Analysis of Queen Elizabeth II's Coronavirus Speech Using Hyland's Metadiscourse Theory

Persieus S. Balog
Far Eastern University, Manila, Philippines

Abstract

Queen Elizabeth II delivered a special speech to Britain and the Commonwealth of Nations on April 5, 2020. This special broadcast is considered to be the fifth of its kind to be delivered by Her Majesty The Queen. This speech was delivered when the world was facing global pandemic and when British Prime Minister Boris Johnson was infected by the coronavirus, thus making its rhetorical situation or context unique. In this regard, some scholars have been interested in analyzing this type of rhetoric. Drawing from Hyland's Metadiscourse Theory, the present study aims to analyze how Queen Elizabeth II conveys information and content and interacts to listeners using metadiscourse markers. Findings reveal that Queen Elizabeth II used more interactional metadiscourse markers than interactive metadiscourse markers in her coronavirus speech. It indicates that the queen values involving her audiences in the speech and building relationship with them. Moreover, results show that pragmatic meanings of words should be considered in analyzing metadiscourse markers. Additionally, based on the analysis of interactional resources, it shows that Queen Elizabeth II used engagement markers and self-mentions in different ways such as showing that they are united as one country, expressing support, appreciation, and gratitude to the front liners, and sharing personal story to connect the past to the present. Overall, findings reveal that Queen Elizabeth II used interactional and interactive resources to build relationship with people and guide them in her speech to clearly understand her message.

I.   Introduction

Queen Elizabeth II, the Queen of the United Kingdom of Great Britain and Northern Ireland, delivered one of her special addresses to Britain and the Commonwealth on April 5, 2020. She expressed her message of hope to her people and gratitude to front liners, who continuously rendered their service amid the pandemic. Many countries, economies, and people all over the world were affected by Covid-19. In this regard, Queen Elizabeth II, as the Head of State and the Head of the Commonwealth, delivered her message to uplift the spirit of her people. This special broadcast is considered to be the fifth of its kind to be delivered by the Queen (Yu, 2020). The other special broadcasts she made were in 1991 during the Gulf War, in 1997 followed the death of Diana, Princess of Wales, in 2002 after the Queen Mother's funeral, and in 2012 marking her Diamond Jubilee (Coronavirus: The Queen's message seen by 24 million, 2020).

The speech given by Queen Elizabeth II is considered to be an example of royal rhetoric. According to Mavrodieva (2020), "the term 'royal rhetoric' is part of rhetorical heritage and practices from thousands of years" (39). Such rhetoric is delivered when there are important events in a country. In this paper, Queen Elizabeth II's coronavirus speech is chosen because of its unique rhetorical situation or context. This speech was delivered when the world was facing global pandemic and when British Prime Minister Boris Johnson was infected by the coronavirus

(Mavrodieva, 2020). In this regard, it is interesting to analyze how the queen conveys information and content and interacts to listeners using metadiscourse markers.

The term metadiscourse was first coined by Zellig Harris in 1959, and its main goal is to provide an approach to understand language and how writers and speakers interact and guide the readers or listeners in comprehending the text (Hyland, 2005). According to Hyland (2005), "metadiscourse embodies the idea that communication is more than just the exchange of information, goods or services, but also involves the personalities, attitudes and assumptions of those who are communicating" (p. 3). Moreover, Adel (2006) and Vande Kopple (1985) defined this term as the discourse about ongoing discourse and the writers or speakers' linguistic manifestation in their text when interacting with their readers, listeners, and audiences. Each of these scholars (Hyland, Kopple, and Adel) also created their own taxonomy of metadiscourse. However, Hyland's taxonomy is the "most widely used by different scholars" (Amiryousefi & Rasekh, 2010).

