“Engagement” and Authorial Voice in Egypt’s, Sudan’s and Ethiopia’s Speeches at the Security Council on the Grand Ethiopian Renaissance Dam in July 2021 – A Contrastive Study(*)

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Abstract

The study aimed at investigating and contrasting the rhetorical styles of Mr. Sameh Shokry, Egypt’s Foreign Minister; Mrs. Mariam Al Mahadi, Sudan’s Foreign Minister and Mr. Seleshi Bekele, Ethiopia’s Minister of Water, Irrigation and Energy in their speeches at the Security Council in July 2021 on the contentious issue of the Grand Ethiopian Renaissance Dam (GERD). It examined how the three politicians project their authorial voices, establish solidarity with the audience and engage with it and with the propositions advanced in their speeches. In this respect, the study conducted a contrastive qualitative and quantitative analysis of the three politicians’ speeches using Martin and White's (2005) Engagement sub-system proposed in their Appraisal System to highlight the functional impact of the Engagement lexico-grammatical resources in the speeches. The study concluded primarily that the three politicians depend on monoglossic resources to assert their authorial voices, what renders the speeches “undialogized.” Additionally, Sudan’s and Ethiopia’s speeches are rhetorically more forceful than Egypt’s speech, what refutes the underlying presumption in the study. Moreover, while Egypt’s Foreign Minister attempts to attract new supporters through his pattern of usage of the Engagement resources, Sudan’s and Ethiopia’s ministers depend on sharing undeniable facts and background information with the audience to foster solidarity with their supporters who already agree with them. Practically, the findings of the study offered insights to students at politics schools to develop their negotiation and persuasive skills.

Keywords: rhetorical style, GERD, authorial voices, Engagement sub-system, functional impact

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"التفاعل اللغوي" ورأي المتحدث في خطابات مصر والسودان وإثيوبيا أمام مجلس الأمن حول سد النهضة الإثيوبي الكبير في يوليو ٢٠٢١ – دراسة تقابلية

المستخلص

استهدف البحث دراسة ومقارنة الأسلوب الخطابي للسيد سامح شكري وزير خارجية مصر والسيدة مريم المهدي وزيرة خارجية السودان والسيد سيليشي بيكيلي وزير المياه والري والطاقة الإثيوبي في خطاباتهم أمام مجلس الأمن في يوليو ٢٠٢١ بشأن القضية الخلافية المتمثلة في سد النهضة الإثيوبي الكبير. ودرس البحث كيفية قيام السياسيين الثلاثة بإبراز آرائهم كمتحدثين، وتحقيق التضامن مع الجمهور والتفاعل معه ومع المقترحات المقدمة في خطاباتهم. وفي هذا السياق، اشتمل البحث على تحليل كيفي وكمي مقارن لخطابات السياسيين الثلاثة باستخدام تصنيف مارتن ووايت (٢٠٠٥) لـ "التفاعل اللغوي" المقترح في نظرية التقييم الخاصة بهما لتسليط الضوء على التأثير الوظيفي للعناصر المعجمية-النحوية في الخطب الثلاث. وخلصت الدراسة بصورة أساسية إلى أن السياسيين الثلاثة يعتمدون على أسلوب "الرأي الأوحد" لتأكيد آرائهم كمتحدثين، وهو ما يجعل الخطب "غير حوارية". بالإضافة إلى ذلك، فإن خطابات السودان وإثيوبيا أكثر قوة من خطاب مصر من الناحية البلاغية، وهو ما يدحض الافتراض الأساسي في الدراسة. وعلاوة على ذلك، بينما يحاول وزير خارجية مصر جذب مؤيدين جدد من خلال نمط استخدامه لعناصر "التفاعل اللغوي" ، يعتمد وزراء السودان وإثيوبيا على مشاركة الحقائق التي لا يمكن إنكارها والمعلومات المسبقة مع الجمهور لتعزيز التضامن مع مؤيديهم الذين يتفقون في الرأي معهم بالفعل. من الناحية العملية، قدمت نتائج البحث رؤىً للطلاب في كليات السياسة لتطوير مهارات التفاوض والإقناع لديهم.

الكلمات المفتاحية: الأسلوب الخطابي، سد النهضة الإثيوبي الكبير، آرائهم كمتحدثين، "التفاعل اللغوي"، التأثير الوظيفي

1 Introduction

1.1 Context of the Study

The Grand Ethiopian Renaissance Dam (GERD) has provoked a crisis between the three riparian countries – Egypt, Sudan and Ethiopia when Ethiopia started its construction on the Blue Nile in 2011. Ethiopia stresses that it is a promising project for its people for generating electricity and supporting developmental projects in the country. It also argues that it has the right to utilize the Nile's natural resources, which it has been denied for decades according to colonial

treaties it was forced to sign in 1902,1929 and 1959. Matthews and Vivoda (2023) say in this respect that the Ethiopian government considers the GERD "a 'weapon' in the country's fight against poverty, alongside the unwritten agenda of undermining Egypt's hydro-hegemony" (p. 347). Meanwhile, Egypt and Sudan see the GERD as a threat to their countries, especially at times of drought, since it will impound Egypt's main source of water on which almost more than 90% of Egypt's drinking water and agriculture depend. Similarly, Sudan fears the GERD's harmful impacts on its own dams and its inability to manage its developmental projects. Therefore, the three countries entered into many rounds of talks sponsored by different international parties such as the African Union (AU) and the United Nations Security Council (UNSC). Yet, none of these talks led to a legally binding agreement that secures the natural flow of the Nile water and manages the filling and operation of the Dam. Rather, Ethiopia announced in July 2020 the unilateral first filling of the GERD although there was a meeting at the Security Council in June 2020 where Egypt called upon Ethiopia to cooperate in managing the GERD for the security and benefit of the Egyptian, Sudanese and Ethiopian peoples. Consequently, Egypt called upon the Security Council for the second time to convene a meeting on the GERD issue in July 2021 where representative ministers from the three countries delivered speeches to present their countries' positions towards the issue.

Usually, language is a powerful tool for expressing ideologies and positions "in spoken or written language, consciously or unconsciously" (Almayouf, 2021, p. 100). It is also the means by which speakers/writers establish an authorial voice, create solidarity with the audience and align/disalign with it. Halliday and Matthiessen (2014) in this regard maintain that language is used for "enacting our personal and social relationships with the other people around us" (p. 30). Among linguistic theories interested in revealing how speakers/writers establish their authorial voice and engage with the audience is the Appraisal System. It is based on the interpersonal metafunction aspect proposed by M. A. K. Halliday (1994) within his framework of Systemic Functional Linguistics (SFL). The Appraisal System helps researchers reveal the function, rather than the grammatical form, of the lexico-grammatical items used in verbal communications. The present study focuses on the Appraisal Engagement sub-system, which will be discussed in more detail in Section 4 (Theoretical Framework) after

introducing the aim and significance, data and methodology of the study in the following sections.

