thing.”</p>
	<p>_ “How do <b>you</b> stay focused? Answering this question is perhaps the</p>	<p>_ “<b>I</b> don’t mean that physically as in harm or death. <b>I</b> mean one day</p>	<p>_ “I don’t feel like I’ve accomplished what’s meaningful to me. I</p>

**PRESENTATION OF THE FINDINGS**

<b>Extracts from “How to Stay Focused speech”</b>	<p>most important critical thing <b>you</b> will ever do in your lifetime... <b>you</b> to learn to take back your focus in life, for <b>you</b> to get more distinct and more clear about what your focus really is and for <b>you</b> to finally realize that.... If <b>you</b> don't finally get your focus in check. If <b>you</b> keep wondering around distracted. If <b>you</b> keep looking at every new thing that pops up. If <b>you</b> keep trying every single new opportunity.”</p>	<p>you'll wake up and say, “<b>I</b> don't feel like I've accomplished what's meaningful to me. <b>I</b> don't feel like I'm in a job that <b>I</b> care for. <b>I</b> don't feel like <b>I</b> have connection with my family or friends.”</p> <p>– “Some people say, “well Brendon, <b>I</b> also study neuroscience too but all those little things <b>I</b> see those are firing off my dopamine and my vasopressin and <b>I</b>'m getting excited because <b>I</b>'m seeing all these things...”</p>	<p>don't feel like I'm in a job that I care for. I don't feel like I have connection with <b>my</b> family or friends.”</p> <p>– “You hear this new movement called the mindfulness movement, about the new popularity of these conversations about presence, meditation and things like myself, and <b>my</b> industry have been talking about for decades.”</p>
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**Table.6. The Main Examples of Occurrence of Uniqueness Pronouns in the Speeches**

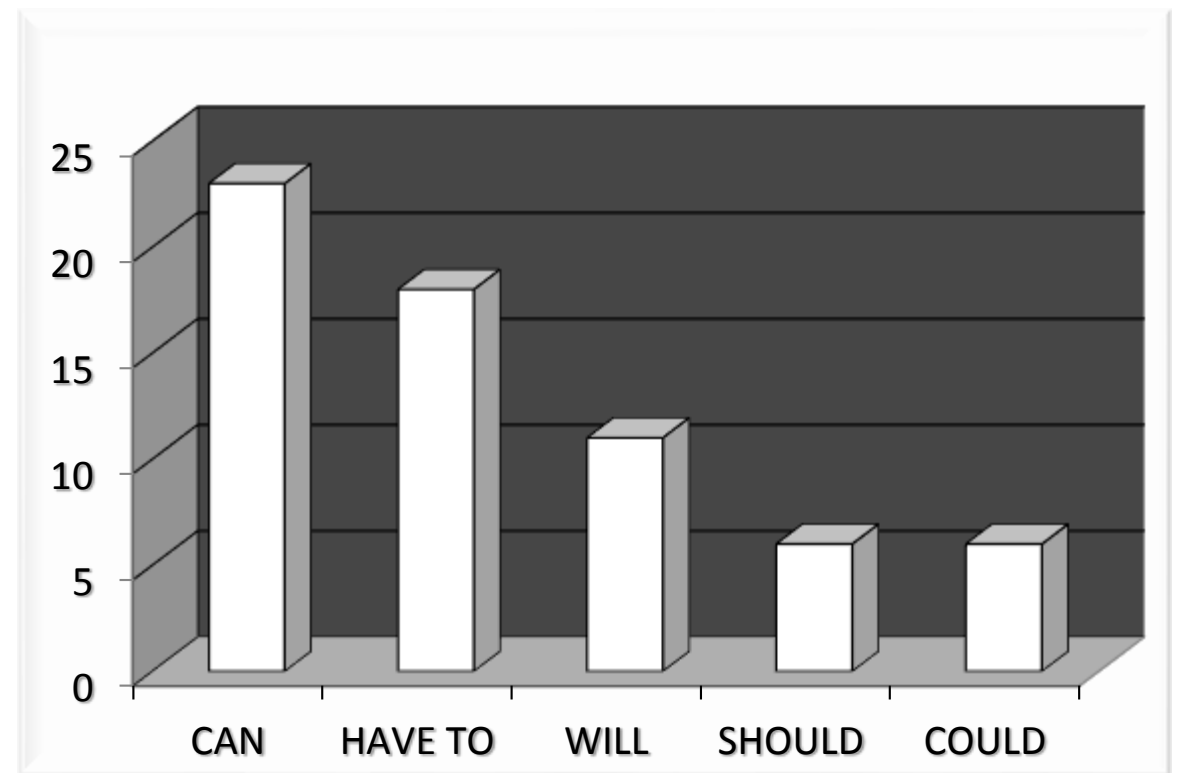
As shown in tables (5) and (6) and graph (2), Brendon Burchard has used the uniqueness pronouns "you" ninety-eight (98) times in the first speech "How to Stay Focused" and eighty-three (83) times in the second speech "How To Succeed," for a combined amount of one hundred eighty-one (181) times, accounting for 62% occurrences of the uniqueness pronouns. Then, in the second place comes the first singular pronoun "I" which has appeared 43 times in the first video "How to Stay Focused" and 47 times in the second video "How to Succeed," for a total of 90 times, making up 31% of the total occurrence of the uniqueness pronouns. The least utilized pronoun is "my" which has appeared eighteen (18) times in the two speeches, accounting for 6% of the total occurrence of the uniqueness pronouns.

## PRESENTATION OF THE FINDINGS

To make his speech more credible, Burchard made a significant use of modal verbs, these verbs are arranged from the most recurrent to the least recurrent ones, as it can be observed in the following tables.

<b>Modal Verbs</b>	<b>Frequency in “How to Stay Focused” speech</b>	<b>Frequency in “How to Succeed” speech</b>
Can	<b>17</b>	<b>6</b>
Have to	<b>17</b>	<b>1</b>
Will	<b>5</b>	<b>6</b>
Should	<b>6</b>	<b>/</b>
Could	<b>/</b>	<b>4</b>
Total	<b>43</b>	<b>19</b>

**Table.7.The Frequency of Occurrence of Modal Verbs in the Speeches**



**Bar Graph.1. Accuracy of Modal Verbs**

PRESENTATION OF THE FINDINGS

Modal verb	frequency of occurrence in the two speeches	Examples from “How to succeed speech	Examples from “How to Stay Focused speech”
<b>Can</b>	<b>23 (37%)</b>	“You <b>can</b> dream and you <b>can</b> grow into your best person. You <b>can</b> grow into new competencies, new skills and new talents. You <b>can</b> break through tomorrow.”	“I want you to say <i>no</i> just at first, just so you <b>can</b> check it against your mission.”
<b>Have to</b>	<b>18 (29%)</b>	“You <b>have to</b> give yourself more credit. You <b>have to</b> give yourself a bigger vision.”	“If you think about the time, energy, resources and effort and sanity you’re going to <b>have to</b> put into something...”
<b>Will</b>	<b>11(17%)</b>	“It <b>will</b> eat at you. It <b>will</b> eat you from the inside out and deaden the soul...”	“The last idea is so very simple and I hope you <b>will</b> practice it. I hope you <b>will</b> study it. I hope you <b>will</b> work it over and over again.”
<b>Should</b>	<b>6 (9%)</b>	/	“You <b>should</b> get something more out of it than you put in, right? You <b>should</b> be able to draw some return on investment or some future value from it.”
<b>Could</b>	<b>4 (6%)</b>	“Anything I <b>could</b> get into my hands about human behavior and high performance.I was studying everything I <b>could</b> on psychology every week.”	/

**Table.8. The Main Examples of Occurrence of Modal Verbs in the Speeches**

As it is shown in the tables above, ‘Can’ is the most frequently used modal verb in the two motivational speeches with a percentage of thirty-seven, followed by 'Have to' with the percentage of twenty-nine. Then, comes ‘Will’ in the third place followed, by ‘Should’ and in the last place ‘Could’ which occurs only four times in the Speech “How to Succeed” and does

## PRESENTATION OF THE FINDINGS

not occur in the second video (How to stay focused). It's worth mentioning that most of the modal verbs are used to for different objectives. Can is used (23 times) as a means to emphasize the ability that lies within every one and the possibility of achieving their targets. "Have to" is used (18 times) to express obligation or a necessary action and requirement to make change. He has also employed "will" (11 times) to express futurity and predictions. "Should" is utilized (6 times) to give his audience advice and recommendations. Last but not least, "could" is used (4 times) to talk about past abilities and make suggestions.