According to Esmer (2017), metadiscourse studies have mainly focused on examining the metadiscourse markers in textbooks, post-graduate dissertations, casual conversations, and academic research articles. However, only few studies have investigated the use of metadiscourse markers in political speeches. Therefore, in the article of Esmer (2017), the interpersonal metadiscourse markers in Turkish election rally speeches have been analyzed. The researcher studied the speeches of Turkish political leaders – Devlet Bacheli and Selahattin Deritas. Findings reveal that both party leaders utilized the same interpersonal metadiscourse markers; however, the functions of metadiscourse markers were different because of their opposing ideologies and political views.

Similarly, Hongyu (2016) conducted an intercultural analysis of metadiscourse markers in Chinese and American political speeches. Hongyu (2016) examined 60 political speeches and analyzed the persuasive functions of metadiscourse markers, general preferences in the use of metadiscourse markers in American and Chinese political speeches, and cultural factors that influence the use of metadiscourse. Results show that American politicians use "more metadiscourse markers in the realization of logical appeal, credible appeal, and affective appeal" (Hongyu, 2016, p. 217). Similarly, American speakers hedge more in building their credibility, while Chinese speakers tend to use more boosters. Likewise, American politicians tend to use more engagement markers and attitude markers to appeal to their audiences than Chinese politicians.

Additionally, Etemadfar and Namaziandost (2020) investigated the metadiscourse markers used in Donald Trump's 2016 campaign speeches. Drawing from Dafouz's (2008) taxonomy of interpersonal metadiscourse markers, the researchers analyzed how Donald Trump used metadiscourse markers as persuasive strategies. Findings reveal that Trump utilized all categories of interpersonal metadiscourse markers. Also, Donald Trump attempted to manifest audiences' national identities with the use of interpersonal metadiscourse markers.

By the same token, using Hyland's (1996) taxonomy of metadiscourse, Ali, Rashid, and Abbas (2020) investigated the interactive meta-discourse markers in Benazir Bhutto's speeches. Findings of the analysis highlight the role of hedges and boosters in political speeches. Ali et al. (2020) emphasized that like Benazir Bhutto, other politicians tend to use more hedging devices if they do

not have enough evidence or when they are not sure of the issues being discussed. On the other hand, they tend to use boosters if they have enough proof to support their arguments.

Furthermore, Farghal and Kalakh (2020) investigate the interactional metadiscourse markers in American presidential debates. The objective of their paper is to examine how engagement markers in metadiscourse are translated in political dialogue. Results show that engagement markers play a pivotal role "in maintaining the phatic and appellative functions in political dialogues points to their importance and sensitivity in both intralingual and interlingual communication when interpreting discourse" (Farghal & Kalakh, 2020, p. 118).

Based on the review of the related literature, it seems that there is no study conducted yet in analyzing Queen Elizabeth II's coronavirus speech using Hyland's metadiscourse theory. Indeed, there are some studies conducted in analyzing the queen's coronavirus speech; however, they did not analyze the metadiscourse markers employed in the speech. For instance, Mavrodieva (2020) did a comparative rhetorical analysis of the speeches of Queen Elizabeth II and her father, King George VI. In this paper, Mavrodieva (2020) studied the rhetorical strategies and nonverbal cues of Queen Elizabeth II's coronavirus speech and King George VI's speech about Britain's involvement in World War II. Moreover, Yu (2020) examined Queen Elizabeth II's coronavirus speech using Halliday's transitivity model. Similarly, drawing from the lenses of Critical Discourse Analysis, Satir (2021) analyzed the relationship between language, power, and ideology in Queen Elizabeth II's coronavirus speech. Accordingly, it may be concluded that there is no study yet that explores the metadiscourse markers in her coronavirus speech. Also, as mentioned earlier, it is interesting to analyze this speech because of its unique rhetorical situation, for it was delivered when the world was facing global pandemic. Moreover, as stated by Esmer (2017), only few studies have investigated the use of metadiscourse markers in political speeches. Therefore, this paper would like to address that research gap.

