

Queen Rania's English Speech as a Practical Argument on Educating Women

Lina L. Younus

Department of English, College of Education for Women, University of Baghdad, Baghdad, Iraq

Nawal M. Abed

Department of English, College of Education for Women, University of Baghdad, Baghdad, Iraq

Abstract—The recent study throws light on Queen Rania's Speech, which emphasizes the value of education for the Middle Eastern girls. The current study seeks to identify the Queen's rhetorical strategies in order to address the research question; "why is Queen Rania's speech reasonable, justified, and persuasive?" To answer this question the researchers examine the speech's discourse using Toulmin's (2003) model of argument which comprises six layouts: ground, claim, qualifier, warrant, backing, and Rebuttal. It is discovered that Queen Rania employs Toulmin's model although with slight modification in the order of these layouts. She intends for her speech to be a massive appeal to the entire globe to raise their voices and help the unfortunate girls get better life. Her speech is composed of introduction part that sets time and place, four justified claims within the same theme beginning with showing the importance of education for girls, moving on to mention a number of sample stories of poor girls around the world and how they become successful when given the opportunity to be educated, and finally inviting the entire world to prioritize the education of girls.

Index Terms—education, girls of Middle East, Queen Rania Speech, Toulmin's argument layout (2003)

I. LITERATURE REVIEW

Rhetorical theory piqued the Western world's curiosity. At that time, rhetoric adopted the scientific thinking and reasoning style. The study of everyday argumentation, investigating its logical and practical aspect, was one of the twentieth century studies. The scholars' work aims to improve the discourse practice in contemporary society and to human social existence (Herrick, 2013).

Stephen Toulmin, a British scientist and philosopher, was one of those scholars. His writings created practical arguments that aided in assessing the ethics underlying moral issues and reasoning. Toulmin refers to argument as an "organism" and the units of each argument as "organs" in reference to the physiological field of study. Toulmin moves from the macro-arguments structure of paragraphs to the micro-arguments structure represented by the finer level of individual sentences. His movement functions to introduce the logical form that examines validity of any argument either to be established or refuted. He uses these organs to represent the main phases that require some paragraphs including the statement of the problem to the conclusion following the logicians' main interest (Toulmin, 2003).

Toulmin's analysis of micro-structure arguments is based on three propositions: minor premiss, major premiss and conclusion. But then he realizes that the elements of arguments cannot be grouped under these three categories. They are insufficient to support an entire argument. That is why he requires a more complicated layout. Then he draws his argument pattern from the legal field of study. To establish or reject the validity of a claim, the legal process requires a vast number of distinctions in order to construct a pattern of argument analysis: qualifier, claim, data or ground, warrant, backing and rebuttal (Toulmin, 2003).

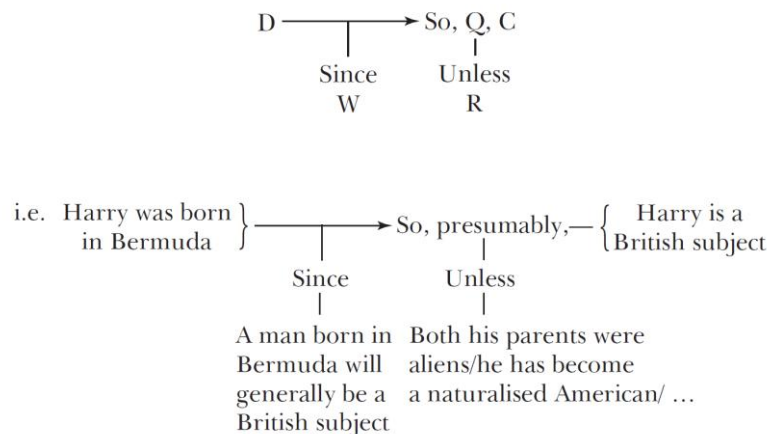


Figure 1. Toulmin's Model of Arguments Layout (Toulmin, 2003, p. 94)

Claim: also known as conclusion. It is a statement made in the argument that must be proven. It is also called an argumentative discourse thesis. In Toulmin's example seen in the figure above, the speaker tries to persuade the audience that "Harry is a British" (Toulmin, 2006).