1.2 Aim and Significance of the Study

According to Combei and Reggi (2024), "nothing is left to chance in the use of language in politics" (p. 10). Thus, the aim of the present study is to reveal the rhetorical style of the three politicians; Mr. Sameh Shokry, Egypt's Foreign Minister; Mrs. Mariam Al Mahadi, Sudan's Foreign Minister and Mr. Seleshi Bekele, Ethiopia's Minister of Water, Irrigation and Energy in their speeches at the Security Council in July 2021 over the contentious issue of the GERD. The study seeks to disclose how they employ language in their speeches to establish their authorial voice and enter into interpersonal relationships with the audience, attempting to gain its support. According to Fowler et al. (2019), "the larger needs and purposes of a speaker in a given situation ensure that the selections which are made are not random but unified" (p. 188). Thus, the three politicians are expected to plan carefully and use linguistic constructs systematically to assert their positions, driven by their needs to secure their countries' interests. Significantly, "the ability of a politician to choose and use the most applicable and acceptable forms of language to gain the intended objectives can be an indication of her/his success or failure" (Mazlum & Afshin, 2016, p. 167). Relatedly, an impetus for the present study stems from the presumption that Egypt's speech is more assertive than Sudan's and Ethiopia's speeches. Hence, qualitative and quantitative analysis of the three politicians' speeches is conducted to investigate and contrast how the three politicians employ the Engagement lexico-grammatical resources proposed by Martin and White (2005), as a linguistic system, to position themselves towards the propositions advanced in their speeches and towards the audience. Therefore, the study seeks to fill the gap in the literature by revealing how the Engagement lexico-grammatical resources have rhetorical and functional impact in the three speeches chosen for investigation.

To achieve the aim of the study, the following research questions (RQs) are introduced:

1- What Engagement, monoglossic and heteroglossic, resources are employed in Egypt's, Sudan's and Ethiopia's speeches at the

Security Council on the Grand Ethiopian Renaissance Dam issue in July 2021?

2- What are the dominant Engagement resources in each speech?
3- What is the rhetorical significance of the frequent employment of one Engagement resource over another in each speech?
4- What are the similarities and differences between the three politicians' pattern of usage of the different Engagement resources and what do these similarities and differences reveal about the three politicians' rhetorical styles?

2 Data of the Study

The data of the study comprises the transcripts of Egypt's, Sudan's and Ethiopia's speeches delivered at the Security Council in July 2021 on the GERD issue. These are public speeches which according to Feng and Liu (2010) "are often well-prepared in writing" (p. 825). The three speeches were especially chosen because they are delivered by the representatives of the riparian countries among which there is dispute over the impact of the GERD's construction and filling on their peoples.

3 Methodology

The study adopted a contrastive qualitative and quantitative analytical approach to the analysis of the three selected speeches. The analysis was conducted manually by the researcher who divided each speech into sentences for ease of referencing and coding. Based on Martin and White's (2005) model of Engagement, each sentence that carries a logical proposition was first identified as either monoglossic or heteroglossic. Then, each monoglossic proposition was classified as either taken-for-granted (categorized in the study as either "presupposition" or "objective proposition") or up for discussion. Similarly, each heteroglossic proposition was categorized as either expansive or contractive, with their relevant sub-categories. Concurrently, the frequency of using each Engagement resource was provided in a table followed by an explanation of the information in the table and supported by examples from the three speeches.

The data of the study was retrieved from the United Nations online digital library, which is a UN website that publishes a record of the transcript of all speeches delivered by participant countries at the

Security Council on the GERD issue in July 2021. After the record was downloaded, only the transcripts of Egypt's, Sudan's and Ethiopia's speeches were selected. Egypt's speech consists of 3978 words comprising 114 sentences; Sudan's speech consists of 2469 words comprising 73 sentences and Ethiopia's speech consists of 2439 words comprising 115 sentences. Thus, the study focuses on written material.

Martin and White's (2005) Engagement sub-system was particularly adopted in the study because it provides a useful model for revealing how politicians use language in their speeches to establish solidarity with the audience and to position themselves towards the propositions in their speeches and towards their audience. Moreover, the Engagement lexico-grammatical resources have rhetorical effects of maintaining the authorial voice and aligning/disaligning with the audience. Most importantly, these rhetorical effects have not been explored in the data chosen for the study from the Engagement perspective before, based on a review of relevant earlier studies in Section 5 (Previous Studies).

The study starts with the introduction which presents the context of the study, followed by the aim and significance of the study as well as the research questions. Then, the data of the study is identified and followed by the methodology section, where the analytical approach and the linguistic model adopted in the study are mentioned. The linguistic model is presented in detail under Section 4 (Theoretical Framework), which is followed by a review of relevant previous studies. Then, the results and their discussion are presented, where evidence of Engagement resources in each speech are highlighted, leading to contrasting the rhetorical styles of the three politicians. Finally, the study ends with the conclusion and suggestions for future research.

4 Theoretical Framework

Appraisal System is a framework which "is concerned with evaluation – the kinds of attitudes that are negotiated in a text, the strength of the feelings involved and the ways in which values are sourced and readers aligned" (Martin & Rose, 2003, p. 25). Evaluation, according to Hart (2014, p. 43), refers to the way speakers/writers "implicitly convey" their opinions and beliefs in a communicative context to achieve "consensus of values" about what is presented.

Rhetorically, Martin and White (2005) are interested in clarifying how language lexico-grammatical items are functionally used in a communicative context. Thus, they developed M.A.K. Halliday's (2004) interpersonal metafunction proposed within his Systemic Functional Linguistics (SFL). Martin and White's (2005) Appraisal System is divided into three main sub-systems; Attitude, Engagement and Graduation.

Engagement sub-system is the model of analysis adopted in the present study. It is concerned with how speakers/writers position themselves "with respect to the value position being advanced and with respect to potential responses to that value position" (Martin & White, 2005, p. 36). It also discloses how solidarity can be achieved between speakers/writers and the audience who either agrees or holds opposing viewpoints. Besides, it helps researchers disclose the function and the semantic meaning of the lexico-grammatical items used in verbal communications rather than focusing on their grammatical form. Martin and White (2005) maintain that the Engagement sub-system is based on Bakhtin's (1981) concept of dialogism which posits that "to speak or write is always to reveal the influence of, refer to, or to take up in some way, what has been said/written before, and simultaneously to anticipate the responses of actual, potential or imagined readers/listeners" (p. 92).

Martin and White (2005) use two main labels within their Engagement sub-system: monoglossic and heteroglossic. The monoglossic label describes the propositions which do not allow any dialogistic space for the audience while the heteroglossic label describes the propositions which recognize and allow for alternative viewpoints by the audience. Monoglossic propositions are described by Bakhtin (1981) as "undialogized" and are classified as either taken-for-granted or up for discussion, where the former are "given" and one way of realizing it is using "presupposition" whereas the latter are subject to further argumentation. Taken-for-granted propositions are divided in the present study into "presuppositions" and "objective propositions" to recognize the rhetorical effect of the "presuppositions" in the three speeches and differentiate them from "objective propositions" that plainly present neutral facts. According to Sum-hung et al. (2020), "a monoglossic utterance is intended to be regarded as something generally agreed and accepted" (p. 140). In addition, Bakhtin (1981)

maintains that "undialogized language is authoritative or absolute" (p. 427).

Heteroglossic propositions are dialogistic and are categorized by Martin and White (2005) as either dialogistically expansive or dialogistically contractive. The expansive category can be realized through Entertain or Attribute and the contractive category can be realized through Disclaim or Proclaim. Precisely, the expansive Attribute category includes Acknowledge and Distance options while the contractive Disclaim category includes Deny and Counter options and the contractive Proclaim category includes Concur, Endorse and Pronounce options.

Each dialogistic heteroglossic expansive or contractive option is realized in the communicative context through lexico-grammatical resources which create rhetorical effects within the context. For example, the expansive Entertain option deals with how speakers/writers present the proposition as only one of other possible ones. It can be realized through modalization such as "*can*", "*might*" and other modals; through the expressions "*it seems*", "*I believe*", "*perhaps*"; through rhetorical questions and similar resources. The expansive Attribute (Acknowledge) can be realized through expressions such as "*according to X…*" while the expansive Attribute (Distance) can be realized through expressions such as "*it's rumored that…*". The expansive propositions have the rhetorical effect of opening the dialogistic space for the audience to have alternative viewpoints and accordingly enable speakers/writers to develop solidarity with it.