Research Questions

This study seeks to analyze how Queen Elizabeth II used language to guide readers and listeners through her speech and involve them in her rhetoric. Specifically, this study attempts to answer the following questions:

1. What type of metadiscourse markers has been used in Queen Elizabeth II's coronavirus speech?
2. How interpersonal and textual meanings are achieved through the use of interactive and interactional metadiscourse markers in Queen Elizabeth II's speech?

Theoretical Framework

In order to address the research questions of the study, Hyland's (2005) taxonomy of metadiscourse is utilized. According to Halliday (1994, as cited in Hyland, 2017), language has three metafunctions – ideational, interpersonal, and textual. Ideational metafunction focuses on conveying information and content that are unfamiliar to listeners (Halliday & Matthiessen, 2004).

Moreover, interpersonal metafunction zeroes in on speakers' and writers' ways of maintaining interaction with their listeners and readers. According to Halliday (1994, as cited in Nan & Liu, 2013, p. 91) "when we inform or question, give an order or make an offer, and express our appraisal of and attitude towards whoever we are addressing and what we are talking about, we enact our personal and social relationships with other people around us". It goes to show that interpersonal metafunction encapsulates all the use of language in expressing opinions, influencing behaviors, and maintaining relationships (Nan & Liu, 2013). Furthermore, textual metafunction focuses on coherence and organization of ideas in a text. Additionally, it means "being able to build up sequences of discourse, organizing the discursive flow and creating cohesion and continuity as the text moves along" (Halliday, 1994, in Nan & Liu, 2013, p. 91).

According to Hyland (2004) "metadiscourse can be regarded as a way of understanding how academic writers express their interpersonal understandings, how they shape their propositions to create convincing, coherent discourse in particular social and institutional contexts" (p. 138). He, then, categorizes metadiscourse into interactive and interactional resources. Hyland (2004) argues that interactive resources focus on the flow of information to establish the writers' or speakers' desired interpretations. Likewise, interactive resources are concerned with guiding the readers through the text. He includes transitions, frame markers, endophoric markers, evidentials, and code glosses to the interactive metadiscourse markers. On the other hand, interactional metadiscourse markers "focus on the participants of the interaction and seek to display the writer's persona and a tenor consistent with the norms of the disciplinary community" (Hyland, 2004, p. 139). He includes hedges, boosters, attitude markers, engagement markers, and self-mentions in this category. Table 1 shows Hyland's (2005) Taxonomy of Metadiscourse.

Table 1 Hyland's (2005) Taxonomy of Metadiscourse

Category	Function	Example
Interactive	**Help to guide reader through the text**	
Transitions	Express semantic relation between main clauses	In addition, but, thus, and
Frame markers	Refer to discourse acts, sequences, or text stages	Finally, to conclude, my purpose is
Endophoric markers	Refer to information in other parts of the text	Noted above, see Fig, in section 2
Evidentials	Refer to sourse of information from other texts	According to X, (Y, 1990), Z states
Code glosses	Help readers grasp meanings of ideational material	Namely, e.g., such as, in other words
Interactional	**Involve the reader in the argument**	
Hedges	Withhold writer's full commitment to proposition	Might, perhaps, possible, about
Boosters	Emphasize force of writer's certainty in proposition	In fact, definitely, it is clear that
Attitude markers	Express writer's attitude to proposition	Unfortunately, I agree, surprisingly
Engagement markers	Explicitly refer to or build relationship with reader	Consider, note that, you can see that

Self-mentions	Explicit reference to author(s)	I, we, my, our

II. Methodology

Research Design

This research employed quantitative and descriptive qualitative approaches to answer the research questions. The quantitative approach was used by determining the frequency and percentage distributions of metadiscourse markers present in Queen Elizabeth II's speech. Moreover, the descriptive qualitative approach was adopted by analyzing how interpersonal and textual meanings are achieved through the use of interactive and interactional metadiscourse markers in Queen Elizabeth II's speech.