Ground: it can be represented by fact, data or evidence. Its purpose is to support and validate the claim's assertion. As in Toulmin's example above, the speaker attempts to support his/her claim by stating the fact that Harry is British citizen because "He is born in Bermuda" (Hitchcock, 2006).

Warrant: a declaration that validates the claim by bridging the gap between the ground and the claim and introducing a logical assertion such as "a man born in Bermuda will generally be a British Subject" (Kock, 2006).

Backing: it stands as a certification for the warrant when the reader or listener is not convinced by the warrant's statement more backing will be needed to substantiate and justify the warrant. For example, in the preceding scenario, the speaker says "I trained as a barrister in London, specializing in citizenship, so I know that a man born in Bermuda will legally be a British citizen" (Toulmin, 2003).

Rebuttal: When the situation differs from the main conclusion, the rebuttal is the expression of exception to the assertion. Toulmin's example, if a person is born in Bermuda but is not British since one of his parents may have immigrated from another nation to reside in Bermuda like "man born in Bermuda will legally be a British citizen, unless he has betrayed Britain and has become a spy for another country" (Toulmin, 2006).

Qualifier: it indicates the strength of the speaker's claim. It is represented by some terms such as "presumably", "impossible", "certainly" and so forth. For example the claim "I am definitely a British citizen" is more powerful than "I am a British citizen" (Toulmin, 2003).

Methodology

The current study is qualitative in nature. The researchers employ Toulmin's model of argument layout in order to reveal the underlined logical structure of Queen Rania argument and how she aims to use such a justified sequence of logical elements to communicate her message. The data is represented by a single speech delivered on September 21, 2009. The speech is adopted from the Queen's official website entitled "Queen Rania's Speech at the Young Women's Leadership School in East Harlem - NY, USA". She pays a visit to the "Young Women's Leadership School in East Harlem" to encourage youngsters and to convey her global appeal out into the globe. As a result, the speech has been structured in accordance with the six elements of argument; claim, data, warrant, backing, rebuttal, and qualifier.

II. THE SPEECH ANALYSIS

Setting:

"Thank you, thank you for that warm welcome" (Queen Rania, 2009, para. 1).

The setting starts with Queen Rania standing in front of the audience of East Harlem staff members and students. She begins her speech by saying "thank you", as the lexical signal, for embracing her presence.

"It's an honor to be here with you all this morning" (Queen Rania, 2009, para. 1).

The second component of the setting layout is to specify the time and location of the event, which is indicated by the lexical item "here" to refer to the Young Women's Leadership School in East Harlem, New York, USA. Then she sets the time signaled by the lexical item "this morning" to correspond to the event time in the morning of 21st of December, 2009.

"What a wave of positive energy to start the day...wows!"(Queen Rania, 2009, para. 1).

The above exclamation sentence reflects Queen Rania's feeling as the final portion of the setting. She begins her day, which alludes to the time of day, with "positive energy" garnered from her female pupils' audience.

Ground (data):

"Everything I read about you guys was pretty amazing" (Queen Rania, 2009, para. 2).

This supporting data comes before Queen Rania's first introductory claim. She learns about the school's employees before coming to this event to have good background knowledge, especially when she says, "I always do my homework". Thus, she must research and gather information about the faculty and their students in order to prove her next claim.

Claim 1:

"an environment of exceptional trust and respect... highly committed staff...a four-year college enrollment twice the national average for women of color... high expectations...highly supportive... students consider school their second home" (Queen Rania, 2009, para. 3).

It is regarded as the first introductory claim by Queen Rania in which she establishes the features of the educational faculty. When she states *"I read about them,"* it is supported and proven by earlier settled data and will be followed by a number of supporting grounds.

Ground 2:

"I came in as an average student and now I ask every teacher what I have to do to get a 90%. They work with me to reach that goal. They educate me to be a better woman" (Queen Rania, 2009, para. 4).

It is regarded as a very brief story of Queen Rania's own experience as a student in this institution one day ago. She provides evidence and supporting data for the previously stated claim. Thus, *"trust and respect"* can be seen in her description of the staff as evidence by the data *"I ask every teacher what I have to do to get 90%"*. The lexical words from the data *"they work with me to reach that goal"* further to corroborate her assessment of *"highly supportive"*. The data *"they educate me to be a better woman"* supports the last part of her claim *"high expectation"*.

