'I Have A Dream': An Interpersonal Metafunction Analysis Of Martin Luther King Jr.'S Speech

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Abstract- The present study aims to analyze the memorable speech "I Have a Dream" by Martin Luther King. The analysis is carried out by using interpersonal metafunction in the domain of systemic functional grammar suggested by Halliday (2004). The paper aims to highlight the linguistic features of a successful and memorable speech through interpersonal analysis. The analysis involves the study of mood, modality, personal pronouns, and some other lexical features. The findings reveal that the declarative mood has frequently been used to convey the message of freedom. The imperative mood is also used several times as a motivating factor for the audience to work together for the freedom movement. Moreover, first-person pronouns are persistently used throughout the speech to develop a rapport that ultimately minimizes the gap between the audience and the speaker. Moreover, the use of parallel wording creates a long-lasting effect on the minds of the listeners. The aforementioned features of public speech make render it the quality, and it could rightly be recommended to the learners of rhetoric and public speech makers to prepare a better and effective speech.

Keywords: interpersonal metafunction, mood, modality, personal pronouns

I.   INTRODUCTION

Speeches are one of the very important medium of delivering your viewpoint to the masses. Speeches have particular aims as some of them are used to persuade the audience, others provide information through facts and figures. Political speeches are very common all across the world where political leaders exploit their rhetorical and speech-making skills to win favours for their particular ideologies. They are used for both purposes such as persuasion and transference of ideas. Politicians seek to persuade the audience by providing the statistics which go in their favor. Speeches can be motivational as well. It is important to notice that in the speech-making process both speaker and audience are of significant consideration that is who is speaking to whom in which medium. Speeches are analyzed by the masses from different perspectives. Some are interested in the form of the speeches and others focus on the content and meaning.

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These speeches have been analyzed by different people using different lenses. Critical discourse analysts adopt rather different approaches for the analysis of the speech. They are interested most in the ways and means politicians manipulate the language to attain their purpose. They interact with the language and give their meanings to the sentences. Halliday (2009) provides that there are two directions to approach a text firstly by focusing on the text as an object in its own right and secondly by focusing on the text as an instrument to revealing something else. He further says that text can perform two functions. It can be viewed as an object focusing on who has been addressed and what it does. The text can function as an instrument also by focusing on what it reveals. No doubt both perspectives complement each other. To understand the meaning of the text in this perspective, Halliday (2009) has introduced the interpersonal meaning of the text among the three metafunctions of the language, the inherent idea stipulates that it is through interpersonal metafunction that users of the language define their position in society and use clauses as exchange. This paper aims to reveal those interpersonal meanings hidden in the speech 'I Have a Dream' of Martin Luther King Jr.

Objectives of the study
The paper aims to analyze the interpersonal meaning of Martin Luther King Jr.'s speech 'I have a dream'.

Research questions
The paper will try to expose:

- What linguistic features are revealed after the interpersonal analysis?
- Which type of mood, modals, and personal pronouns are used more frequently in the speech and what do they signify?
- What are the salient linguistic elements in the speech which make it a memorable speech?

Martin Luther King Jr. and his Speech
Martin Luther King Jr. was born in Atlanta, Georgia in 1929. As a Baptist-minister and a civil rights activist, he is considered the greatest advocate of the civil rights movement that aimed at the elimination of racism in the world in general and the US in particular. Thus, his name has a seismic impact on race relations in the United States even today. He started the freedom movement in the middle of the 1950s. Through his activism and inspirational speeches, he played a pivotal role in ending the legal segregation of African- American citizens in the United States, as well as the creation of the Civil Rights Act of 1964 and the Voting Rights Act of 1965.He also received a Noble Peace Prize in 1964. He was assassinated in April 1968 the very next day he made his memorable speech- I Have been to The Mountaintop. He was considered as the most influential and inspirational African-American leader in history.

Luther was a political activist and he has delivered many speeches in his career. His

speeches are well constructed and are very influential. He was a kind of inspiration for the people who were suppressed by the brutality of the rulers. He was the hope of millions of people. His speeches infused a revived hope in the oppressed and still act like a torch for the sufferers of injustice. Though in his career, he delivered many speeches yet the most famous among them was "I Have a Dream". It was a public speech delivered during the 'March on Washington for Jobs and Freedom' on August 28, 1963. The speech was about racism in the United States and it was a call for civil and economic rights. The speech was a defining moment of the Civil Rights Movement.

'I Have a Dream' is reckoned as a famous speech worldwide and it is recommended to the learners of the art of speech making. The content of the speech is the voice of every person who is suffering from the stroke of injustice in any part of the world. Racism is not only confined to the USA it is found in every continent. This is the reason why this speech is a part of the syllabus in some countries including Pakistan. The interpersonal analysis of this speech will be highly useful as it would reveal its qualities further.