Corpus or Source of Data

Queen Elizabeth II's coronavirus speech was used as the corpus of this study. The speech was downloaded from the official website of the British Royal Family https://www.royal.uk/queens-broadcast-uk-and-commonwealth. This speech was chosen because of its unique rhetorical situation. Overall, the speech has 547 words.

Data Analysis

The analysis of metadiscourse markers was done using Hyland's (2005) Taxonomy of Metadiscourse. According to Hyland (2005), his interpersonal model of metadiscourse is divided into two main categories – interactive and interactional. The interactive category focuses on guiding readers through the text, and it has five types – transitions, frame markers, endophoric markers, evidentials, and code glosses. Additionally, the interactional category, which is responsible for involving the readers in the argument or text, includes hedges, boosters, attitude markers, self-mentions, and engagement markers. Drawing from Hyland's (2005) taxonomy of metadiscourse, the researcher analyzed the speech and counted manually the frequency of metadiscourse markers. Then, the researcher used descriptive statistics or simple frequency count in presenting and analyzing the data. Lastly, the researcher examined how interpersonal and textual meanings are achieved through the use of interactive and interactional metadiscourse markers in Queen Elizabeth II's speech using descriptive qualitative approach.

III. Results

Table 2 presents the overall interactive and interactional metadiscourse markers found in Queen Elizabeth II's coronavirus speech. The table is divided into four columns to show the percentage of total interactive and interactional resources and their overall percentage to the total metadiscourse markers.

Table 2 Metadisourse Markers present in Queen Elizabeth II's Coronavirus Speech

Interactive	Frequency	Percentage of total interactive markers	Percentage of total metadiscourse markers
Transitions	18	60	20
Frame markers	11	37	13

Code glosses	1	3	1
Endophoric markers	0	0	0
Evidentials	0	0	0
Total	30	100	34
Interactional	**Frequency**	**Percentage of total interactional markers**	**Percentage of total metadiscourse markers**
Engagement markers	33	56.9	38
Self-mentions	15	25.9	17
Attitude markers	6	10.4	7
Hedges	2	3.4	2
Boosters	2	3.4	2
Total	58	100	66
Grand total of metadiscourse markers	88		100

Based on Table 2, it shows that Queen Elizabeth II used more interactional metadiscourse markers than interactive metadiscourse markers in her coronavirus speech. Moreover, under the interactional resources, she used more engagement markers followed by self-mentions, attitude markers, hedges, and boosters. Similarly, findings of the present study reflect the same results with the study of Nan and Liu (2013). According to them, Steve Jobs used more interactional metadiscourse markers than interactive metadiscourse markers in his Stanford University speech. In addition, the high frequency of interactional metadiscourse markers indicates that the queen values the involvement of listeners to her speech. Perhaps, she wants to make sure that her audiences could feel her message because she wants them to be part of the fight against the global pandemic. Also, this may explain the reason behind the high frequency of engagement markers in her coronavirus speech. Additionally, as the head of state and the Commonwealth, Queen Elizabeth II, perhaps, would like to show empathy to her people through the use of interactional metadiscourse markers.

In addition, among the other interactive resources, transitions and frame markers rank first and second respectively. This indicates that Queen Elizabeth II gives importance to the organization of ideas in her speech, so that her people could easily understand her message. Correspondingly, "there is no verbosity in speech" (Mavrodieva, 2020, p. 42). It may show that the queen would like to be brief and concise; hence, she could easily get her message across.

In conclusion, the use of interactive and interactional metadiscourse markers in Queen Elizabeth II's speech may explain the reason why this speech was successful and was widely watched and appreciated by many people all over the world (Coronavirus: The Queen's message seen by 24 million, 2020). In the next part of this paper, the researcher will explain how interpersonal and textual meanings are achieved through the use of interactive and interactional metadiscourse markers in Queen Elizabeth II's speech.