The contractive category includes Disclaim and Proclaim options. Disclaim involves directly rejecting opposing viewpoints and is divided into Deny, which is realized through negation and Counter, which is achieved through expressing counter expectations by using lexical items such as "*however*", "*yet*", and similar connectors. Meanwhile, Proclaim involves ways of presenting propositions as reliable and valid. These Proclaim options are Concur, where speakers/writers share the same knowledge about an issue with the audience and can be realized through using expressions such as "*of course*"; Endorse, where speakers/writers reference the presented proposition to external voices construed as valid and undeniable through verbs such as "*prove*" and "*demonstrate*" and finally Pronounce, where there is an explicit authorial emphasis of the

presented proposition by using expressions such as "*the truth of the matter is that …*" and similar expressions. These contractive options have the rhetorical effect of suppressing opposing positions. However, they are highly dialogistic since they allow recognition of alternative viewpoints to reject them and make references to external voices. In this regard, "dialogic contraction," according to Mori (2017), "is not always a rhetorically harmful act; in order to make an argument, writers have to dialogically contract the discussion with the reader to focus on the soundness of their argument."

5 Previous Studies

This section reviews some previous studies which adopted the Engagement sub-system in various fields. It also presents linguistic studies that addressed the GERD issue from different perspectives.

5.1 Engagement in Different Fields

Among the fields that adopted the Engagement sub-system are education (Sari & Alyousef, 2024); political speeches (Zhang et al., 2024; Quam & Ryshina-Pankova, 2016); news (Huang, 2020); academic writing (Alzahrani, 2020; Xu & Nesi, 2019); business (Pinying, 2018) and grant proposals (Pascual & Unger, 2010).

In the educational field, Sari and Alyousef (2024) examined the Engagement resources in IGCSE EFL and ESL reading tests. They found that both tests use heteroglossic resources more than monoglossic ones and that expansive resources are more frequent in EFL tests than in ESL tests, what explains why Cambridge IGCSE EFL tests are "more challenging" since the more subjective propositions are used the more difficult and ambiguous the tests become.

Related to political speeches, Zhang et al. (2024), with the help of the UAM CorpusTool, conducted a quantitative and qualitative analysis of four first speeches by four different British Prime Ministers (from the 54th to the 57th Prime Ministers). The researchers found that the three predominant Engagement resources are "Assertion", "Entertainment" and "Disclamation". Similarly, Quam and Ryshina-Pankova (2016) examined the language of Trump, Clinton and Sanders during the 2016 presidential campaigns. They found that Trump's language is more forceful and straightforward than that of Clinton and

Sanders. The researchers suggested that Trump's intention is not to gain new supporters, like his opponents; rather, to strengthen solidarity with his supporters who already agree with him.

In the news, Huang (2020) investigated the language of the news written about the Asia-Pacific Economic Cooperation (APEC) summit which was held in Papua New Guinea in 2018. The researcher chose a news article of 1154 words for investigation from the American online newspaper *The Washington Post*. The findings indicated that the contraction resources (57%) are more than the expansion ones (43%) in the selected news article, what signifies for the researcher that journalists use the language skillfully to refute opposing viewpoints while maintaining their own positions without losing the objectivity of the news article.

In the field of Academic writing, Alzahrani (2020) conducted a quantitative and qualitative analysis, with the help of the UAM CorpusTool, of nine Discussion sections of 9124 words in Marketing research articles published in SCOPUS-ranked journals. The researcher found that the heteroglossic resources are predominant as the contractive resources are twice the expansive ones. The findings also indicated that the researchers depend on Proclaim resources while entertaining other different views to balance between "claim-making" and accepting other potential views. Meanwhile, Xu and Nesi (2019) analyzed the Introduction and Conclusion sections in thirty research articles in Applied Linguistics written by British and Chinese scholars, with the help of the UAM CorpusTool. They found that cultural background affects using the Engagement resources as the British scholars prefer to explicitly acknowledge differing viewpoints in the research community while the Chinese scholars depend on asserting their viewpoints and referencing to previous studies.

In the business field, Pinying (2018) conducted a comparative study between American and Chinese Corporate Social Responsibility (CSR) Reports with a focus on the employee section to explore how interpersonal meanings and authorial stances are expressed. The researcher chose sixty employee section CSR reports released by corporations in the fields of telecommunications, Customer Services, Oil & Gas, Industrials and Financials. With the help of the UAM CorpusTool and the Chi-Square test, Pinying found that all the Engagement resources are present in both American and Chinese CSR Reports, with the majority being the expansive resources, and

concluded that the CSR reports genre is characterized by entertaining various positions.

Pascual and Unger (2010) conducted their research on grant proposals. They investigated the language of two grant proposals written by Argentinean non-native English speakers working at the Universidad Nacional de San Luis and specialized in Chemistry and physics. Their focus was on the stages of Benefits and Importance Claim. Their findings indicated that the grant proposals are highly heteroglossic, with a predominant use of expansive resources, what signifies that the proposal writers prefer to "invite" rather than "challenge their colleagues' views".

5.2 Linguistic Studies on the GERD

Few linguistic studies were conducted on the GERD issue. For example, El Shazly and El Falaky (2024) used Image Schema Theory and Conceptual Metaphor Theory to examine how Egypt's and Ethiopia's positions on the GERD are cognitively represented at the video-conference meeting on 29 June 2020 on the GERD issue to legitimize their access and management of the Nile's resources. They found that Egypt adopts a multilateral approach, where it expects international diplomatic interaction and support while Ethiopia follows a unilateral attitude to serve its own interests.

El-Zouka (2022) used Emotions Discourse Analysis proposed by Koschut (2020) to conduct qualitative and quantitative analysis of the speeches by Egypt's Foreign Minister, Sudan's Foreign Minister and Ethiopia's Minister of Water, Irrigation and Energy at the Security Council in July 2021. The researcher's data also included the speakers' statements at a press conference held after the Security Council session on the GERD. The findings showed that three types of emotions are employed; Positive (*hope*, *cooperation* and *persistence*); negative (*resentment* and *worry*) and neutral (*sympathy* and *rightness*) emotions. Indeed, this is the only previous study whose part of its data is similar to the data chosen for the present study but with an employment of a linguistic model different from the linguistic model chosen for the present study.

Finally, Sarhan (2021) adopted the Proximization Theory and the Discourse-Historical Approach to study how the GERD issue is cognitively framed in the Egyptian and Ethiopian letters to the UN

General Assembly in May 2020. The study found that both countries use similar proximization and framing strategies, with spatial and axiological devices being used in the Egyptian letter and temporal devices being dominant in the Ethiopian letter.

Based on the review of earlier studies, no linguistic study adopting the Engagement sub-system has been conducted on the GERD issue at the Security Council in July 2021. Thus, the focus of the present study is the three speeches by Egypt's, Sudan's and Ethiopia's representative ministers delivered at the Security Council on the GERD issue in July 2021, using the Engagement sub-system as the linguistic model of analysis.

6 Results and Discussion

The results of the analysis of the three speeches selected for the study are given in Table 1 which identifies the pattern of usage of each Engagement resource in each speech. An explanation of the results is presented below the Table and followed by examples with their analysis from the three speeches.