Ground 3:

"Do you know where those comments come from? I bet Dr. Tyson does! Yeh, that's right... the NYC Department of Education's Quality Review Report. I think that's about the best report card I've ever read! Give yourselves a round of applause. Well done!" (Queen Rania, 2009, para. 5).

Queen Rania provides the second piece of evidence, demonstrating how helpful the school staff is, as strong evidence presented by Dr. Tyson's words of encouragement in this remark, "give yourselves a round of applause, well done".

Warrant for claim 2:

"You understand what President Obama said recently about "setting your own goals" and "fulfilling your responsibility for your education". You already place a high value on school, and that's something we have in common" (Queen Rania, 2009, para. 6).

Early on, a new set of argumentation layouts is introduced that is concerned with a new claim. Queen Rania backs up her new claim by presenting the warrant ahead of the claim in order to throw light on her schooling claim. President Obama's words *"setting your own goal"* and *"fulfilling your responsibility for your education"* signal the warrant.

This quotation corresponds to the warrant layout of being a generic hypothetical statement to demonstrate the importance of education for women and how they must educate themselves and take responsibility for this.

Claim 2:

"Without an education, I wouldn't be standing in front of you this morning" (Queen Rania, 2009, para. 7).

Queen Rania's claim is about the value of education for women, which allows her to stand and speak to them. She mentions that being a queen does not qualify her to stand in front of such an audience in the absence of education.

Ground:

"I was a normal teenager. I liked school and university; I studied hard. And I loved talking about music and movies with my friends, playing sports, studying together..." (Queen Rania, 2009, para. 8).

Queen Rania narrates her own story of being a normal girl before becoming a queen presenting facts to highlight the importance of education in her early life.

"Then fate intervened and I met my Prince. And that's no metaphor: he really was a Prince!" (Queen Rania, 2009, para. 9).

This statement is viewed as irrelevant fact to education but it is also regarded as supplementary knowledge part of the ground because she could not be here now without education and being a queen.

Warrant 2:

I had a job I never imagined I'd have. And it is a job...one which has given me the chance to work hard on the issues I care about most: lifting the lives of Jordanians...running an NGO that strengthens communities...helping to revamp our country's public school system. (Queen Rania, 2009, para. 10)

She now has a job because she is a queen. She contributes to the educational process from her new job, as seen by one of her declared duties, "helping to revamp our country's public school system". As a result of her new position as queen, she will demonstrate the value of education.

Backing for warrant 2:

"It's given me the chance to discuss development issues with President Clinton...launch international campaigns with the British Prime Minister...meet people like Bill Gates and Oprah Winfrey" (Queen Rania, 2009, para. 11).

Queen Rania provides legal provisions here to persuade listeners that, as a result of her position, she continues to address educational matters with all of the aforementioned foreign characters in order to develop her country's schools.

Ground:

“Throughout all of this, my education’s been my compass...my springboard...my shield” (Queen Rania, 2009, para. 12).

Queen Rania adds to the discussion by articulating what education means to her. She provides more information that reinforces the importance of education concepts such as compass, spring board, and shield for safety.

Ground for claim 1:

“And I still draw on the skills I learned from my high school English teacher. He gave me the confidence to stand up in front of people and speak. He showed me how to plan a speech and edit my work” (Queen Rania, 2009, para. 13).

Queen Rania adds to claim 1 by describing how the staff was "extremely supportive" when she recalls what her English instructor taught her about standing in front of an audience and planning and editing her speech.

Warrant:

“Good, better, best, you should never rest...’til your good is better, and your better, best” (Queen Rania, 2009, para. 14).

Queen Rania bridges the gap between what she learned from her English teacher and her new educational claim. It is indicated by her teacher's quotation, which she never forgets. This is the provision on which she relies in order to continue learning and developing what she has already been taught.

Ground:

Then she shows the audience how much she follows her teacher's advice by saying *“I never rested, I will still learning still striving to be the best I can be. Just like I know you are too”* (Queen Rania, 2009, para. 15).