### 2 Pathos

The speech "How to Succeed" and "How to Stay Focused" are full of emotional appeal, as Burchard attempts to appeal to the audience's emotions to influence and persuade them. The emotional appeal intensifies as he starts talking about their passions and desires, he reinforces the audience's ability of becoming whoever they want to be and make the change they are dreaming of. We've discovered and depicted examples of emotions that he invokes in his discourse in the table that follows.

Examples from "How to succeed"	Examples from "How to Stay Focused"
_ "It isn't your real passion, your real drive or your real desire where your work feels like a hobby, it feels like you get lost into it because it's so great and so fun."	_ "But, if you're going to get focused on something, make sure it's going to lead to some kind of result, even if that result is your true passion, your true love, your true spirit, otherwise it's got to get a no."
_ "...Because sometimes, the busy work that you have in your life isn't your life's work."	_ "Engage in things that you care about, that you love, that you enjoy and start saying no to those that you do not and move towards every single day, moment-by-moment, day-by-day, to those things that truly engage you."

**Table.9. The Main Examples of Occurrence of The Emotional Appeal in the Speeches**

## PRESENTATION OF THE FINDINGS

The table above displays instances of the main sentences adopted in the two speeches to appeal to the audience’s emotions. The results show that the emotional appeal is present in both the motivational speeches. We can notice from these illustrated examples that the emotional appeal grows stronger as Burchard mentions the audience’s ability of living the way they have always to live and the importance of doing what they truly enjoy doing.

### 3 Logos

As stated in the theoretical section, when a speaker uses logical proofs and facts in his speech to support his position, he is appealing to the audience's sense of reasoning and logic. As a result, Burchard uses Logos to appeal to the logical mind via reasoning and facts. The present section of our investigation shows examples of Burchard's use of Logos in the two speeches.

Examples from “How to succeed” speech	Examples from “How to Stay Focused” speech
<p>– “So many people out there are lying to themselves saying, I couldn’t make money at doing X thing. They have some big dream, but they say I couldn’t make money doing that. I say <i>what are you talking about</i>, I know yoga instructors making six figures a year. I know piano teachers making seven figures per year. You can’t go online and not find someone crushing it in any given topic</p>	<p>– “as we know from neuroscience and we know from productivity studies, that the more decisions that we actually make the more our brain become fatigued. The more decisions that we make the more we utilize the glucose that’s really fueling our willpower, that’s fueling, frankly, our ability to make more decisions and higher quality decisions. Matter of fact, the more decisions</p>

## PRESENTATION OF THE FINDINGS

<p>area of life today. The business opportunity is there, it's just will –you show up in a disciplined and intelligent way, which we'll talk about.”</p>	<p>that you tend to make the less effective you're going to be over the long-term, because you're going to utilize your ability and resources and your brain's power, literally your willpower will go out the window.”</p>
<p>_ “The great artists of our past history... that's what they did. They did one thing. They had a true level of depth of study in that area. Maybe they dabbled in some other areas too, but they became famous because they studied one area.”</p>	<p>_ “If you focus on negative things, you're going to be negative.”</p>

**Table.10. The Main Examples of Occurrence of The Logical Appeal in the Speeches**

From the examples displayed in the above table, we can note that Brendon Burchard has appealed for Logos in order to convince his audience by means of evidence, general truth and previous experiences of other people.

### **4 Kairos**

This appeal is when the orator gives the right speech at the right time, making the speech more impactful and persuasive. The two motivational speeches “How to Succeed” and “How to Stay Focused” are delivered by the orator Brendon Burchard who is a personal development trainer and motivational speaker, one of the world's elite life coaches.

Undoubtedly, Burchard has made an excellent choice by opting for a digital channel as a means of delivery of speech, as Brendon's motivational social media teachings have been

## PRESENTATION OF THE FINDINGS

viewed over 400 million times across his personal accounts (5 million fans on Face book, 900,000 YouTube subscribers, and 1,000,000 Instagram fans).

In addition to choosing the appropriate place where Burchard has delivered his speeches, the time when he has uploaded those motivational videos has a great impact on the effectiveness of his speeches, as the two speeches are delivered in the beginning of the year. Brendon Burchard's speeches have elicited a perfect climate of hope and willingness to alter and change, all of which aided Burchard's ability to persuade the audience.

### 3) Figures Of Speech Findings

Burchard intended to persuade and strengthen the effectiveness of his discourse. As a result, he used figurative language to appeal to his audience's emotions while also improving the clarity of his ideas. At this level of our study figures of speech are identified and summarized in the table below.

Figures of speech	Examples from the two motivational speeches
1. Anaphora	<p>_ “<b>You can dream and you can grow into your best person. You can</b> grow into <u>new</u> competencies, <u>new</u> skills and <u>new</u> talents. <b>You can</b> break through tomorrow”. (How to Succeed)</p> <p>_ “<b>I don’t feel like</b> I’ve accomplished what’s meaningful to me. <b>I don’t feel like</b> I’m in a job that I care for. <b>I don’t feel like</b> I have connection with my family or friends.” (How to Succeed)</p>
2. Metaphor	<p>“You can <u>break through</u> tomorrow”. (How to Succeed)</p> <p>_ “Because at some point your <u>focus drives</u> everything” (How to Stay Focused)</p>
3. Simile	<p>_ “It isn’t your real passion, your real drive or your real desire where <b>your work feels like a hobby, it feels like you get lost into</b> it because it’s so great and so fun.” (How to Succeed)</p>

## PRESENTATION OF THE FINDINGS

<b>4. Idioms</b>	_ “Meaning, it’s easy to <b>take your eye off the ball</b> if you don’t know what the ball is. People often have never defined their mission, and if you don’t have one right now for this day...” (How to Stay Focused)
<b>5. Hyperbole</b>	_ “If you keep listening to everybody’s complaints and do whatever everyone asks you to do....at some point <u>you’ll lose your life.</u> ” (How to Stay Focused)
<b>6. Personification</b>	_ “...a world that’s gone mad and crazy and distracted.” (How to Stay Focused)
<b>7. Parallelism</b>	_ “I’ve been struggling and busting my head against the wall, trying <b>to figure</b> out how I’m going <b>to get</b> my breakthrough. I’m not sure what <b>to do</b> . I’m not sure how <b>to think</b> about the next steps in my life.” (How to Succeed)
<b>8. Rhetorical Question</b>	_ “If you fail to focus on the things that are important, meaning, your priorities than what happens to your relationships? What happens to the overall quality of your life?” (How to Stay Focused)

**Table.10. The Main Examples of Occurrence Figurative Language in the Speeches**

The table above demonstrates briefly some illustrations of figurative language that exists throughout the two speeches. We can note that Brendon Burchard motivational videos are full of figures of speech, which are going to be analyzed and discussed in the next chapter.

## CONCLUSION

In brief, this chapter has presented the results of the quantitative and qualitative data gathered from the Rhetorical Discourse Analysis of Burchard’s motivational speeches. The Four Aristotelian Appeals suggested by Aristotle have revealed that the two speeches incorporated all the Ethical, Emotional and Logical Appeals together with Kairos the fourth appeal, in addition to different figures of speech. Moreover, the Rhetorical Situation Theory (1968) introduced by Bitzer, demonstrates the existence of the three components that are exigence, audience and constraints in the speeches.

**CHAPTER FOUR:  
DISCUSSION OF THE  
FINDINGS**

## INTRODUCTION

This present chapter is devoted to the discussion of the findings that we collected from the previous chapter. The findings stem from the contents of the two motivational speeches "How to Succeed" and "How to Stay Focused" delivered by Brendon Burchard. These findings are analyzed using two major theoretical frameworks: Bitzer's Rhetorical Situation (1968) and Aristotelian Rhetorical Proofs (1356a) with the aim of answering the research questions along with confirming or refuting the hypotheses.

### **1) Discussion of the Results of Burchard's Speeches in the Light of Rhetorical Theories**

The findings from the previous chapter show that the four Aristotelian Rhetorical Proofs are incorporated and used as a core component of decoding rhetorical strategies, rhetorical appeals and figurative language by creating connections with aspects of the context in which they are constructed using Bitzer's rhetorical situation.