Table 1

Pattern of usage of each Engagement resource in the three speeches in the study

	Monoglossic Propositions			Heteroglossic Propositions							Mix Propositions
	Taken-for-granted		Up for discussion	Expansion		Contraction					
				Entertain	Attribute	Disclaim		Proclaim			
						Deny	Counter	Concur	Endorse	Pronounce	
	Presupposition	Objective Propositions									
Egypt (114 Sentences)	20 45.45%	24 54.55%		7 100%	N/A 0%	6 50%	5 41.67%	N/A 0%	N/A 0%	1 8.33%	
	44 **91.67%**		**4** **8.33%**	**7** **36.84%**				**12** **63.16%**			**47** **41.23%**

	48 42.11%									**19 16.67%**								
Sudan (73 Sentences)	27 60%	18 40%		8 100%	N/A 0%	1 33.33%	N/A 0%	1 33.33%	N/A 0%	1 33.33%								
	45 100%		**N/A 0%**	**8 72.73%**				**3 27.27%**										
	45 61.64%							**11 15.07%**									**17 23.29%**	
Ethiopia (115 Sentences)	26 38.81%	41 61.19%		9 90%	1 (Distance) 10%	8 42.11%	2 10.53%	2 10.53%	1 5.26%	6 31.58%								
	67 98.53%		**1 1.47%**	**10 34.48%**				**19 65.52%**										
	68 59.13%							**29 25.22%**									**18 15.65%**	

Table 1 shows that the three speeches include monoglossic, heteroglossic and "mix propositions" ("mix propositions" is a label used in the study to refer to the propositions which combine monoglossic and heteroglossic options so that they are distinguished from other propositions which include either only monoglossic options or only heteroglossic options). Most of the propositions in Egypt's, Sudan's and Ethiopia's speeches are monoglossic (42.11%, 61.64% and 59.13%, respectively), including taken-for-granted and up for discussion ones. Figure 1 illustrates the different percentages of the three categories in the three speeches. Specifically, in Ethiopia's speech, 98.53% of the monoglossic propositions are taken-for-granted higher than those in Egypt's speech which account for 91.67%. Meanwhile, 100% of the monoglossic propositions in Sudan's speech are taken-for-granted.

Figure 1

Percentages of monoglossic, heteroglossic and mix propositions in the three speeches in the study

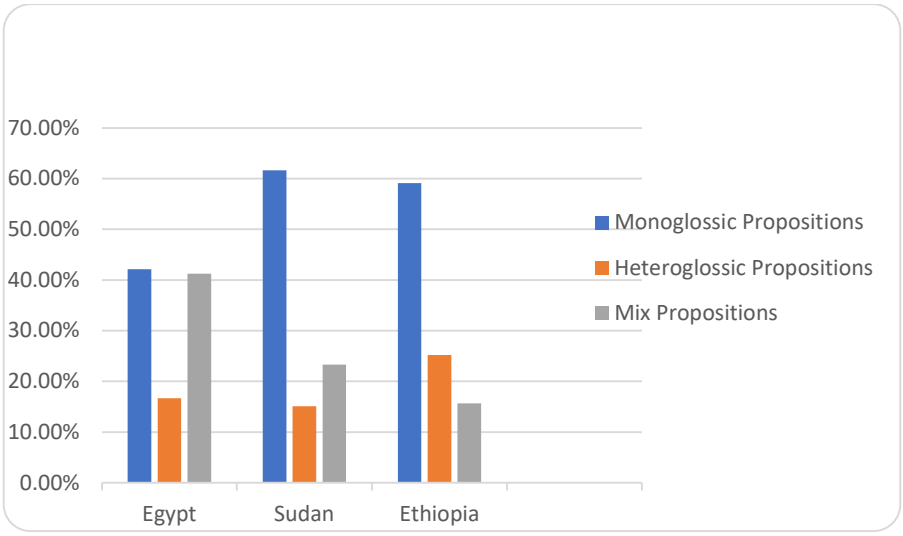
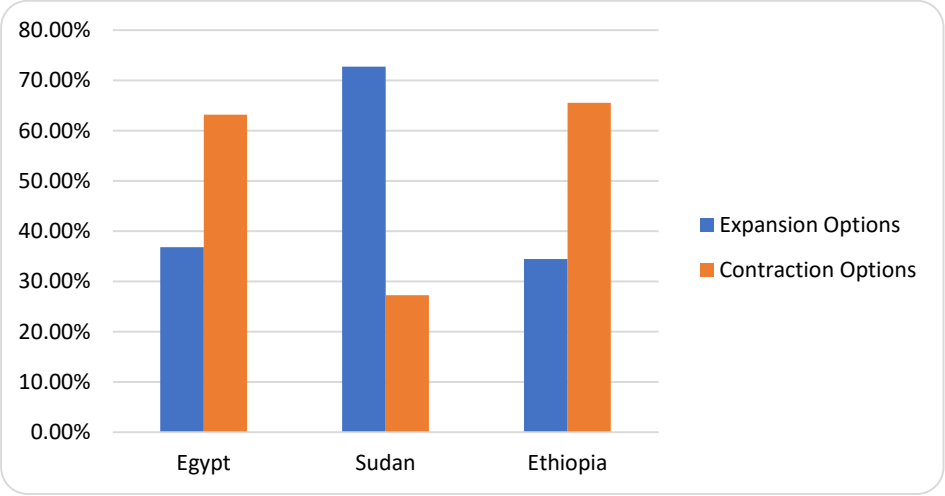


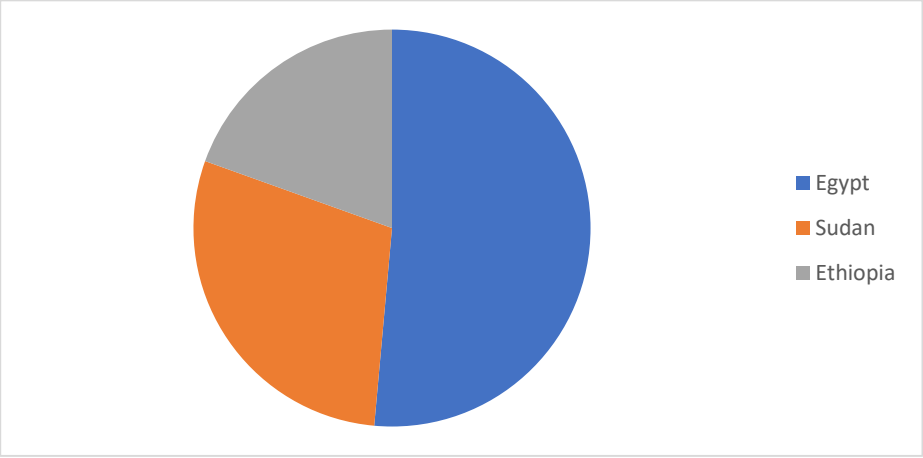
Table 1 also indicates that heteroglossic propositions are employed in the three speeches with varying patterns. For example, contraction instances are more frequent than expansion instances in Egypt's speech (63.16% versus 36.84%) and Ethiopia's speech (65.52% versus 34.48%). By contrast, expansion instances are more frequent than contraction ones in Sudan's speech (72.73% versus 27.27%). Figure 2 clarifies the percentages of the expansion and contraction options in the three speeches. Besides, only Ethiopia's speech includes all the five contraction options (Deny, Counter, Concur, Endorse and Pronounce) and the expansion Attribute (Distance) with 10% of all its expansion instances. Meanwhile, Egypt's and Sudan's speeches include only three of the contraction options (Deny, Counter and Pronounce in Egypt's speech and Deny, Concur and Pronounce in Sudan's speech).