IV. Discussion

Interpersonal Meaning Achieved by the Use of the Interactional Metadiscourse Markers

Royal rhetoric such as the queen's coronavirus speech aims to send a message and inspire people to unite. This kind of rhetoric has been part of rhetorical heritage and practices for thousands of years (Winter, 1981). The goal of such rhetoric may be achieved if the speaker would involve the listeners to the speech. In this study, it shows that Queen Elizabeth II was able to achieve interpersonal meaning by the use of the interactional metadiscourse markers.

Engagement Markers

Engagement markers focus on building relationship with the readers or listeners. Also, these makers "explicitly address readers, either by selectively focusing their attention or by including them as participants in the text through second person pronouns, imperatives, question forms and asides" (Hyland, 2001, in Hyland 2004, p. 139). Although it is stated that second person pronouns are part of engagement markers, first person pronouns such as *we, us,* and *our* could also be classified as engagement markers depending on how they are used in a sentence (Hyland, 2017). According to Hyland (2017), it is important to analyze how plural first person pronouns are used in a sentence because without analyzing their pragmatic meaning these words could be classified as self-mentions. Hence, the pragmatic meaning of the words should be considered in analyzing metadiscourse markers. In the speech of Queen Elizabeth II, engagement markers rank first in the interactional resources. Furthermore, among the engagement markers first person pronoun such as *we, us,* and *our* are frequently used. These personal pronouns are used inclusively. It means they are not just used to talk about the writer or the speaker, but they are used to engage the listeners. Therefore, they are classified as engagement markers. Moreover, the Queen used these engagement markers in different ways.

To highlight what they have to do to win the pandemic

- *__We__ should take comfort that while __we__ may have more still to endure, better days will return*
- *Together __we__ are tackling this disease, and I want to reassure you that if __we__ remain united and resolute, then __we__ will overcome it*

Queen Elizabeth II used *we* in excerpt one to encourage everyone to take comfort while waiting for better days to come. Moreover, in excerpt two, she used *we* to show to people that they are together in fighting the disease and what they have to do is to remain united and resolute while overcoming the pandemic.

To show that they are united as one country

- *…a disruption that has brought grief to some, financial difficulties to many, and enormous changes to the daily lives of __us__ all.*
- *__We__ will succeed - and that success will belong to every one of __us__.*

Furthermore, in the first excerpt, she highlighted the negative impacts of the global pandemic to the lives of all people including the royal family using pronoun *us*. Similarly, in the second excerpt, she used *us* to attribute success to all people. In this regard, with the use of

pronoun *us,* the queen was able to show that they are united as one country through bad times and good times.

To give hope that someday they will be united with their friends and families

- *we will be with **our** friends again; we will be with **our** families again*

In the first excerpt, she used *our* to underscore that all of them are hoping that they will be with their friends and families again after pandemic.

In addition, second person pronoun *you* is used in the speech as engagement markers. Similar to the first person pronouns that has been used as engagement markers, the second person pronouns are used in different ways. Below are some examples.

To express the queen's objective

- *I am speaking to **you**…*

The first excerpt is the opening statement of the queen. In this statement, she used *you* to show that she is directly speaking to her audiences or people. Hence, her objective is clear that she is addressing this speech to her people in the United Kingdom and overseas territories and other members of the Commonwealth of Nations.

To show support and appreciation to front liners

- *I am sure the nation will join me in assuring **you** that what **you** do is appreciated and every hour of **your** hard work brings us closer to a return to more normal times.*

In this excerpt, the queen used the engagement markers to show support and appreciation to the "NHS front line, as well as care workers and those carrying out essential roles, who selflessly continue their day-to-day duties outside the home" to support people in the country.

To express the queen's gratitude to people

- *I also want to thank those of **you** who are staying at home…*

In this excerpt, she used *you* to express her gratitude to people who are staying at home. With the use of this pronoun, the queen was able to directly send her message of gratitude to people.