#### **1. Discussion of the Results of the Rhetorical Situation of Burchard's Speeches**

In the first part of the present chapter, we have made an examination of the rhetorical situation in which Brendon Burchard has delivered both of his speeches "How to Succeed" and "How to Stay Focused". According to Bitzer (1968) a rhetorical situation is the overall context or circumstances in which an orator or a writer builds a rhetorical discourse. He further has identified the three components of a rhetorical situation —exigence (need and demand), audience (reader, listener, or viewer), and constraints (outside influence) — that are examined in this section.

## 1. Exigence

According to Bitzer(1968, p. 7):

Not all exigencies are part of a rhetorical situation. Only those that can be modified through discourse may be considered an element of a rhetorical situation, in a nutshell, the exigence is the situation or problem that needs and may be changed by the delivered rhetorical discourse.

That means, only the exigencies that are able to be changed are considered to be part of the rhetorical situation, Thus what pushes Burchard to deliver these speeches is the uncountable number of complaints that he receives from his audience concerning the obstacles and problems they face daily, for example when he says:

I'm always asked, "So Brendon how do I get ahead?" I've been struggling and busting my head against the wall, trying to figure out how I'm going to get my breakthrough. I'm not sure what to do. I'm not sure how to think about the next steps in my life. (How to succeed, 2015)

Therefore, this motivational trainer feels the need to help these people clear their path and see through these addressed issues to make the needed changes that would help them achieve their goals and purposes. In response to these complaints, this coach posted these two videos among many others in which he tries to motivate his audience through persuading them to start thinking positively, have trust in their abilities and work hard on their goals.

## 2. Audience

Just how a teacher needs a learner to exist, an orator needs listeners to make his speech meaningful and effective, for they are the first and main reason for the deliverance of any speech. In this regard, Bitzer(1968, p. 8) clarifies that: "properly speaking, a rhetorical audience consists of only those persons who are capable of being influenced by discourse and of being mediators of change". As in coach Burchard's case, the main reason which he publishes these two videos for, is due to the loads of requests that came from his followers or even non-followers. In general, his speeches are not delivered for a particular range of people

but to a completely heterogeneous bunch of people from different races, nationalities, ages and ethnicities...etc. That is, the speeches are delivered for the right people who seek for motivation to take actions.

To conclude, his speeches are dedicated to whoever needs guidance and seeks help from professionals to encourage them improve their lifestyle. Thus, because he is aware of what his audience need to know, then it is possible to say that Burchard managed to target the desired audience who are capable of taking decisions and change the exigence through sharing their interpretations and responding to the orator's speeches.

### **3. Constraints**

Constraints refer to the final element of Bitzer's rhetorical situation. According to him, a rhetorical situation constraint is: "a set of constraints made up of persons, events, objects, and relations which are parts of the situation because they have the power to constrain decision and action needed to modify the exigence."(1968, p. 8). We can see from our earlier examination of the speeches that it is successful because it has to work under a lot of limitations. Brendon Burchard's ability to portray the struggles of his followers in a way that stirred the listeners' emotions, along with the rational arguments he presented, the appropriate setting of the speech, targeting of the appropriate audience, and his full awareness of the fact that his videos are publicly available, all played a significant role in swaying the audience's decisions. He used clear and concise language patterns, appropriate word choice, and captivating language to guide his audience visualize what he said. As a result, he helped his audience understand him better. In fact, we can see that he considered the fact that his public videos are intended for a mass audience, with a variety of background knowledge. Likewise, we see that Burchard thoughtfully studied the various complaints that may be raised against him and responded to them in advance. For instance, when he says:

Most people don't have coaches in their life because they never sought them out. They say I wish I had that [a coach], but they never actually sat down with someone and said, "Hey, I'm starting something here and you seem to have competence in this area, can we make an arrangement? Can I hire you as a coach? Can I pay you as a coach? Could we do something together?"(How to Succeed:5 Steps for Getting Ahead: 2014)

Burchard also expressed his desire for everyone in his audience to succeed in their life, as well as his willingness to modify the exigence. In conclusion, all the elements are seen as constraints that had an impact on the audience's choices and decisions.

### **2) Discussion of the Results of Burchard's Speeches According to the Aristotelian Rhetorical Proofs Approach**

We devote this chapter to demonstrate how Burchard relied on rhetorical devices in the aim of persuading his audience, regarding his ideology through Aristotelian Rhetorical Proofs, namely: Ethos, Pathos, Logos, and Kairos. Due to the fact that Burchard is "one of the most successful online trainers in history," according to Oprah.com, we determine throughout this chapter whether he has been successful in establishing all the appeals previously that are mentioned in his speeches. This section highlights the rhetorical strategies he has employed to effectively communicate a variety of strong messages to a diverse audience.

An examination of rhetoric use can reveal information about its purpose and performance, with a focus on its motivational implications. We conclude from the results of these speeches that the orator is viewed as honest and compassionate for his use of figurative language and for the fact that he addressed the issues of others as if they were his own. Although this is true, Burchard also stated that he is the one who coached many people around the world and that he is the reason behind the success of a considerable number of respondents. Throughout the obtained findings, we came to know that the most dominant

appeals of the four rhetorical appeals are Ethos and Pathos for Burchard put more efforts in attempt to persuade his followers through demonstrating his expertise in the field of self-development coaching, by showing that he shares the same values with his audience, and through his connection to the emotional side of the audience by using moving anecdotes and figurative language that make the listeners vulnerable.

It is true that the videos are motivational and inspirational that one might think that the emotional appeal is the only core element on which the speaker relies on to build such a convincing and persuasive speech. However, this is not the case for Burchard who in fact has opted for the use of both Pathos and Ethos. We deduced that the latter is the key behind the success of this coach, because people are more likely to be influenced by his trustworthiness which makes them open up to the topic. With no doubt, persuasion is a multi-step process with numerous phases, and he has understood that the establishment of a convincing Ethos at the beginning of deliverance of his speeches is the starting point and a necessity for a persuasive speech. As Kennedy (2007, p. 38) assumed: "There is persuasion through character whenever the speech is spoken in such a way as to make the speaker worthy of credence." Therefore, this leads to a partial confirmation of the third research hypothesis which suggests that Brendon Burchard focused on the use of pathos in his motivational videos to effectively influence the public's opinion.

To sum up, persuasion by character occurs whenever a speech is presented in a way that makes the speaker believable, for people are more likely to be keen on credibility of an orator. As it is cited in Rapp (2022), the listener's perception of the speaker can be most influenced by their character.

As it can be noted from Chapter Three in table (2), Burchard clearly set to develop credibility and foster trustworthiness to convince the audience by creating a trustable

character. From the initial paragraph of his speech “How to Succeed”, it is evident that his aim is not to reflect an authoritative image but rather to establish credibility and trustworthiness, for example when he says: “I’m always asked, “So Brendon how do I get ahead?” I’ve been struggling and busting my head against the wall...? I’ve studied this for 17 years and it always seems to come back to one of five things.”(Full example in: **Table.2.** (page 35).

To construct a credible character, he has made sure to demonstrate his goodwill towards his audience. In the very first sentence, we notice that Burchard shows a good character to his followers when he addresses the issues and problems that they are facing. In the last sentence, Burchard shares his experience with his audience about his long years of studies by introducing his expertise and background knowledge so that he would seem unbiased and fair in order to win their trustworthiness.