Figure 2
Percentages of expansion and contraction options in the three speeches in the study



The right column in Table 1 indicates that the three speeches include "mix propositions" with different percentages, where Egypt's speech comes at the top (41.23% of all the speech's propositions), followed by Sudan's speech (23.29% of all the speech's propositions) and finally Ethiopia's speech (15.65% of all the speech's propositions). Specifically, "mix propositions" in Ethiopia's speech represent about quarter of its monoglossic propositions (15.65% versus 59.13%) whereas those in Sudan's speech are slightly higher than one third its monoglossic ones (23.29% versus 61.64%). Figure 3 illustrates the different percentages of the "mix propositions" in the three speeches.

Figure 3
Illustration of the percentages of "mix propositions" in the three speeches in the study



The following section provides examples from the three speeches on monoglossic, heteroglossic and "mix propositions" and their significance.

6.1 Monoglossic Propositions

The three speakers use taken-for-granted propositions, including "presuppositions" and "objective" ones. Yet, Mrs. Al Mahadi is more dependent on "presuppositions" (60% of all taken-for-granted propositions) to present her ideas while Mr. Shokry and Mr. Bekele depend on the "objective propositions" (54.55% and 61.19% of all taken-for-granted propositions in each speech, respectively). Examples of "presuppositions" and "objective propositions" are:

(Egypt)

1- *It repeatedly attempted to redirect the talks towards reaching non-binding arrangements for the filling of the GERD or for the appointment of focal points for the exchange of technical data.*
2- *Throughout those winding and arduous processes and at every juncture of the negotiations, Ethiopia remained implacable.*

The adverb "*repeatedly*" in example one presupposes that it is not the first time for Ethiopia to evade setting a binding agreement to ensure safety and water security for Egypt and Sudan. This idea is reinforced by the presupposition in example two which is understood from the verb "*remained*" and which takes for granted that Ethiopia has been and is still uncompromising about the GERD. In these examples, Mr. Shokry presupposes information which he expects the audience to share with him, so the audience has no space for argument. These "presuppositions" are supported by "objective propositions" such as:

3- *For instance, Ethiopia refuses to sign a legally binding agreement.*
4- *We presented a plan to establish a common infrastructure fund to broaden the horizons of cooperation between our countries.*

These "objective propositions" present facts about the GERD issue. In example three, Mr. Shokry gives evidence for Ethiopia's inflexible attitude regarding the GERD issue while he indicates in example four Egypt's good intention and positive steps towards cooperation with the Nile riparian countries. Accordingly, he encourages the audience to align with him as regards the GERD.

(Sudan)

5- *We highlight the leadership of the process by the African Union and <u>continue</u> to cooperate with it in that context, with the aim of finding a just and equitable solution that is accepted by all parties.*
6- *Finally, the Sudan <u>reaffirms</u> its sincere commitment to participating in good faith in <u>all</u> efforts to reach a binding agreement that fulfils the interests of the three parties.*

The verb "*continue*" in example five presupposes that Sudan has been and is still involved in AU-led negotiations as a means of cooperating with Egypt and Ethiopia to reach an acceptable solution for all parties. By the end of her speech, Mrs. Al Mahadi uses the verb "*reaffirms*" and the quantifier "*all*" to presuppose that Sudan expressed before and expresses again its commitment to the efforts already exerted for reaching a compromise between Egypt, Sudan and Ethiopia over the GERD. Functionally, these "presuppositions" enable Mrs. Al Mahadi to share with the audience some background information, so there becomes no space for it to have any alternative opinions. As for her "objective propositions", examples are:

7- *That led to drought for a large area of land downstream.*
8- *The Sudan responded to the initiative of His Excellency the President of South Africa and former Chairperson of the African Union at its 2020 session to find an African solution to the dispute, as per the slogan "African solutions for African problems".*

In example seven, Mrs. Al Mahadi introduces a fact about what happened to Sudan when Ethiopia acted unilaterally and closed one of the dams on the Setit River. That led to drought in a large area in Sudan. She narrates that situation to support her position as Reyes (2011, p. 3) maintains that "politicians use the role of a narrator to present objectivity and therefore validate the story or the facts presented." Mrs. Al Mahadi draws attention to the harm that will be inflicted on Sudan when Ethiopia unilaterally fills and operates the GERD. Meanwhile, Mrs. Al Mahadi says explicitly in example eight that Sudan cooperated with the initiative of the AU former Chairperson in 2020, indicating its good intention and desire to reach a satisfying solution for all parties. These "objective propositions" enhance Mrs. Al Mahadi's position since they present definite facts which encourage the audience to adopt her stance.

(Ethiopia)
9- *Ethiopia took part in the negotiation with <u>renewed</u> commitment and good faith to reach a mutually acceptable, negotiated outcome under the auspices of the African Union.*
10- *Ethiopia will <u>continue</u> to exercise maximum restraint and showcase cooperation because we are forever linked by this majestic river.*

In example nine, the adjective "*renewed*" presupposes that Ethiopia has been committed and has had good intentions to reach an acceptable compromise with Egypt and Sudan under the sponsorship of the AU. Meanwhile, the verb "*continue*" in example ten presupposes that Ethiopia has been and is still exercising the highest degree of self-control although, according to the preceding sentence by Mr. Bekele, it faces "*undue political pressure and interference*". The presuppositions enable Mr. Bekele to share background information with the audience

so that it aligns with his stance regarding the GERD. As for the "objective propositions", examples are:

11- *We are building a reservoir to store water that will generate electricity by hitting turbines.*
12- *It is also unique because the construction of this $5 billion dam is financed by the blood, tears and sweat of ordinary Ethiopians.*
13- *We have proactively provided the necessary data on the modalities for the filling of the dam.*

In these examples, Mr. Bekele introduces facts about building and filling the GERD. First, it is built to generate electricity as mentioned in example eleven and second, it has a high value for the Ethiopian people who sacrificed their blood, tears and sweat to build it, as specified in example twelve. Finally, example thirteen states that Ethiopia is keen on its co-riparian countries' safety; thus, it provided them in advance with the necessary information related to the filling of the Dam so they can make the necessary preparations for their countries. By these "objective propositions", Mr. Bekele strengthens his position regarding the GERD and drives the audience to adopt it.

Egypt's and Ethiopia's speeches include very few examples of monoglossic up for discussion propositions, which allow for further debate by the audience and more argumentation by the speakers. Meanwhile, Sudan's speech does not include up for discussion propositions as shown in Table 1. An example from Egypt's speech is:

14- *Egypt, a nation of over 100 million souls, is facing an <u>existential</u> threat.*

The adjective "*existential*" renders the proposition up for discussion since it might be argued by some audience that the GERD is not harmful to Egypt to the extent that it threatens its people's existence. Mr. Shokry provides further arguments for his opinion in the rest of his speech so that those doubting his position can be convinced of his proposition. As for Ethiopia's speech, Mr. Bekele says,

15- *It is <u>unhelpful</u> and <u>misguided</u> to present to this global security body an issue that requires a hydrotechnical solution.*

This proposition can be construed as up for discussion due to the adjectives "*unhelpful*" and "*misguided*" since some audience might argue that the Security Council can help settle different kinds of issues around the world and it is not a wrong decision, as Mr. Bekele implies, by Egypt and Sudan to resort to the Security Council to help them.

Although the up for discussion propositions in examples fourteen and fifteen invite further argumentation by Mr. Shokry and Mr. Bekele, they are still monoglossic since both politicians' supporting arguments contract the space for the audience to hold alternative opinions. Thus, the audience only aligns with the propositions advanced in their texts.