Claim 2:

“But I also know that we’re the lucky ones” (Queen Rania, 2009, para. 16).

Queen Rania makes a new claim that sheds light on her feeling and the situation of female students in her audience. She claims that we are lucky and then she sets the supporting data and warrants.

Warrant:

“Because kids from East Harlem face social and economic hardships that no young person should have to endure...and often don’t do as well in school as they should” (Queen Rania, 2009, para. 17).

Queen Rania supports her new claim with an early warrant signaled by the use of “because” she tries to illustrate how the present girls are lucky because on the other hand, many young girls suffer problems and do not have the same precious opportunity to attend school.

Ground:

“Maybe they skip class, drop out early, don’t get good jobs. Maybe they turn to substance abuse or petty crime, or have kids when they’re still kids themselves. Maybe you know stories like this?” (Queen Rania, 2009, para. 18).

Here, Queen Rania shifts the ground to pursue the warrant directly. In order to provide more information about the girls, she attempts to demonstrate that she and the audience are fortunate ladies in comparison to the girls who were unable to complete their studies at all.

Warrant:

But that’s not your story. Your story’s different... because of the vision of one woman, and the commitment of many. She’s a woman who understands the power of education...a woman who saw potential and promise in the girls of East Harlem...a woman who believed that your zip code shouldn’t determine your fate in life. That woman is Ann Tisch. (Queen Rania, 2009, para. 19)

Queen Rania here gives a warrant to her previous claim. She explains why the Harlem School girls are so fortunate. She throws light on Ann Tisch's position, stating that children are fortunate to be guided by her in their school because of her enthusiasm for education.

Backing:

“You’re here because she set about creating what I call a ‘reverse domino effect’...and that’s where one woman lifts another woman up, and passes her gift of strength on. One by one, women stand tall and strong” (Queen Rania, 2009, para. 20).

Furthermore, Queen Rania demonstrates how the girls of East Harlem are fortunate because of Ann Tisch. She is now the "reverse domino effect" for the girls' plight. It is represented by the circumstance in which successful women lift other successful women up.

Warrant:

And let me say that this morning, I’m looking out at a sea of tall and strong young women...and the tide is unstoppable, girls! You are women who’ll work hard to get into college, who’ll make your families proud, and who’ll be role models for your children, communities and country. (Queen Rania, 2009, para. 21)

She provides excellent evidence for her first claim, that the girls of East Harlem School are extremely fortunate because of Ann Tisch's assistance and how she lifts them to be successful and powerful. She compares them to a strong long tide of unstoppable ladies in a sea. She paints a positive future vision for youngsters who will be college students, saying things like "proud" and "model for your children," all of which imply success.

Rebuttal:

“But around the world, there are millions of girls who are not so lucky” (Queen Rania, 2009, para. 22).

Majesty of Queen Rania throws light on the possibility of exception, stating that not all females are fortunate enough to have the same precious opportunity for education. Her statement of rebuttal illustrates the inverse of her prior claim, as indicated by the lexical word "*girls who are not so lucky*".

Ground:

From sub-Saharan Africa...to South East Asia...and beyond, 41 million girls are out of school - that's double the population of New York! They're out fetching water... out working in fields and factories... out marrying early. Many of them stand outside school gates, peering in, wondering what it would be like to go to school. But poverty, prejudice, and place of birth weight them down... and they cannot get in. (Queen Rania, 2009, para. 23-27)

Regarding the rebuttal remark as an independent assertion, Queen Rania strives to back it up with solid evidence that solves the question of why there are unlucky girls. She changes the location and population of unlucky females denoted by "Sub-Saharan Africa" to "South East," referring to the location with the biggest population of unlucky girls. They had to go through "fetching water," "working while still children," "marrying early," being out of school due to "poverty," and so on.

Claim 3:

"Ironically, once they're in classrooms, girls often perform better than boys; they leave school smarter and with more self-respect; and go on to live healthier lives, enjoy better jobs, and raise children that learn more and live longer" (Queen Rania, 2009, para. 28).