Brendon Burchard establishes a sense of persuasion using his own status and professionalism. That is to say, as Burchard makes a moral argument, he highlights his own morally admirable behaviour in which he mentions his qualifications and his achievements at a young age, specifying that he does not do it to show off out of arrogance but rather for the aim of explaining to his audience how he has managed to succeed. As Varpio(2018) claims, the credibility of the speaker is also achieved when he shows the controlling and mastery of the subject discussed in his discourse. Thus, Burchard has used his credibility to persuade the listeners throughout his speeches, for example: “I decided 18 years ago now, that I... I couldn't spend all this time doing a lot of other things had to study my craft.” (Burchard “How to Succeed” full example in: **Table.2.** (page 35)

Burchard affirms his credibility and trustworthiness by stating the huge amount of people all over the world that relied and still depend on him and on his capacities as a coach

to provide them the guidance they need to reach their goals. This can be illustrated by the following statement: “I started getting coaching ... I coach so many people can’t even count them all so it’s crazy.” (Burchard “How to Succeed” full example in: **Table.2.**( page 35)

Besides, the findings reveal that Burchard has employed uniqueness pronouns that serve as direct address such as “**you**” (175 times), “**I**” (90 times) and “**my**” (18 times), to convey individuality and help to build a sense of coherence and cooperation. Different signals express the author's belief in the audience's abilities and sensitivities, as evidenced by the repetition of statements like “**You** can dream and **you** can grow into your best person” and “**You** can build a business model around anything today” (Burchard, How to Succeed). We have also discovered evidence of the hard-working person he is, the trust and confidence he has in his abilities and self-appreciation by illustrating his own experience and accomplishments which demonstrate his trustworthiness and to show himself as a fair-minded and knowledgeable individual, as illustrated by reported speeches in his videos: “I wanted to write books on the topics... I couldn’t spend all this time doing a lot of other things I had to study my craft.”(Burchard “How to Succeed” full example in: **Table.6.**( page 39) In this example, Burchard refers to past decisions and predictions of future success, as these reinforce ethos by using experience and authority.

In certain parts of the speeches, Burchard uses the “I” pronoun to express his interests and ideas as a credible and experimented trainer and share his perspective with the listeners. He, furthermore, addresses his audience in the second sentence in direct questions to show his goodwill and compassion towards his followers. To illustrate: “Some people call it clarity, but **I** don’t like clarity... And is it what you really want?” (Burchard, How to Succeed Speech)

However, these first person singular pronouns are employed in other parts are not used to refer to himself. He sometimes uses “I” to quote his audience’s complaints to create a link

between all the people that follow him, and to show that they are all facing the same obstacles. For instance when he says: “Some people say, “well Brendon, I also study neuroscience...seeing all these things and making all these decisions.”(Burchard “How to Stay Focused”, full examples in: **Table.6.**( page 39)

Burchard also uses the inclusive pronouns “we”, “us” and “our” to include himself as being part of the same puzzle in which each and every one is facing the same issues. That is to say, this reinforces his trustworthiness by asserting to them that he once had to follow the exact same steps that he gives them to get to where he is. The use of this collective language adds a powerful enhancement to the discourse and increases the audience’s reliance on the speaker’s words. Burchard has managed to establish solidarity with his audience. Meaning that these first-person plural pronouns are mainly utilized to create a sense of commonality, shared experience and values and to link between his listeners and himself as an orator-illustrated in the examples in:**Table.4.**(page36 )

To make his speech more credible, Burchard makes a significant use of modal verbs. As it can be observed in **Table.7.**(page 43) where he efficiently uses the modal verb "have to" (18 times) to show determination and express a necessary action and requirement to make change and to portray himself as a leader who guides and points out the steps to take in order to achieve success and to stay focused. He has also utilized the modal verb "can" (23 times) in addition to “could” (4 times) as a means to emphasize the ability that lays within each and every one in his audience and the possibility to achieve their targets and make change. It even communicates in some way the trust that Brendon has in his followers. Moreover, he has employed the modal verb will (11 times) to express futurity and predictions and he has also utilized the modal verb “should” six times to give his audience advice and recommendations.

As mentioned before, Burchard appeals for Pathos. According to Aristotle, the speaker persuades his listeners when he makes them feel certain emotions using his own

words(Rubinelli, 2018). Indeed, Burchardhas attempted to evoke his audience's a sense of confidence, optimism and anticipation, it can be noticed from the examples given in **Table.9**. ( page 45 )

Indeed, he has made an expressive and emotive description of the situation that his followers face in the form of reported speeches, where he tries to display the different complains that he receives from his subscribers. The motivational trainer has employed vivid imagery to cause visualization of the situation being discussed in the mind of the receivers. In fact, he has employed hyperbolic sentences such as: "If you keep listening to everybody's complaints and do whatever everyone asks you to do...at some point you'll lose your life." ("How to Stay Focused" 2015). This does not mean that the person would die but it is an exaggeration to show the gravity of that situation. He has also made use of different types of analogies, mainly similes, personification and metaphors, for instance when Burchard says: "your mind has been fashioning what you're capable of. Your mind has told you, "I'm capable of only this" ("How to Succeed:5 Steps for Getting Ahead" 2014). It is evident that the human mind can either fashion a person nor to talk to them, but this expressive descriptions helps to put the audience in a certain emotional mindset, he has even shared some of his personal stories to make the audience feel a connection with him.

Along with metaphorical and hyperbolic expressions, Burchard has used parallelism in certain parts of his speeches as an emotional stimulus. Throughout his speeches, there are part in which there is a series of repetition of certain linguistic forms that have the same grammatical structure but different meaning. It is evident that this balance between phrases will definitely make complex ideas easier to process we can illustrate with the following instance "I've been struggling and busting my head against the wall, trying **to figure** out how I'm going **to get** my breakthrough. I'm not sure what **to do**. I'm not sure how **to think** about the next steps in my life" (How to Succeed). From his speech, we notice that Burchard is

aware that his audience is confused and struggle to find the right path to follow to achieve their desired goals. As a result, he made an effort to create positivity in the thoughts of those who watch his videos and a hopeful prospective for the future. In fact, he has made multiple attempts to convince his audience not to lose faith in becoming the finest versions of themselves, to illustrate: “Set a new congruence in your mind and say, you know what...I can become world-class at what I do. I can become great at what I want to achieve. I can become a magnificent person who is loving, engaged and joyous in life.”(How to Succeed)

Although Ethos and Pathos are more dominant in both of these speeches to give prominence for establishing a credible character so that his audience would believe his claims, we have pinpointed evidence of his use of the logical appeal. By calling for the audience’s sense of reasoning through the use of logical arguments and objective facts, illustrated with either his or other successful people’s experience, he has managed to support his position and make his speeches more convincing. In this regard, some scholars assume that logos: “Can be defined as the deployment of argumentation, evidence, logic and reasoning in speeches, in order to persuade the audience of the validity and veracity of the speaker’s claims and the case they are making in support of a particular position or course of action.” (Crines, Heppell, & Dorey, 2016, p. 176)

As a matter of fact, the relevance of experience is irrefutable. Henceforth, Burchard refers to other successful people who make a living out of their passion. By extension, he reminded the audience that they possess the same inner abilities as these outstanding people with rewarding dream careers, as shown in the two given examples from his speech “How to Succeed” in **Table.10.** (page 46)

As we know from neuroscience and we know from productivity studies, that the more decisions that we make the more our brain becomes fatigued. The more decisions that we make the more we utilize the glucose that's really fueling our willpower, that's fueling, frankly, our ability to make more decisions and higher quality decisions. Matter of fact, the more decisions that you tend to make the less effective you're going to be over the long-term, because you're going to utilize your ability and resources and your brain's power, literally your willpower will go out the window. (Burchard, How to Stay Focused)

Here, Burchard has employed the logic of scientific reasoning, which involves both thinking and logic in this case. This method of thinking involves trying to draw conclusions about the structure of the real world from facts that have been observed. In addition to the scientific reasoning, he has made use of cause and effect reasoning various times throughout the two speeches, this can be illustrated by the following statement: "but if it's not really your thing than you're in trouble, because you'll never feel internally like you're getting ahead, because you won't integrate those successes to yourself because you don't find them meaningful." ("How to Succeed:5 Steps for Getting Ahead" 2014)

Obviously, the obtained results make it evident that Burchard has not given much attention to the logical appeal in the two speeches.

After Ethos, Pathos and Logos comes the fourth and last rhetorical appeal, Kairos. Indeed, this speech is delivered at the right moment. First of all, it is given at the beginning of the year, when people make New Year's resolutions on the different changes they want to see happen in their lives then start working to fulfill them throughout the rest of the year. Second of all, it is delivered in the right place that is on his YouTube Channel which can be considered to be the right medium to make a speech reach the biggest number of people in the 21<sup>st</sup> century. This leads to the confirmation of the first hypothesis as the obtained results shows that the four Aristotelian appeals are utilized in Brendon Burchard motivational speeches. It is fair to say that the four Aristotelian Rhetorical Appeals are successfully pinpointed and illustrated from Burchard's speeches to simplify the study and examination of his persuasion tactics.