The monoglossic examples in the three speeches are rhetorically indicative of the three politicians' desire to be assertive. They use either taken-for-granted or up for discussion propositions to share with the audience background information and introduce undeniable facts, so their words are construed as credible and the audience can be convinced to adopt their positions. The following part discusses heteroglossic propositions in the three speeches and their rhetorical effect.

6.2 Heteroglossic Propositions

The three speakers employ expansive and contractive options differently. While Mr. Shokry and Mr. Bekele use more contractive options than expansive ones, Mrs. Al Mahadi relies on the expansive options. This indicates Mr. Shokry and Mr. Bekele's intention to contract the space for the audience to have opposing opinions and creates a rhetorical effect of being assertive in establishing their authorial stances.

In Egypt's and Ethiopia's speeches, the pervasive contractive option is Disclaim "Deny" (50% and 42.11% of the contractive options in both speeches, respectively). Interestingly, Mr. Shokry uses the negation marker "never", besides "no" and "not", three times to emphasize his negative proposition while Mr. Bekele depends only on the negation markers "no" and "not". For example,

(Egypt)

16- *Realizing this objective of concluding a fair and balanced agreement on the GERD is not <u>unsurmountable</u>, nor is it beyond reach.*

17- *Moreover, Egypt has <u>never</u> objected to Ethiopia's right to harness the resources of the Blue Nile.*

Mr. Shokry denies in example sixteen that concluding an agreement on the GERD which ensures safety for Egypt and Sudan and gives Ethiopia the opportunity to generate electricity is impossible. Meanwhile, he stresses in example seventeen Egypt's recognition of Ethiopia's right to benefit from the Nile resources and denies completely that it has ever objected to that right. These examples demonstrate Mr. Shokry's engagement with the text itself as well as the audience as he recognizes the positive propositions advanced in these sentences and rejects them. Thus, he disaligns with these positive propositions and aligns the audience through denial into his position by ruling out opposing position.

(Ethiopia)

18- *Unlike Egypt and the Sudan, Ethiopia has <u>no</u> considerable ground-water reserves.*

19- *We also do <u>not</u> have seawater to desalinate.*

20- *Egypt and the Sudan do <u>not</u> need any convincing as to the fortunes they will acquire upon the completion of the dam.*

Mr. Bekele denies in examples eighteen and nineteen that Ethiopia might have other different plenty resources of water for drinking and developmental projects. Meanwhile, in example twenty, he implies that the GERD will be highly useful for Egypt and Sudan and accordingly they should not oppose its construction. Hence, he denies that Egypt and Sudan need convincing that the GERD is useful for them. Mr. Bekele presents himself in these examples as responding to the positive propositions in the sentences by recognizing and then rejecting them. Thus, he disaligns with them and aligns the audience into his position.

The only "Deny" instance in Sudan's speech appears in a statement about the Sudanese revolution.

21- *<u>None</u> of the Sudanese provinces were spared its criminal acts.*

Mrs. Al Mahadi acknowledges that all Sudanese provinces suffered from the criminal practices by the previous totalitarian rule. She draws a contrast between the past before the Sudanese revolution and nowadays as Sudan is pursuing peace and development. Hence, she

contracts the dialogistic space for the audience to have alternative opinions.

The second contractive Disclaim option is "Counter". It appears only in Egypt's and Ethiopia's speeches, where there are five instances in Egypt's speech and two instances in Ethiopia's speech. For example,

(Egypt)

22- *Nonetheless, Egypt's response to this assault on the river was to act with restraint and pursue the path of peace by seeking a settlement to this crisis through an equitable agreement that preserves the interests of all three parties.*

Mr. Shokry in this example talks about Egypt's reaction to Ethiopia's unilateral behavior, saying through the connector "*nonetheless*" that it was counter expected that although Ethiopia's behavior is an "*assault*" against Egypt, Egypt tried to find a peaceful compromise. Thus, he aligns himself with the audience by presenting the counter expectations and showing Egypt's positive attitude, allowing no scope for the audience to disagree with him. Accordingly, he introduces himself as self-assured, what adds to his credibility and encourages the audience to adopt his stance.

(Ethiopia)

23- *Against all odds, we chose to act, and act in spite of the arduous obstacles we faced.*

Through example twenty-three, Mr. Bekele emphasizes that despite the hardships Ethiopia faces, it unexpectedly works hard to improve its people's lives. Accordingly, he induces the audience to sympathize with him and support his country's position in building and filling the GERD. Hence, he projects his position and leaves no opportunity for the audience to form opposing opinions regarding the GERD.

The analysis of the three speeches reveals that only Mr. Bekele uses the three contractive Proclaim options (Concur, Endorse and Pronounce) while Mr. Shokry uses only the Proclaim "Pronounce" option (only once) and Mrs. Al Mahadi uses both Proclaim "Concur" and "Pronounce" options (one instance each).

Mr. Bekele's contractive "Concur" appears in:

24- *On behalf of all Ethiopians, I implore our friends in the Security Council and in the wider international community to answer this question: do Ethiopians have the right to drink from the Nile?*

The rhetorical question in example twenty-four drives the audience to think of and give only one particular answer since no one could deny Ethiopia's right "*to drink from the Nile*". Thus, Mr. Bekele contracts the dialogistic space for the audience and aligns it into his position about the GERD.

Mrs. Al Mahadi's contractive "Concur" example is:

25- *With regard to protecting the strategic security of the Sudan, as we underscored earlier, 70 per cent of the Sudan's existing irrigated agricultural projects depend on the country's dams in the Blue Nile basin.*

Mrs. Al Mahadi uses the personal pronoun "*we*", the verb "*underscored*" followed by the comparative form "*earlier*" to indicate that she introduced a piece of information about her country before and she wants to share it again with the audience, so they have the same background knowledge. Accordingly, she and the audience become in alignment while she excludes any dialogistic alternatives.

The contractive "Endorse" option appears only in Ethiopia's speeches in:

26- *In the wise words of Sudanese officials, the GERD is an instrument of regional integration.*

Mr. Bekele refers to an external source which is the Sudanese officials and through the adjective "*wise*", he expresses his opinion that what the Sudanese officials say is undeniable and valid. Through referencing to the Sudanese officials, Mr. Bekele engages with and shares responsibility for the Sudanese proposition and hence he aligns with the audience.

The contractive "Pronounce" option is observed in Ethiopia's speech in:

27- *In fact, constructing dams is only part of our focus.*

28- *It is <u>only</u> fair that a country that generates 77 billion cubic meters of water impounds a small fraction of the annual inflow for its hydroelectric dam.*

In these two examples, contractive "Pronounce" is realized through the expressions "*in fact*" and the adverb "*only*". In example twenty-seven, Mr. Bekele emphasizes that building dams is nothing but a part of Ethiopia's plans for development in the country. Meanwhile, he asserts in example twenty-eight that it is reasonable for Ethiopia, whose contribution to the Nile water reaches 77 billion cubic meters, to keep a small amount of the Nile water to use for developmental projects. By using the "Pronounce" option, Mr. Bekele stresses his viewpoint as if responding to opposing arguments and contracts the dialogistic space for the audience.

As for the contractive "Pronounce" in Egypt's speech, Mr. Shokry says:

29- *<u>Indeed</u>, that is the crux of the problem.*

Mr. Shokry stresses the main problem of the GERD. It is that in the absence of a legally binding agreement on the GERD, Ethiopia is "*unwilling*" to release water to save its co-riparian countries against thirst when the water level of the Nile becomes low. His emphasis is dialogistic since it implies the existence of doubts by some audience that the GERD might harm Egypt and he responds to these doubts with assertion to close the dialogistic space for the audience.