Overall, findings show that some first person pronouns are used inclusively to engage people in the speech of the queen. Thus, they are categorized as engagement markers. Moreover, these engagement markers are used in various ways – to highlight what they have to do to win the pandemic, to show that they are united as one country, to give hope that

someday they will be united with their friends and families, to express the queen's objective, and to express support, appreciation, and gratitude to the front liners, essential workers, and people.

Self-mentions

Self-mentions rank second in the interactional resources. According to Hyland (2004), "self-mentions suggest the extent of author presence in terms of first person pronouns and possessives" (p. 140). The use of self-mentions in the speech helps the queen involve herself in the text. By doing so, readers or listeners could feel her presence in the speech. Also, she uses self-mentions in different ways.

To express gratitude

- **_I_** _want to thank everyone on the NHS front line…_
- **_I_** _also want to thank those of you who are staying at home …_
- _But for now,_ **_I_** _send my thanks and warmest good wishes to you all._

In the given excerpts, the queen uses self-mention to express her gratitude to the front liners, who work really hard to support people in the country. Also, she expresses her gratitude to people who stay at home and follow the health protocols to avoid getting sick. Moreover, in her last statement, she extends her gratitude and warm wishes to all people in general.

To express her hope for the country

- **_I_** _hope in the years to come everyone will be able to take pride in how they responded to this challenge._

In this excerpt, the queen uses self-mention to express her hope for the country. She hopes that after pandemic everyone will take pride in how Britons responded to this unique and challenging situation, and this would serve as a testament of how self-disciplined and resilient Britons are.

To share her personal story

- _It reminds_ **_me_** _of the very first broadcast_ **_I_** _made, in 1940, helped by_ **_my_** _sister._
- **_We_**_, as children, spoke from here at Windsor to children who had been evacuated from their homes and sent away for their own safety._

Perhaps, one of the most interesting use of self-mentions in Queen Elizabeth II's coronavirus speech is to share her personal story. As can be seen in the given examples, the queen uses self-mentions to share her personal story when she delivered her very first broadcast that she made in 1940 with her sister at Windsor Castle. This is nostalgic at the same time plays a pivotal role to connect the past to the present and to show how the country and British people unite, survive, and thrive through the years. Similarly, this helps the queen share a piece of her life and a part of the

history that would serve as inspiration and motivation to all people to keep on fighting and helping the nation overcome the global pandemic.

Attitude Markers

According to Hyland (2005), "attitude markers indicate the writer's affective, rather than epistemic attitude to propositions. They convey surprise, agreement, importance, obligation, frustration and so on" (p. 53). Below is an example from the speech.

- *...I know is an **<u>increasingly challenging</u>** time.*

In the given example, it shows the queen's attitude towards the global pandemic. With the use of this attitude markers, people could understand that the queen knows the gravity of the situation brought by the coronavirus. Hence, it helps the queen manifest concern and empathy to people.

Hedges

Hedging devices "mark the writer's reluctance to present propositional information categorically" (Hylan, 2004, p. 139). According to Ali et al. (2020), other politicians tend to use more hedging devices if they do not have enough evidence or when they are not sure of the issues being discussed. This is also shown in Queen Elizabeth II's coronavirus speech.

- *...while we **<u>may</u>** have more still to endure, better days will return...*

The queen's uncertainty is apparent in the given excerpt. The use of *may* indicates that the queen does not also know when the pandemic will end. Indeed, although there are some studies and experts that say that the pandemic will last for couple of years, no one really knows the exact time it will end. Hence, the queen uses hedging device to show her reluctance and uncertainty.

Boosters

Boosters reflect the writer's or speaker's confidence and commitment to the claims and arguments. According to Hyland (2004), "boosters express certainty and emphasize the force of propositions" (p. 139). Speakers tend to use boosters if they have enough proof or evidence.