### 3) Discussion of the Different Figures of Speech Employed by Brendon Burchard in his speeches “How to Succeed” and “How to Stay Focused”

In the second part of our study, we deal with the different figures of speech that the orator used to build an emotional link with his listeners and to make his ideas more clear. A figure of speech happens when an invalid argument is presented as valid because its language is similar to that of some other arguments (Biard, 2009). These figures of speech are presented and analyzed in this section of the study.

#### 1. Anaphora

“Anaphora is the relation between an anaphor and an antecedent, where the interpretation of the anaphor is determined via that of the antecedent” (Huddleston & Pullum, 2002, p. 1453). Anaphora is a word, or it may be more than one word, that is continuously repeated in a sequence of sentences or clauses to create a rhythm by linking ideas which would help to grab the listeners’ attention to what is being said by the orator and appreciate and listen to the speech deeply and carefully.

**Example 01:** “**You can dream and you can grow into your best person. You can** grow into new competencies, new skills and new talents. **You can** break through tomorrow”. (How to Succeed)

In the example above, Burchard repeatedly keeps saying the words “you can” four times to put emphasis on the fact that he believes and trusts his followers’ abilities and capabilities to achieve the goals they aim for. As it can be noticed in the same example, he also repeats the word “new” three times to link the clauses to assure them that they can make the changes they want to make, as well as live and incorporate the newness they look up for.

**Example 02:** “**I don’t feel like** I’ve accomplished what’s meaningful to me. **I don’t feel like** I’m in a job that I care for. **I don’t feel like** I have connection with my family or friends.” (How to Succeed).

The example above is another anaphoric case from one of Burchard’s speeches in which he quotes his audience’s complaints. The words “I don’t feel like” are repeated three times in a sequence of three sentences to draw their attention to help them understand their emotions, complaints and recognize the obstacles they are facing and help them identify the issue.

## **2. Metaphor**

Lakoff & Johnson(2003, p. 5) define metaphors as “understanding and experiencing one kindof thing in terms of another.” In other words, metaphors are usually employed to designate one thing by another which figuratively resembles it or shares essential qualities with it, which means, link abstract ideas to concrete objects that would facilitate the comprehension of ideas. This rhetorical device has helped Burchard create an impression in his audience and call to their minds images and thoughts with just a bunch of simple words which enabled him to convey his emotions.

**Example:** “You can break through tomorrow”. (How to Succeed)

In this example, Burchard utilizes the verb “break-through” which means a sudden progress that would change the course of a life for better, to refer to the improvements and achievements that the future hides which the audience may be slighting and might miss if they are not willing to take the appropriate steps to reach them.

## **3. Simile**

Burchard makes use of this method of comparison to make his ideas clearer and to help his listeners draw and create a compelling imaginary picture of the message that he attempts to convey which would enhance positive emotional tones.Abrams(1999, p. 97)stated

that in simile: “a comparison between two distinctly different things is explicitly indicated by the word (like) or(as).”

**Example:** “Your real drive or your real desire where **your work feels like a hobby, it feels like you get lost into** it because it’s so great and so fun.” (How to Succeed)

Here, for instance, Burchard attempts to evoke his listeners’ visionary and emotional sense by taking them in an imaginary journey to what living their dream life and working in their desired careers would feel like. He has wanted to emphasize the fact that they are not feeling the best they could in their actual situation and that they need to make those desired changes as soon as possible.

#### 4. Idioms

Glucksberg (2001, p. 69) says that: “to learn an idiom, simply memorize its stipulated meaning”. Because the meaning of an idiom is: “retrieved in the same way that the meaning of a familiar word is retrieved... It would be retrieved from memory and produced just as a familiar word would be” (ibid). Idioms are used to enhance and maintain communication effectiveness and make language persist in being dynamic throughout the speech for the sake of keeping the receivers connected, attentive and excited

**Example:** “Meaning, it’s easy to **take your eye off the ball** if you don’t know what the ball is. People often have never defined their mission, and if you don’t have one right now for this day...” (How to Stay Focused)

The idiomatic expression that is illustrated in the example above is used in a situation when a person giving their attention to what they are doing for a moment that it may lead to bad results. Burchard has used this quote in order to activate his audience’s conceptual thinking to understand what keeping their minds focused is, how it is done effectively and

how difficult it is to stay focused if one has not defined themselves a particular goal and purpose.

### 5. Hyperbole

Burgers et al. (2016, p. 166) define hyperbole as: “An expression that is more extreme than justified given its ontological referent”. By way of explanation, it consists in the use of extreme exaggeration in the choice of words to make a point and add an interesting effect to the speech to attract the audience’s complete attention and help orators enhance their claims.

**Example:** “If you keep listening to everybody’s complaints and do whatever everyone asks you to do....at some point you’ll lose your life.” (How to Stay Focused)

In this instance, we believe that Burchard exaggerated in his use of words when he said “you’ll lose your life”. As a matter of fact, when someone loses a life, it means they die. However, it cannot be possible for a person to lose their life from doing something that is not dangerous or physically harmless. He must have used this hyperbolic expression to refer to the moral, emotional and mental state to highlight the importance of putting one’s own wellbeing a priority.

### 6. Personification

According to Graesser et al.(1989, p. 141): “Personification occurs when animals, objects, social organizations, and abstract notions are given qualities of people.” In different words, it is a device by which people tend to give non-living things, the characteristics of living beings to enhance the receivers’ imagination

**Example:** “...a world that’s gone mad and crazy and distracted.” (How to Stay Focused)

Here, Burchard has attributed the human trait of going mad, crazy and being distracted to a “world” which logically speaking, is not a living thing. That means, it can neither go crazy nor get distracted. This personification tends to assume that all people around the whole world have gone crazy and mad.

## 7. Parallelism

According to Abrams (1999), parallelism is defined as contiguous phrases or clauses that have a similar word order or structure. That is to say, the repetition of a series of linguistic forms that share the same grammatical structure (all nouns, verbs, or phrases) with different meanings, which helps the receivers make connections between the presented ideas.

**Example:** “I’ve been struggling and busting my head against the wall, trying **to figure** out how I’m going **to get** my breakthrough. I’m not sure what **to do**. I’m not sure how **to think** about the next steps in my life.” (How to Succeed)

Burchard has employed these parallel structures to link and put in order his ideas in a rhythm and show the logical relationship between them to attract his listeners to listen to him

## 8. Rhetorical Questions

Han(2001, p. 202) says: “While an ordinary question seeks information or an answer from the hearer, rhetorical question does not expect to elicit an answer.” Meaning that, a rhetorical question is any question that is addressed but does not expect any answer in return, it is often asked to make a particular point about something.

**Example:** “If you fail to focus on the things that are important, meaning, your priorities than what happens to your relationships? What happens to the overall quality of your life?” (How to Stay Focused)

In this addressed question from the speech “How to Stay Focused”, Burchard has made it clear that he is not expecting any answer from his audience. In fact, this rhetorical question is employed as a wakeup call to arouse his followers’ reasoning and thinking to evoke their sense of consciousness. He wants to show the importance of working on one’s own life individually to be the best version of themselves.

According to the obtained findings, we notice that Burchard tries to be convincing through using figurative language to act in accordance with his audience’s emotions and to

help simplify and clarify his ideas and advice. In this term, we come to say that Burchard has compiled eight notable figures of speech: anaphora, metaphor, idiom, hyperbole, personification, parallelism, simile and rhetorical questions. Thus, the second hypothesis which suggests that Burchard used figurative language in his motivational speeches can be confirmed.

### **CONCLUSION**

In conclusion, this chapter has provided a discussion and an interpretation of Brendon Burchard's motivational videos "How to Succeed" and "How to Stay Focused". All things considered, the Rhetorical Analysis answered the research questions. Our findings have confirmed the first and second hypothesis whereas the last one is partially confirmed. It has revealed that there are 15 rhetorical devices in these speeches. In fact, this coach has combined the three rhetorical situations (exigence, audience and constraints) and the four Aristotelian appeals (ethos, pathos, logos and kairos) in addition to the eight identified figures of speech (anaphora, metaphor, simile, idiom, hyperbole, personification, parallelism and rhetorical question). However, Pathos is not the only dominant appeal as the third hypothesis suggests, but so is Ethos. This combination helped Burchard to create effective, persuasive and vivid speeches.