The contractive "Pronounce" instance in Sudan's speech is:

30- *Before I conclude, I should like to say <u>unequivocally</u> that this issue is before the Council today.*

Here, Mrs. Al Mahadi speaks emphatically through using the adverb "*unequivocally*" and stresses her idea, adding in her subsequent sentence that the GERD issue is "*a just and urgent cause*." Thus, she drives the audience to adopt only her position. Her proposition is dialogistic as her emphasis implies that there is a sort of challenge to her viewpoint and she responds to that challenge through her emphasis.

Concerning the expansive options in the three speeches of the study, only Ethiopia's speech includes instances of Entertain and

Attribute "Distance" while the Entertain option prevails in Egypt's and Sudan's speeches. The following examples are extracted from Ethiopia's speech.

31- *Ethiopia <u>believes</u> that an agreement is within reach, given the necessary political will and the commitment to negotiate in good faith.*

Mr. Bekele uses the verb "*believes*" to express his country's subjective viewpoint, implying that what he says is only one of other possible viewpoints. Hence, he entertains other viewpoints and shows tolerance for alternative ones. Thus, his proposition becomes dialogistic and helps him establish solidarity with the audience. The example on "Distance" proposition in Ethiopia's speech is:

32- *We replaced the colonial and monopolistic <u>claims</u> with accepted principles of international law.*

In this proposition, Mr. Bekele is fending off responsibility for what colonial principles include through the noun "*claims*".

The "Entertain" option in Egypt's speech appears in:

33- *As such, <u>I find</u> it deeply disheartening that I <u>must</u> report to the Security Council that the AU-led process, in its current format, has reached an impasse.*

Mr. Shokry uses in this example two instances of "Entertain" – first, the verb "*find*" preceded by the personal pronoun "*I*" to express his subjective viewpoint regarding reporting to the Security Council the failure of the AU efforts; it is very frustrating for him and his country. Second, he uses the modal "*must*" to express his subjective assessment of the situation. Rhetorically, Mr. Shokry does not impose his beliefs on the audience but he invites it to share his position. Accordingly, he maintains solidarity with the audience and enters into a dialogistic relationship with it.

Finally, the expansive "Entertain" example in Sudan's speech is:

34- *The Renaissance Dam — this huge African project — could serve as an ideal model for constructive cooperation for more than 250 million African citizens if it is used effectively and on the basis of cooperation and complementarity.*

In this proposition, Mrs. Al Mahadi expresses her subjective belief and assessment of the effect of the GERD through the modal "*could*". She says that it is possible that the GERD be an example of "*constructive cooperation*" provided that there is cooperation and agreement on how to use it. Hence, Mrs. Al Mahadi entertains other alternative viewpoints and establishes solidarity with the audience by accepting those alternative viewpoints.

6.3 Mix Propositions

As demonstrated in Table 1, "mix propositions" are employed in the three speeches. They constitute a combination of monoglossic and heteroglossic propositions as exemplified in the following sentences.

(Egypt)

35- *This blatant act of unilateralism [monoglossic] is not [heteroglossic: Deny] only [heteroglossic: Pronounce] a manifestation of Ethiopia's irresponsibility [monoglossic] and its callous indifference [monoglossic] to the damage that the filling of this dam could [heteroglossic: Entertain] inflict upon Egypt and the Sudan, but [heteroglossic: Counter] it also illustrates Ethiopia's bad faith and its attempt to impose a fait accompli in defiance of the collective will of the international community as expressed and embodied in the holding of this Security Council meeting to discuss and take action on the question of the GERD.*

This example carries instances of heteroglossic "Deny" (*not*); "Pronounce" (*only*); "Counter" (*but*); "Entertain" (*could*) and monoglossic nominalizations "*unilateralism*", "*irresponsibility*" and "*indifference*". The monoglossic propositions that Ethiopia has acted unilaterally and that it is irresponsible and indifferent to the security of its co-riparian countries renders this sentence as no longer at issue. Thus, they move the audience to agree with Mr. Shokry's viewpoint

regarding Ethiopia and the GERD. Besides, the heteroglossic "Deny", "Pronounce" and "Counter" options emphasize that Ethiopia's unilateral behavior exposes it as having "*bad faith*" and having the intention of defying the international community. Accordingly, Mr. Shokry upholds the validity of his arguments and leaves no opportunity for the audience to hold alternative viewpoints. However, through the expansive "Entertain", Mr. Shokry expresses his subjective assessment of the impact of the GERD on Egypt, implying that his viewpoint, which is that it is possible that the GERD might have harmful impacts on Egypt, is only one among other possible ones and thus he develops solidarity with the audience and allow it the space to form its own viewpoint based on the information presented in the text. Rhetorically, this "mix proposition" is partly dialogistic since combining monoglossic and heteroglossic options presents Mr. Shokry as trying to balance between developing solidarity with the audience through inviting it to form its own opinion and projecting his position by contracting the dialogistic space for it.

(Sudan)

36- *We cannot [heteroglossic: Entertain/Deny] accept, however [heteroglossic: Counter], that the filling and operating methods for the dam, adopted unilaterally, should be used to terrorize those citizens, undermine their dignity and violate their human rights, which Ethiopia did a few months ago by invoking its selfdeclared right to decide unilaterally on how to operate its dams [monoglossic: presupposition]*.

This example includes a combination of heteroglossic "Entertain" (*can*); "Deny" (*not*); "Counter" (*however*) and monoglossic presupposition in the relative clause "*which Ethiopia did a few months ago…*". Through "Entertain" and "Deny", Mrs. Al Mahadi expresses her subjective assessment of the situation that it is not possible for Sudan to accept exploiting the GERD to violate the Sudanese people's human rights. She invites the audience to assess the situation based on the facts presented while she denies that Sudan can accept such harm for its people. Mrs. Al Mahadi also uses the "Counter" indicator "*however*" to imply that her unacceptance is counter expected to what might have been understood from her previous statement, where she says, "*It is a price that we are willing to pay as long as those*

communities are able to benefit from a regular flow of the Nile while enjoying protection from the devastating effects of flooding." Finally, her monoglossic presupposition makes the proposition taken-for-granted and accordingly aligns the audience into her position. Rhetorically, this sentence is partly dialogistic due to Mrs. Al Mahadi's employment of heteroglossic options and monoglossic presupposition, trying to balance between tolerating opposing positions and establishing her own position.

(Ethiopia)

37- *Perhaps [heteroglossic: Entertain] what makes the GERD distinctive as compared to other projects is the extent of hope and aspiration it generated for 65 million Ethiopians who have no access to electricity. [monoglossic: presupposition]*

In this example, heteroglossic "Entertain" (*perhaps*) is combined with monoglossic presupposition which is realized by the cleft-structure "*what makes the GERD distinctive as compared to other projects is the extent of hope and aspiration…*". Here, Mr. Bekele expresses his subjective assessment of the uniqueness of the GERD, inviting the audience to think of other aspects of distinctness of the GERD. Concurrently, he presents a taken-for-granted proposition through the cleft-structure, indicating that the Ethiopian people has aspirations to have electricity. Rhetorically, this sentence is partly dialogistic since Mr. Bekele tries to balance between fostering solidarity with the audience by accepting its alternative opinion and asserting his belief.