- *I am **<u>sure</u>** the nation will join me in assuring you that what you do is appreciated and every hour of your hard work brings us closer to a return to more normal times.*

The queen's confidence is evident in the given excerpt. Queen Elizabeth II is confident that the entire nation appreciates the front liners and essential workers who continuously and selflessly perform their duties to support people all over the country. With the help of the word *sure,* the queen is able to manifest this confidence.

On a final note, the use of interactional metadiscourse markers helps Queen Elizabeth II build relationship with her listeners, express objective, gratitude, hope, and attitude, and share her personal story to connect the past to the present.

Textual Meaning Achieved by the Use of the Interactive Metadiscourse Markers

The organization of ideas is important in a text. Readers or listeners could easily comprehend the message of a text or speech if the ideas are organized and the flow of thoughts is smooth. Hence, interactive metadiscourse markers play a pivotal role in guiding readers or listeners through the text. Queen Elizabeth II was able to express textual meaning through the use of interactive metadiscourse markers.

Transitions

Transitions helps to express semantic relation between main clauses. Moreover, "transitions, comprise an array of devices, mainly conjunctions, used to mark additive, contrastive, and consequential steps in the discourse, as opposed to the external world" (Hyland, 2004, p. 138). These devices help writers organize their thoughts and guide readers on the flow of the ideas. Also, they serve as a link or bridge between sentences. The high frequency of transitions in Queen Elizabeth II's may reflect her concern for audience in comprehending the message of her coronavirus speech. Among the transitions used in the speech, the queen frequently used *and*.

- *…**and** I want to reassure you that…*
- ***And** those who come after us will say that…*
- *…**and** its symbol will be the rainbows drawn by children.*

Based on the given samples, it shows that the queen prefers to use transitions to add more information; thus, she could elaborate her points properly. This is helpful for her audiences to further understand her message of hope.

Frame Markers

Frame markers rank second among the interactive metadiscourse markers used in the speech. According to Hyland (2004), "frame markers are references to text boundaries or elements of schematic text structure, including items used to sequence, to label text stages, to announce discourse goals, and to indicate topic shifts" (p. 138).

- ***But for now**, I send my thanks and warmest good wishes to you all.*

The use of frame marker in the last statement helps the queen emphasize her final message to people. It highlights her message that at the moment of speaking, what they could only do is stay

at home and follow the health protocols. Then, she ends her speech by sending her gratitude and warm wishes.

Based on the analysis, it shows that the queen almost or did not use at all the other interactive metadiscourse markers such as code glosses, endophoric markers, and evidentials. Perhaps, the reason for this is that the speech is brief, concise, and direct to the point. Hence, there is no need to further elaborate some points. Also, since the main objective of the queen is to send a message of hope, it seems that there is no need to use endophoric markers and evidentials because she does not need to cite studies or authorities to persuade people. According to Mavrodieva (2020), "there is no verbosity in speech" (p. 42) because the queen wants to directly send her message to the audiences. Nevertheless, the high frequency of transitions helps her audiences further understand the message of her speech.

V. Conclusion

In conclusion, the use of Hyland's (2005) taxonomy of metdiscourse markers help us understand the role of metadiscourse markers in speeches. Based on the analysis, it reveals that the interactive and interactional metadiscourse markers help in guiding readers and involving them to the text. Queen Elizabeth II used these markers to build relationship with people and guide them in her speech to clearly understand her message.

In addition, findings of the study show that the high frequency of interactional metadiscourse markers indicates that Queen Elizabeth II values the involvement of audiences to her speech. Involving her audiences to her speech could help her encourage people to be part of the fight against the global pandemic. Also, results reveal that some first person pronouns are used as engagement markers. Hence, contexts or pragmatic meanings of words should be considered in analyzing metadiscourse markers.

To sum up, findings of this study could help in addressing the dearth of research in analyzing political speeches using Hyland's (2005) taxonomy of metadiscourse. Additionally, for future studies, researchers may conduct an intercultural rhetorical analysis of other world leaders' coronavirus speech using the lenses of metadiscourse theory. Hence, we could see how culture influences the use of metadiscourse markers in the speeches of other world leaders in addressing the global pandemic.