The Majesty of Queen Rania makes a new assertion about the world's unlucky girls. She envisions a future for those girls if they are given the opportunity to attend school. She believes that everything will be different in their lives, that they will be wiser, have "*more self-respect*", they will be conscious to live "healthier" and qualified enough to get "better jobs", and that their efforts will be fruitful in raising educated children, as indicated by "raise children who learn more".

Data:

But their journey to justice, equality, and a second chance is never easy. Let me tell you about Devli, a little girl, I had the honor of meeting last year. Devli was born as a slave into a stone quarry in India; she carried heavy, sharp, dusty stones for 20 hours a day, often on little food or sleep. She was beaten if she took a rest. Rescued at the age of 7, she started school and has since made it her mission to encourage other girls to enroll. In New York City, last year, Devli, then aged 11, became the voice of child laborers everywhere, when she asked world leaders at the 'Class of 2015' event, "If I as a girl could enroll 15 children, wouldn't all of you as world leaders be able to enroll all children into schools?" And yet, incredibly, Devli's pleas, and those of other girls like her, are not moving our politicians to action. And that's not fair! (Queen Rania, 2009, para. 29)

Queen Rania attempts to support her claim by highlighting a real-life example of one of the unlucky ladies who has the opportunity to enter school and become smarter, symbolized by "Delvi" She tells Delvi's background, including how she was born as a slave in India and how difficult her work was, including carrying large stones for twenty hours a day. After her rescue, she will be able to begin school. She was dubbed "the voice of child laborers everywhere" after speaking to world leaders at the "Class of 2015" event.

Warrant:

"That's why I'm proud to work with UNICEF, and be the Honorary Chairperson of the United Nations Girls Education Initiative" (Queen Rania, 2009, para. 30).

The Queen presents this declaration as a warrant that bridges the gap between claim3 and the ground indicated by Delvi's tale data. She provides vital evidence by demonstrating her pride in being a member of the UNISEF effort and one of the "Chairpersons" of the "United Nations Girls Education Initiative".

Backing:

"The Girls Education Initiative works around the world to get girls into schools: advising governments, working with policymakers, mobilizing donations, and speaking out on behalf of girls in the halls of power" (Queen Rania, 2009, para. 31).

Queen Rania tries to certify the statement of the aforementioned warrant by uncovering the nature of the "United Nations Girls Education Initiative" work of getting girls into schools.

Rebuttal:

"But we can't do it alone" (Queen Rania, 2009, para. 32).

This statement represents the exceptional status of standing helpless in front of the miserable state of the unlucky girls. Individuals cannot bring girls into school without powerful voices and a hand from supreme authority.

Claim4:

"We need a chorus of voices to rise up and wake up our leaders" (Queen Rania, 2009, para. 33).

Queen Rania's final claim in her current address is that the world needs a set of voices like Delvi's to encourage our leaders and our supreme authority to assist girls and enact laws that provide opportunity for disadvantaged girls to attend school and keep them out of early unsuitable labor.

Ground:

“Will you help?”

“I can’t hear you. WILL YOU HELP?! There are lots of practical things you can do:

Write to President Obama and Hillary Clinton; ask them to place girls at the top of their global agenda.

Sign up at: Join 1 goal.org;

Raise money for UNICEF, every cent matters;

Volunteer to build a school with Free the Children.com.

And when you leave school today, I want you to remember the girls of the developing world.

I want you; girls with voices, to speak up and shout out for girls whose cries fall silent.

I want you to fight for them, as others are fighting for you.

I want you to pull up another girl, and help her stand tall and strong.

I want you to be great, and inspire greatness in others.

If anyone can do it, you can.

Thank you very much”. (Queen Rania, 2009, para. 34)

In order to set data for her last claim, Queen Rania offers a litany of calls and emails she has made to the school's current pupils and staff, pleading with them to write to their supreme authority, as represented by "President Obama" and "Hilary Clinton," urging them to give underprivileged girls a priority. She demonstrates her final point—that "we need a chorus of voices"—by requesting everyone's input and exhorting people to "volunteer" funds to the UNICEF in order to construct schools. She implores the fortunate girls attending this school to remember "girls of the developing world" even after they graduate and leave the institution. She appeals for their support, implores them to "fight for" those girls, and then lifts them up, completing the feminine cycle of being full of strength.