Finally, the analysis of the three speeches unveiled that Mr. Shokry's speech is less assertive than Mrs. Al Mahadi's and Mr. Bekele's speeches. This is observed partly from the percentages of the monoglossic and "mix propositions" in each speech and partly through the percentages of the taken-for-granted and the contractive options combined in each speech. The monoglossic propositions in Mr. Shokry's speech are higher than its "mix" ones only by less than 1% while the monoglossic propositions in Mrs. Al Mahadi's speech are about three times its "mix" ones and those in Mr. Bekele's speech are about four times its "mix" ones. The higher the percentage of monoglossic propositions, the more assertive the speech becomes. Besides, taken-for-granted and contractive propositions combined in

each of Mrs. Al Mahadi's and Mr. Bekele's speeches constitute percentages higher than that in Mr. Shokry's speech (65.75%, 74.78% and 49.12%, respectively).

7 Conclusion

The present study conducted a qualitative and quantitative analysis of three speeches delivered at the UN Security Council in July 2021 on the GERD issue by representatives of the three riparian countries among which a dispute arose as a result of the construction and filling of the GERD. The three representatives are Mr. Sameh Shokry, Egypt's Foreign Minister; Mrs. Mariam Al Mahadi, Sudan's Foreign Minister and Mr. Seleshi Bekele, Ethiopia's Minister of Water, Irrigation and Energy.

The study attempted to explore how interpersonal relations are formed in the three speeches and to recognize and contrast the rhetorical styles of the three politicians through which they seek to convince their audience to adopt their stances. Thus, Martin and White's (2005) Appraisal Engagement sub-system was adopted in the analysis.

The examination of the three speeches answered the four RQs of the study. For RQ1, which is about the Engagement resources used in each speech, the analysis revealed that Mr. Shokry used all the monoglossic and heteroglossic options except heteroglossic "Attribute", "Concur" and "Endorse" while Mrs. Al Mahadi used a variety of monoglossic and heteroglossic options except monoglossic up for discussion, and heteroglossic "Attribute", "Counter" and "Endorse". Meanwhile, Mr. Bekele employed all the monoglossic and heteroglossic options with no exception.

As for RQ2, which is about the prevalent Engagement resources in each speech, the analysis disclosed that the monoglossic resources are most frequently used in each speech, where taken-for-grated propositions are higher in percentage than up for discussion ones. Yet, under the heteroglossic resources, the contractive options are more prevalent in Mr. Shokry's and Mr. Bekele's speeches while the expansive options are more frequent in Mrs. Al Mahadi's speech. Specifically, "Deny" is the most prevalent among the contraction propositions in both Mr. Shokry's and Mr. Bekele's speeches and "Entertain" is more frequent than "Attribute" in each speech.

Meanwhile, RQ3 about the significance of frequently using one Engagement resource more than another is elaborately clarified in Section 6 (Results and Discussion). Generally, Mr. Shokry's and Mr. Bekele's reliance on "objective propositions", among other monoglossic propositions, indicates their desire to be simple and straightforward, what makes their speeches audience-friendly. It also signifies their attempt to establish an assertive authorial voice so that the audience adopt their position without negotiation. Conversely, Mrs. Al Mahadi's dependance on "presuppositions", among other monoglossic propositions, can be interpreted as her desire to gain the audience's support through invoking shared background information.

As concluded earlier, the dominant heteroglossic propositions in Mr. Shokry's and Mr. Bekele's speeches are contractive. This signifies that both politicians do not allow for dialogistic alternatives. However, the propositions are still functionally dialogistic since they either reject the propositions advanced in the text, present shared information with the audience or assert their positions as if responding to challenging views. Particularly, the prevalence of the contractive "Deny" resource in the two speeches indicates that both politicians prefer to restrict the scope for dialogistic alternatives by recognizing the alternative views and then ruling them out. Meanwhile, Mrs. Al Mahadi's dependance on the expansive options denotes her attempt to maintain solidarity with the audience through opening the dialogistic space for it.

Finally, the analysis of the three speeches provided the answer for RQ4 which addresses the significant similarities and differences in the three politicians' pattern of usage of the different Engagement resources, leading to highlighting each politician's peculiar rhetorical style. One obvious similarity is the prevalence of the monoglossic propositions, what rhetorically renders the speeches "undialogized." Additionally, the three speeches include "mix propositions" which allow the politicians to balance between asserting their authorial voices and entertaining alternative opinions. As for the heteroglossic propositions, one similarity among the three speeches is the prevalence of the heteroglossic expansive "Entertain".

Regarding the differences, the analysis demonstrated that Mrs. Al Mahadi and Mr. Bekele use monoglossic propositions far more than "mix" ones, unlike Mr. Shokry who uses both categories at relatively very close percentages. Besides, the percentage of taken-for-granted

and contractive propositions combined in each of Mrs. Al Mahadi's and Mr. Bekele's speeches is higher than that in Mr. Shokry's speech. These patterns of usage denote that Mrs. Al Mahadi's and Mr. Bekele's speeches are rhetorically more assertive and straightforward than Mr. Shokry's speech, what refutes the presumption proposed in Section 1.2 (Aim and Significance of the Study). Other clear differences are related to the usage of heteroglossic propositions. First, Mr. Shokry's and Mr. Bekele's speeches depend on contractive "Disclaim" options more than contractive "Proclaim" options unlike Mrs. Al Mahadi's speech which relies on the "Proclaim" options, what rhetorically signifies Mr. Shokry's and Mr. Bekele's preference to close the space for alternative viewpoints through directly rejecting them rather than making authorial intervention. Additionally, both politicians prefer to employ the contractive "Pronounce" option more than the other two "Proclaim" options, what indicates their attempt to rhetorically use a strong tone to leave no space for the audience to form alternative viewpoints. Second, expansive "Attribute" propositions are absent in Mr. Shokry's and Mrs. Al Mahadi's speeches while one instance of Attribute "Distance" is identified in Mr. Bekele's speech, what might reflect Mr. Bekele's desire to evade responsibility for what is being introduced.

Monoglossic options represent another aspect of dissimilarity between the three politicians. This is identified, as indicated in the answer to RQ3, through the frequent use of the "objective propositions" by Mr. Shokry and Mr. Bekele more than the "presuppositions" unlike Mrs. Al Mahadi who depends on the "presuppositions". Additionally, Mr. Shokry and Mr. Bekele use up for discussion propositions unlike Mrs. Al Mahadi.

Although "mix propositions" are one of the distinctive similarities between the three speeches, they mark a clear dissimilarity. This is reflected in the different percentages as Mr. Shokry's speech includes "mix propositions" of 41.23%, followed by Mrs. Al Mahadi's speech (23.29%) and finally Mr. Bekele's speech (15.65%). Rhetorically, this suggests that Mr. Shokry seeks to broaden the audience's support more than Mrs. Al Mahadi and Mr. Bekele.

To sum up, all the examples of heteroglossic and monoglossic options in the three speeches reflect the politicians' rhetorical styles and establish their authorial voices. Generally, the three speakers depend on monoglossic assertions to consolidate their authorial stances while employing heteroglossic options to engage with the audience in

expansive or contractive dialogistic contexts. However, while Mr. Shokry tries to widen the circle of audience support and attract new supporters through "mix propositions", both Mrs. Al Mahadi and Mr. Bekele assertively present their positions, depending on sharing facts and background information with the audience to strengthen solidarity with their supporters who are already in alignment with them.

Although this article provides an insight into the formation of interpersonal relations in the three speeches under investigation, it has some limitations. It focuses only on the Engagement sub-system as a model of analysis. Thus, Future studies can provide a wider explanation of how evaluative language is used in speeches at the Security Council by employing the three Appraisal sub-systems concurrently. Other future studies might employ multimodal frameworks for the analysis of written texts on the GERD.

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