# **GENERAL CONCLUSION**

## GENERAL CONCLUSION

In the current study, we aim to investigate the issue of rhetoric and persuasive language in discourse, mainly a motivational discourse. Therefore, our research study is classified as a Rhetorical Discourse Analysis of the addressed texts in the two motivational videos "How to Stay Focused" and "How to Succeed" delivered by Brendon Burchard, one of the greatest personal development trainers in the world. Burchard's speeches are selected as a corpus for the study in hand, in which the focus is put on his usage of the four Aristotelian Persuasive Rhetorical Appeals (1356a) (ethos, pathos, logos and kairos) and the integration of Bitzer's Rhetorical Situation Theory (1968) as a complement to attain our research objectives.

Additionally, this study attempts to interpret the different figures of speech used by the orator to make his speeches more convincing and engaging. Moreover, it aims to demonstrate how various persuasive techniques and rhetorical devices are represented in these selected speeches.

By applying Rhetorical Discourse Analysis, particularly Aristotle's (1356a) and Bitzer's(1968) analytical frameworks, the rhetorical appeals which Burchard has depended on when he addresses his speeches as well as the overall rhetorical situation that surrounds the discourse have been revealed.

Hence, the present investigation has targeted three major objectives. First of all, it aims to identify the rhetorical situation that surrounds the two speeches. Second of all, to discover which rhetorical appeal is the most employed by Brendon Burchard. Last but not least, it aims to reveal the rhetorical devices employed in his speech to elicit a response from his audience

We have adopted the mixed method to conduct the present research; both qualitative and quantitative data are gathered and analyzed within the present study. On the one hand, we

have used descriptive statistical method to identify the various rhetorical elements and to strengthen our findings with countable analysis by presenting the occurrences in order to count the number of repeated words used by the orator. It has also given us the opportunity to analyze the two applied rhetorical theories and represent them with tabulations as well as frequencies and percentages. This quantitative method is beneficial because it made the obtained results observable, countable and clearer for the readers. On the other hand, we have chosen to employ Discourse Analysis to analyze, interpret and explain the different rhetorical devices used in the chosen speeches. Following a detailed analysis of our findings, we draw the conclusion that Burchard's speeches are stocked full with rhetorical devices.

Furthermore, we assert that the two applied theories of our study are the most accurate. Our findings showed that the first hypothesis which says that this orator employed all of the three rhetorical situations is confirmed. Burchard has indeed taken into consideration exigence, audience and constraints when he delivers his speeches. The second hypothesis which suggests that he used all four rhetorical appeals has been confirmed. In fact, this orator utilized the four Aristotelian appeals (Ethos, Pathos, Logos and Kairos) throughout his motivational speeches. Finally, the last hypothesis is partially confirmed, since he depended on both the emotional and ethical appeal. The emotional appeal is displayed by emotion-based arguments, supported by figurative language. He tried to evoke a variety of feelings within his listeners during these speeches, including a sense of determination, optimism, and confidence in their own abilities and a fear of future regrets in case they do not make the necessary changes. As for the ethical appeal, it is employed by Burchard to influence his listeners by creating a favorable impression of himself. He has tried to be kind and respectful to his audience throughout his speeches to build an authoritative and credible character. In terms of the logical appeal, it is thought that the two speeches lack Logos. Nevertheless, He has made multiple attempts to call for the rational mind of his audience. In terms of kairos, we have

determined that these speeches were given at the appropriate moment. To coincide with the beginning of the year, the speaker has purposefully scheduled his speeches for April 14, 2014 (on How to Succeed), and February 28, 2015 (on How to Stay Focused). Also, we came to know that Burchard has intervened at the appropriate time with the effective speech to boost confidence, remediate and reassure them by telling them that their worries are heard and that he has the right keys that might help in changing their lives and the best solutions for them to get through the difficulties they are currently facing.

This analytical study also demonstrates how Burchard has used several figures of speech to enhance his persuasiveness. This figurative language (including: anaphora, metaphor, simile, idioms, hyperbole, personification, parallelism, and rhetorical questions) is used to make his ideas more understandable and to elicit an emotional response from his audience. On the one hand, he used personification, simile and metaphors to help his audience relate abstract concepts to concrete objects. On the other hand, he has used rhetorical questions, anaphora, parallelism and hyperbole to emphasize his points and draw the attention of his audience to the significance of his arguments. In this regard, we have concluded that Brendon Burchard made a good use of rhetorical devices to influence his audience.

We have supported our analysis by following Bitzer's Rhetorical Situation Theory (1968) as the overall context of the speeches. The present research has revealed that there is indeed a rhetorical exigence that has motivated Burchard to deliver these speeches. It is the first component that makes up the rhetorical situation, it is about the obstacles the audience face to make a successful life in the first video "How To Succeed", and the keys to keep one's self focused in the second video entitled "How To Stay Focused". In addition to the various challenges that block the success of his followers. Thus, we have concluded that Burchard has managed to recognize the importance to deliver these speeches.

The audience is the second component, which refers to the targeted audience that can be persuaded and capable of taking actions. In terms of the rhetorical audience, this analysis has shown that the two speeches are addressed to each and every one who seeks for motivation to make changes, in order to convince them that an immediate action has to be taken. In this regard, we concluded that Burchard addressed the right audience that can respond and react to his call and modify the exigence. That is to say, the subscribers to Burchard's YouTube channel and all the users of this platform who seek for motivational speeches to push them to take actions in their lives. Lastly, constraints are the third component, which deals with all the tactics used to limit the audience's ability to make decisions.

Finally, the current study of the rhetorical language reveals that the two speeches comprise fifteen different rhetorical devices. Burchard used the three rhetorical situation components (exigence, audience and constraints) as well as the four persuasive appeals (logos, ethos, pathos, and kairos), plus the eight figures of speech (anaphora, metaphor, simile, idioms, hyperbole, personification, parallelism, and rhetorical questions) to strengthen his argument. Indeed, we think that Burchard's speech is spiced up and it is more distinctive through the mixture of these rhetorical strategies.

Numerous challenges have to be overcome to complete the research. We didn't have access to different books and articles published in the field of rhetoric because they are not accessible for free. Discourse studies in general and rhetoric are a relatively unexplored area in Algerian universities; there is a lack of primary and secondary sources. This research is exclusive to our department since it is a topic that has never been investigated before therefore rhetorical works are not available at our university library.

Taking everything into account, it is concluded that the two rhetorical analysis models, namely, Bitzer's and Aristotle's frameworks are both implemented to analyze the chosen corpus and draw appropriate conclusions by identifying the rhetorical situation of the speeches and analyzing the four Aristotelian appeals explaining Burchard's rhetorical techniques in order to create a speech that is convincing and appealing; we can recognize that we have responded to the research questions and verified the research hypotheses by a suitable analysis and reliable conclusions.

Students interested in working in Discourse Analysis, particularly those with a focus on motivational discourse, may find rhetorical Discourse Analysis to be an exciting and fascinating field of study. Exploring the rhetoric employed by motivational trainers to persuade their audience is, in fact, a meaningful and a valuable experience that affords the researchers the chance to work on an original study subject, especially if it relates to digital rhetoric. Our analysis of the rhetorical devices employed in Brendon Burchard's speeches has inspired us to consider potential areas for further research. The following are some recommendations for future research in the field of rhetoric:

1. The current study has relied on the two frameworks that are the four Aristotelian appeals as well as Bitzer's rhetorical situation theory (1968). The same theories can be used by other researchers to examine other speeches;
2. Future studies can be conducted in terms of gender differences in employing the rhetorical devices;
3. Our analysis looks at the four rhetorical strategies Burchard used in his speeches; another chosen speech can be used by other researchers to further examine the Five Classical Canons of rhetoric.

In conclusion, we hope that the ideas can motivate other students who wish to investigate discourse or rhetorical analysis and that the present research successfully added a small contribution to the field of Discourse Analysis, specifically to the field of Rhetorical Analysis.

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# **APPENDICES**

**Appendix ONE: Brendon Burchard's speech video "How to Succeed:5 Steps for Getting Ahead" transcript -2014-**

I'm always asked, "So Brendon, how do I get ahead?" I've been struggling and busting my head against the wall, trying to figure out how I'm going to get my breakthrough. I'm not sure what to do. I'm not sure how to think about the next steps in my life."