III. FINDINGS AND DISCUSSION

In the light of Queen Rania Speech analysis, the researchers have found the following points:

- It has been discovered that Toulmin's Argument Layout is not intended to accommodate lengthy argument types because multiple layouts may occasionally be required.
- Unlike Toulmin's layouts of argument, the studied speech begins with the setting of time and place rather than a ground assertion with supporting evidence.
- Queen Rania begins her argument with the claim first and then moves to support it with appropriate data, as opposed to beginning with the ground (data) and then the claim.
- In some other instances, the warrant is presented before the claim, as in claim 2, to clear the way for the claim to be supported by evidence.
- As the speech's author, Queen Rania builds and enhances Toulmin's model of argument structures to fit her in-depth intellectual concerns. She makes multiple claims about the same subject. Each claim has its own foundation, support, and justification.
- In her speech, Queen Rania employs a variety of rebuttals. One of them is treated as a separate assertion because appropriate supporting evidence is provided to back it up. The Toulmin's arrangement of the prior claim's exception is represented by the second kind.
- Data in the form of a series of questions that serve as appeals to the entire globe to assist the unfortunate girls of the developing countries and save them from suffering as a result of their difficult upbringing support the Queen's last claim 4.

IV. CONCLUSION

Regardless of the Queen's own organized sequence of Toulmin's layouts, she uses the logical reasoning and persuasive justifications for her four claims in order to send her message to the world to wake up. She designs her own speech by using Toulmin's layouts but starting with introduction that is represented by the setting of time and place, followed by the body including her four claims with their data, warrants and backing. The last part of her speech concludes her justified request directed to the whole world to raise their voices and create educated girls letting them live better life. Thus, using a logical process represented by Toulmin's layouts in the structure of arguments leads the author to be more persuasive justifying his/her claims by practical and scientific rhetorical strategies.

REFERENCES

- [1] Hitchcock, D. (2006). Good Reasoning on the Toulmin Model. In Hitchcock, D., Verheij, B. (eds) *Arguing on the Toulmin Model., Vol 10*. Springer, Dordrecht. Retrieved June 15, 2023, from https://doi.org/10.1007/978-1-4020-4938-5_13 (pp. 203-218)
- [2] James, A. Herrick. (2013). *The History and Theory of Rhetoric: An Introduction*. Boston: Pearson.
- [3] Kock, C. (2006). Multiple Warrants in Practical Reasoning. In Hitchcock, D., Verheij, B. (eds) *Arguing on the Toulmin Model., Vol 10*. Springer, Dordrecht. Retrieved April 3, 2023, from https://doi.org/10.1007/978-1-4020-4938-5_16 (pp. 247-259)
- [4] Queen Rania (2019). *“Queen Rania Speech at the Young Women's Leadership School in East Harlem”* NY, USA. Retrieved May 4, 2023, from <http://www.queenrania.jo/en/media/speeches/assembly-address>

- [5] Toulmin S.E. (2003). *The Uses of Argument*. Cambridge: Cambridge University Press.
- [6] Toulmin, S.E. (2006). Reasoning in Theory and Practice. In Hitchcock, D., Verheij, B. (eds) *Arguing on the Toulmin Model*, Vol 10. Springer, Dordrecht. Retrieved June 12, 2023, from <http://doi.org/10.1007/978-1-4020> (pp. 25-29)

Lina Laith Younus was born in Baghdad 1981. She holds PhD. in linguistics of English Language from College of Arts/ University of Baghdad 2012. She is Asst. Prof. Dr. in College of education for Women/ University of Baghdad as one of the faculty members of the Department of English from 2006 till now. <Http://orcid.org/0000-0001-5219-2460>

Nawal Mahmood Abed was born in Al-Anbar 1970. She holds Master degree in linguistics of English Language from College of Education for Women / University of Baghdad 2016. She is Asst. Instructor in College of education for Women/ University of Baghdad as one of the faculty members of the Department of English from 2009 till now. As well as, she has also worked as a member in the section of Scientific Promotions from 2021 till now. <Http://orcid.org/0000-0002-7752-6786>