References

Adel A (2006) Metadiscourse in L1 and L2 English: *Annelie Adel*, vol. 24. John Benjamins Publishing Co. *English Language Teaching, 3*(4), 159-167.

Ali, A., Rashid, A., & Abbas, S. (2020). Metadiscourse markers in political discourse: A corpus-assisted study of hedges and boosters in Benazier Bhutto's speeches. *Global Social Sciences Review, 5*(3), 56-63. Doi: https://doi.org/10.31703/gssr.2020(V-III).06

Amiryousefi, M., & Rasekh, A. E. (2010). Metadiscourse: Definitions, issues and its implications for English teachers.

Coronavirus: The Queen's message seen by 24 million (2020). *BBC News.* Retrieved from
https://www.bbc.com/news/entertainment-arts-52183327

Esmer, E. (2017). Interpersonal metadiscourse markers in Turkish election rally speeches
delivered by pro-Turkish and pro-Kurdish leaders. *Athens Journal of Social Sciences,
2*(4), 367-384.

Etemadfar, P., & Namaziandost, E. (2020). An investigation of interpersonal metadiscourse
markers as persuasive strategies in Donald Trump's 2016 campaign speeches. *Critical
Literary Studies, 2*(2), 117-130. DOI: https://www.doi.org/10.34785/J014.2020.749

Farghal, M., & Kalakh, B. (2020). Engagement in translation: Interactional metadiscourse
markers in American presidential debates. *Jordan Journal of Modern Languages and
Literatures, 12*(1), 103-122.

Halliday, M.A.K., & Matthiessen, C.M.I.M. (2004). *An introduction to functional grammar*.
New York: Oxford University Press, Inc.

Hyland, K. (2017). Metadiscourse: what is it and where it it going? *Journal of Pragmatics, 113*,
16-29.

Hyland, K. (2005). *Metadiscourse: Exploring Interaction in Writing*. London: Continuum.

Hyland, K. (2004). Disciplinary interactions: Metadiscourse in L2 postgraduate writing. *Journal
of Second Language Writing, 13,* 133-151. doi:10.1016/j.jslw.2004.02.001

Hongyu Mai. An intercultural analysis of meta-discourse markers as persuasive power in
Chinese and American political speeches. *International Journal of Language and
Linguistics, 4*(6), 207-209. doi: 10.11648/j.ijll.20160406.13

Mavrodieva, I. (2020). A comparative rhetorical analysis of the speeches of Queen Elizabeth II
and King George VI. *Rhetoric and Communications Journal, 23,* 39-47.

Nan, Y., & Liu, Lingling (2013). Investigating the interpersonal and textual meaning of Steve
Job's Stanford speech in terms of Hyland's metadiscourse theory. *International Journal
of Language and Linguistics, 1*(4), 90-96. doi: 10.11648/j.ijll.20130104.12

Satir, B. (2021). A critical discourse analysis of Queen Elizabeth II speech to the nation on
coronavirus pandemic. *Pearson Journal of Social Sciences & Humanities, 6*(10), 1-10.
DOI Number: http://dx.doi.org/10.46872/pj.205

Yu, L (2020). Analysis of the queen's speech on COVID-19 from the perspective of transitivity.
Advances in Language and Literary Studies, 11(6), 7-11. DOI:
http://dx.doi.org/10.7575/aiac.alls.v.11n.6p.7

Vande Kopple, W. J.(2002). Metadiscourse, discourse, and issues in composition and rhetoric. In F.Barton & C.Stygall (eds.), *Discourse studies in composition*. Cresskill, NJ: Hampton Press.91-113.

Winter, I. J. (1981). Royal Rhetoric and the Development of Historical Narrative in Neo-Assyrian Reliefs. *7*(2), 2-38. Retrieved from https://repository.upenn.edu/svc/vol7/iss2/2