Some people have been trying. Maybe you've been trying something for so long, but it's just not there yet.

What are the ideas, strategies or elements you need to put into your life to get to the next level?

I've studied this for 17 years and it always seems to come back to one of five things.

The first thing it often comes back to is consciousness – becoming more aware of who you are and what you really want in your life.

Some people call it clarity, but I don't like clarity as much as I like the word consciousness because it's hard to be clear about things in your life if you're not present and aware to them. So, if you're trying to figure out how you're going to get ahead, what is it specifically that you want to get ahead to? And, is it what you really want?

A lot of people just say...

I want to get ahead, and I say what does that mean? They say, "Brendon, I want to make some more money." And I say, "Great, make money at what?" Then they say, "Well, I have this job so I'm going to try to get ahead here at this job." And I say, "Yes, but is the job what you really want to be doing in the first place?"

Because sometimes, the busy work that you have in your life isn't your life's work.

It isn't your real passion, your real drive or your real desire where your work feels like a hobby, it feels like you get lost into it because it's so great and so fun.

So many people out there are lying to themselves saying, I couldn't make money at doing X thing. They have some big dream, but they say I couldn't make money doing that. I say what are you talking about, I know yoga instructors making six figures a year. I know piano teachers making seven figures per year. You can't go online and not find someone crushing it in any given topic area of life today. The business opportunity is there, it's just will - you show up in a disciplined and intelligent way, which we'll talk about.

So it's becoming conscious of what you really deeply truly desire to do. Because, if you get ahead at things you don't care about, maybe you're climbing the ladder or you're succeeding at something, but it's not your real thing. It will eat at you. It will eat you from the inside out and deaden the soul, because maybe you have some financial and material success at that thing and maybe you even have some accolades. Maybe these people appreciate you for it and maybe you're even paying people's mortgages and paying employees at it, but if it's

not really your thing than you're in trouble, because you'll never feel internally like you're getting ahead, because you won't integrate those successes to yourself because you don't find them meaningful.

So, getting ahead begins with becoming conscious to what it is you truly desire. What would you love to do? You can build a business model around anything today. That is the great gift of the online world and what we've seen over-and-over worldwide, people in any given area crushing it. What do you want to do? That's where we begin. What do you truly consciously desire to do? Not, what are you doing because you fell into it - that's not consciousness.

Consciousness means consciously designing your life, deciding who you are, deciding where you're going to go and what you really want to accomplish.

The second thing we have to have to get ahead is competence. We have to have knowledge, skill and ability in any given area.

It's not just one day you wake up with talent it's that if you're really going to get ahead you have to study your craft. You have to deeply study it.

I decided 18 years ago now, that I wanted to inspire and motivate people, and I wanted to coach people one-on-one on motivation and high performance. I wanted to write books on the topics. So, 18 years ago I started reading a book a week on psychology, leadership, communication, marketing, anything I could get into my hands about human behavior and high performance. I was studying everything I could on psychology every week. Now people are like, "Wait, you've read a book a week for 17 years?!" I don't brag about it. I'm not like whoa yeah, look at me. That was for my passion. I knew if I really wanted to succeed at something I had to study it and study it deeply. I couldn't spend all this time doing a lot of other things I had to study my craft.

The great artists of our past history... that's what they did. They did one thing. They had a true level of depth of study in that area. Maybe they dabbled in some other areas too, but they became famous because they studied one area.

What's your area? What's the thing you need to study on, develop a deep level of competence in, to know how to do it and how that world works?

We have a saying in Montana, "The time to have the map is before you enter the woods." A lot of people have a dream and they run out into the woods and just start trying stuff. They take this path and this path and this path, and because they didn't study best practices one day they wake up and they're lost. They're confused about who they are and where they are, and they're in this dark forest of the unknown with no plan to get out. They had no idea they just jumped into something, they didn't study before taking that leap.

I always say study, pay attention, learn from the best and model the most intelligent, smart, successful people you can in any given area that you want to succeed in, in your life before you get into it.

Then develop competency by doing it over and over and over again. Don't do it once in a while here and there, do it over and over, because that's how you get competence. That leads us to the third thing, commitment. If you really want to get ahead it's going to take another level of commitment.

I always say to people who say to me, "I want to get ahead Brendon," and I say, "Okay if you're at this level of commitment, to get ahead means you're going to have to go to this level of commitment. If you want to earn 10X more, you'll have to go to 10X more commitment in that area. You have to decide, what is it specifically that I'm willing to give up and move out of the way now, to focus on this thing and make it a success, to truly work harder and smarter in this area.

Today, do you know what commitment means? Getting rid of distractions.

Stop believing that we can all multi-task and do 50-70 different things, because that's not true. The most successful people in the world aren't doing 50 or 100 different things, they have very defined area or specialty that they focus on and say this is my thing.

So, getting rid of all the distractions, meaning if you're reading celebrity gossip magazines, you aren't committed to your craft or art unless you are a celebrity gossip photographer, writer, designer, or fashion person. Most likely, those are not contributing to either your life nor your bottom line. And if you're really going to develop competence, real skill, real talent in an area, then you have to stop doing so many other things.

That's why you don't have a lot of really famous NBA stars who are also really famous quarterbacks and also really famous tennis players. No, they are great at one thing. Olympians tend to be Olympic athletes in one area. Why? Because it takes that much commitment in one area to become great.

That's how you get ahead, commitment.

I think, once you get a little more consciousness and we all grow in our congruence and ability to be more committed, from there it's getting coaching.

Because you can do the best you can do all day long, but if you aren't getting feedback from your friends, your customers, your family members, and people you are trying to serve, then there's no way you're going to go to another level.

We all have a level of competence ceiling, if you will, where we hit a top level in which we can take ourselves only so far and then we need someone from the outside to look at it and say, "Look, hey kid, you need to adjust this. Try doing that. Oh, have you thought of this? When you're doing this it's only where this level needs to be at this level."

If you get somebody.... and everyone says Brendon, "I don't have any coaches." Really? How many have you asked? People always tell me, I don't have any coaches. I'm like great, how many did you ask? Are we failing in the asking or are we failing in the never approaching? Where is it?

Most people don't have coaches in their life because they never sought them out. They say I wish I had that [a coach], but they never actually sat down with someone and said, "Hey, I'm starting something here and you seem to have competence in this area, can we make an arrangement? Can I hire you as a coach? Can I pay you as a coach? Could we do something together?"

I started getting coaching informally, from dozens of people in my industry just by asking. Now today, I coach so many people I can't even count them all so it's crazy.

I think that's what we have to start figuring out, who's going to coach you?

If you don't have a list of 10-12 people who you think could mentor, advise or coach you, then you're grasping at hope and fate that maybe someday a coach will land on you.

I think you have to go out, just like for every other area of success and work a little harder and be more focused in that area to have success there. It's the same with coaching. You have to get a coach.

Congruence. To get ahead we have to be congruent with the best within ourselves. We have to find that magic, that part about us that's energized, engaged and enthusiastic. We call it the charge having an internal charge, an excitement for it and being congruent with who we know we truly can be.

If you are currently at one level of success in life, you're probably being congruent with how your mind has been fashioning what you're capable of. Your mind has told you, "I'm capable of only this," so you've settled at that level, or you've allowed that level, or it's gotten easy to be distracted from improving because you're being congruent with what you think you really are.

Sometimes the easiest way to shift someone and actually help them get ahead is to say, "Look, we have to change the way you think about yourself."

You have to give yourself more credit. You have to give yourself a bigger vision. Don't limit your vision for yourself, based on what you accomplished yesterday. You can dream and you can grow into your best person.

You can grow into new competencies, new skills and new talents.

You can break through tomorrow.

So have that vision for yourself. Set a new congruence in your mind and say, you know what...

I can become world-class at what I do.

I can become great at what I want to achieve.

I can become a magnificent person who is loving, engaged and joyous in life.

Set your mind to it, really set your mind to it, and once you have that set in your mind your body and unconscious behaviors will start moving towards that. It will desire to be congruent with your very thoughts about yourself.

If we can do those things, just decide to be more conscious, decide to get more competence in an area, decide to be more committed or go get a coach and be congruent with the best within you, then you can live the charged life.

**Appendix TWO: Brendon Burchard's speech video "How to Stay Focused" transcript-2015-**

How do you stay focused? Answering this question is perhaps the most important critical thing you will ever do in your lifetime. PERIOD. So, I hope it is an absolutely priority for you to learn to take back your focus in life, for you to get more distinct and more clear about what your focus really is and for you to finally realize that....

If you don't finally get your focus in check.

If you keep wondering around distracted.

If you keep looking at every new thing that pops up.

If you keep trying every single new opportunity.

If you keep saying yes to everything.

If you keep listening to everybody's complaints and do whatever everyone asks you to do....

at some point you'll lose your life.

I don't mean that physically as in harm or death. I mean that one day you'll wake up and say, "I don't feel like I've accomplished what's meaningful to me. I don't feel like I'm in a job that I care for. I don't feel like I have connection with my family or friends."

Because at some point your focus drives everything. It drives your thoughts and emotions.

If you focus on negative things, you're going to be negative. If you fail to focus on the things that are important, meaning, your priorities than what happens to your relationships? What happens to the overall quality of your life?

Focus is driving everything in your life you've got to get it back. It's not just about being productive, we'll talk about that. It's about experiencing the best quality of life.

You hear this new movement called the mindfulness movement, about the new popularity of these conversations about presence, meditation and things like myself, and my industry have been talking about for decades. Well, you hear about that and that's really just about raining back in control of our focus in a world that's gone mad and crazy and distracted.

How are you going to get your focus back? Well, let me give you some counterintuitive ways to do it.

1. The first thing I need you to know in order to get your focus back is to realize that you need to make fewer decisions.

Why? Well, as we know from neuroscience and we know from productivity studies, that the more decisions that we actually make the more our brain becomes fatigued. The more

decisions that we make the more we utilize the glucose that's really fueling our willpower, that's fueling, frankly, our ability to make more decisions and higher quality decisions. Matter of fact, the more decisions that you tend to make the less effective you're going to be over the long-term, because you're going to utilize your ability and resources and your brain's power, literally your willpower will go out the window.

So you want to minimize the number of decisions you're making. How do you do that? Here are some simple things.

One, stop browsing... I know maybe you found me because you were browsing somewhere and I hope you make me part of your focus on your personal development, that I'm a purposeful part of your life, but I can tell you that overall browsing completely wipes out your focus and your willpower.

All these little things you're focusing on are utilizing all your brain's resources. And over a period of time when you stop browsing and you go back to focusing on something, guess what? You tend not to be able to focus on one thing and get things done.

You start multitasking and doing lots of things, but where your work isn't really focused nothing gets accomplished, so what happens is your brain is fatigued.

Guess what happens when you're brain fatigued?

You find yourself sitting with a bag of potato chips and what do you do when you have the remote control? You're just flipping randomly through things. Ever notice that? Meaning, it's easier to become distracted the more distracted you are.

Meaning, the more that you aren't focusing on one thing at a time, the more problems you're going to have later on to complete one thing at a time. I know that makes sense, but here's the simple solution if you missed it; stop browsing so much!

All that browsing, all those tweets that you're reading, those newsfeeds that you're reading guess what? Every time you're looking at them guess what your mind has to do? It has to make a decision, pay attention or not pay attention and that decision is costing you focal power and resources later on, even if you don't know it.

Some people say, "well Brendon, I also study neuroscience too but all those little things I see those are firing off my dopamine and my vasopressin and I'm getting excited because I'm seeing all these things and my mind feels rewarded by seeing all these things and making all these decisions."

It is true that's why it's such a frenzy and becomes so addictive, but it also becomes so fatiguing. If you're constantly fatiguing your brain by focusing on a million things, you'll never get your focus power back. Make sense?

So, stop making so many decisions by stop browsing things, to decide whether or not you should pay attention to them. Just stop browsing.

When you do things do them intentional. If you're looking for something then search for that one thing, find it and you're out.

Stop clicking on all the blue links, stop swiping all the apps and all the pictures. Do the things that are going to move you forward.

What should those things be? That leads us to point number two.

2. You must define your mission.

You need to have a mission for what you're doing today. You need to have an intention for what your next task is going to be.

What happens is that most people just show up and say, "okay, well I guess I'll do some stuff," but they have no intention whatsoever so they end up doing too many things that mean nothing towards their mission.

You should figure out what it is you desire in life and figure out the steps to get there and start working a plan to get there and minimizing everything else. Getting very clear on the mission, very clear on the mission and working the plan.

Everything else, guess what it gets? A no, until you've reached that mission or until you're significantly on your way that you have free resources to be able to focus elsewhere.

That's what people do. They take on too many projects because they aren't clear about their mission. I'm guessing if you're watching this, you're somebody who wants to add value and make a difference in the world, so any time someone asks you to do something you're like, "yeah let me help you."

But that might not have anything to do with the quality of life or the objective or the thing you're trying to achieve or the service you're really intending to offer.

I know how hard it is, because I'm so pulled myself towards causes, volunteerism and helping so many people, but guess what? If I help everybody in lots of different areas I might not make my ultimate mission of serving the people I want to serve the most, of making my dreams come true so I can support more people. Of running my business so I can support more people.

Meaning, it's easy to take your eye off the ball if you don't know what the ball is.

People often have never defined their mission, and if you don't have one right now for this day... if you didn't have a drive, a mission, a written down statement about what you were going to accomplish today, a checklist, a goal sheet, a time management tool that you filled out today and you're just showing up today and going, well I guess I'll see what my inbox tells me to do today and you respond to everybody else's desires and emails and you're always in reaction, always responding to everybody with no proactivity towards a mission that you defined yourself; you'll be lost.

You'll find, that because you never focused on that one thing or moving towards those several things that were your priority, that you're just lost.

And here's another thing, focus goes out the window when we don't progress. If we aren't progressing towards something our focus goes out the window, we just don't pay attention to anything, we don't feel good about ourselves.

You want to get more focus in your life get more progress. As you progress more you start to get excited, you start to pay attention to the things that are working and moving you forward. Then you start to find more focus in your life.

The last idea is so very simple and I hope you will practice it. I hope you will study it. I hope you will work it over and over again. Once you have that mission your job is to try this, just for a little while. I know it's going to be uncomfortable and you're going to hate the idea, especially coming from me.

3. I just want you to say no to everything immediately from now on, always.

That goes against the grain of what a lot of people say, "no, life is about saying yes." Well yeah, a lot of people have said yes to everything and that's why they're miserable.

I want you to say no just at first, just so you can check it against your mission. I don't want you to say yes or commit to any projects immediately anymore. That's what people do.

I do want you to commit, but just give yourself a couple hour break or a night or evening's break. Make the decision the next day.

If something comes up and you can do it, and you're excited about it and someone asks you to do something, just say no first.

It will teach you to say "no, I'm going to evaluate that first. I'm going to put some thought to this to see, should I focus on this right now in my life? Yes or no?"

Build some criteria for yourself.

If you think about the time, energy, resources and effort and sanity you're going to have to put into something, you should get something more out of it than you put in, right? You should be able to draw some return on investment or some future value from it. Your own personal development or improvement to your lifestyle from it.

But, if you're going to get focused on something, make sure it's going to lead to some kind of result, even if that result is your true passion, your true love, your true spirit, otherwise it's got to get a no.

What this suggests is that we have to have a greater degree of evaluative time and evaluative criteria in our life if we're ever going to truly have focus. Most people, because they're just saying yes to everything and they never filter something through criteria to say "yes/no? Good for me, bad for me? Right/wrong?" Because they have no criteria. They have no basis for making the decision.

They've said yes to too many things. Their plate has become too full. And now there's too much to focus on so they're not even moving forward.

Your job is to get back to very simple level of life. To very simple things to focus on.

To focus on what we call essentialism or simplicity, to just make sure that you only focus on one or two major things at a time and everything else you're not allowing the distractions to suck you in so you click all the links or do all the things that someone else says or reply to everybody else, but you're moving your life forward, day-by-day, little-by-little.

Engage in things that you care about, that you love, that you enjoy and start saying no to those that you do not and move towards every single day, moment-by-moment, day-by-day, to those things that truly engage you.

To those things that truly energize you and bring enthusiasm into your life. And if you can keep that type of focal power and intention then you'll start to experience what we call, The Charged Life.

— End Transcript —