II. LITERATURE REVIEW

A political speech could be defined as a speech associated with either struggle for power or control of it. It is a struggle for power to practice your vision and ideology. Language plays an important role in transferring your thoughts and perception. It is a medium, which is often used by politicians. They exploit the speech to express their hidden ideologies. Some linguists believe that persuasion is an important quality of speech to make the validity of the speech maker's political viewpoints. Political speeches as a distinct kind of discourse certainly employ many strategies and techniques which promote the ideology of the speaker. When analyzing a political discourse, it is extremely important to get a clear understanding of these strategies. Lakoff (2008, 110) believes that real-world power stems from politics and the way one understands morality. The acrimony or bitterness in politics is partly due to power and patronage provided by money attached to power. But the higher degree of emotionality and bitterness owes much to the morality suggested by power holders. This is what public political discourse is mainly about, and such a discourse has an enormous effect on the results of elections.

Systemic Functional Grammar
The language of the speech has an important persuasive role in achieving the purpose of what the speech has been intended for. The study of language for its context is what linguists call as discourse analysis. There are different approaches to critically analyze discourse. Systemic Functional Grammar (SFL) is a popular approach to analyze a discourse with a specific locus on its functional meaning. Young and Harrison (2004) state it as a useful orientation to carry out CDA (Critical Discourse Analysis). SFL, according to Butt et al (2003,5), views language as evolved for three major purposes i) to talk about what is happening, what will happen and what has happened, ii) to interact and/or to express a point of view and iii) to turn the output of the previous two

functions into a coherent whole.

Field, Tenor, and Mode

Halliday (1978) has defined three major categories for the context of the situation: field, tenor, and mode.

Field refers to the topic of the text and it tells what the text is about. Tenor however provides information about the producer and receiver of the text, who/ what kind of person produced the text, and for whom. Finally, mode defines the text further and analyzes whether it was a written or spoken text. The further analysis of the wording of the text encodes three types of meanings. These are ideational, interpersonal, and textual.

Three Metafunctions Suggested by Halliday (2004) Ideational metafunction

The ideational metafunction is concerned with the experience of the things around them. How language is

manipulated to experience things around us involving the human senses to make a mental picture of reality. Ideational meanings are about phenomena. It considers things whether living or non-living, happenings, and the circumstances which revolve around them. Ideational meanings are derived from classifying the text into three categories, Participants, Processes, and Circumstances. This metafunction helps in determining the field of the discourse.

Textual metafunction

Textual metafunction has been defined by Thomson (2004,300) as "In using language, we organize our message in ways that indicate how they fit in the other messages around them and with the wider context in which we are talking or writing". In textual metafunction, the clause is considered as a message. The textual analysis of the discourse is done by dividing the text into two parts i.e. Theme and Rheme. The theme is closely associated with the main topic of the clause.

Interpersonal metafunction

Interpersonal metafunction expresses a speaker's attitudes and judgments. Its function is to enabling of exchanging roles: statement, questions, offer, and commands. The interpersonal relationship between the writer and the recipient 'involves a choice by the speaker to impart or to offer some information and thereby positions the listener to be the recipient of that information (White, 2000,p.7).Thomson (2004) explains the interpersonal metafunction as "We use language to interact with other people, to establish and maintain relations with them, to influence their behaviour, to express our viewpoint on things in the world, and to elicit or change theirs" (2004, p.30). Butt et al (2003, 86) complement the aforementioned statement by proposing the view that the dominant interactive distinction while language use is concerned with what meaning is transacted or information, goods, and services being exchanged. Another dimension to this may be seen in the interaction that is taking place, i.e., what is being demanded and

given. All such functions are carried out through wordings of the lexico-grammatical level.

Interpersonal meaning is the interaction between speaker and listener or reader and writer. Halliday (2002) defines that interpersonal metafunction comprehends text and comprises three components, the speaker/writer, social distance, and relative social status. The first one analyzes the attitude and the language of the speaker. The second one measures how close the speaker is with the audience and the last one relates the audience and the speaker in terms of knowledge and power.

SFL in Different Dimensions

SFL has been widely used as a research tool to analyze the discourse. Various studies have shown that SFL can be used in different domains of life. Ayoola and Olusanya (2013) studied political advertisements with the help of SFL. However, they find no direct relation of interpersonal meaning with the language structure of the advertisements. O'Halloran (2008) combines the interpersonal metafunction with semiotics to understand the meaning. He finds SFL as a significant tool in the analysis of language with its visual orientation. Post (2008) finds SFL a useful tool when he analyzed the two different aspects i.e. stylistics and communicative of the same subject matter. Banks (2002) also finds SFL a useful tool to analyze the text which was a corpus-based study. Moji (2011) analyzes the editorials' language with the help of SFL. Martinez (2001) studied objectivity in a text with the help of SFL tools. Kamalu and Tamunobelema (2013) studied identities and ideologies constructed in a religious text with the help of interpersonal metafunction. Noor et al (2015) also did an interpersonal mood analysis of the last address delivered by the Prophet Muhammad PBUH. They also worked on religious identities constructed through language. The analysis concludes that SFL is useful in understanding the interpersonal relations of the participants. The analysis signifies that the content of the address was universal. It was not confined to the Muslims. It was valid for all people of any generation and all ages. Koussouhon and Dossoumou (2015) did a mood analysis from critical discourse and a womanist perspective. The mood and modality choices show power and hierarchy relations among the characters and the interpersonal description and critical discussion can properly work together. Ye (2010) examined Barack Obama's victory speech through interpersonal mood analysis. Yang (2017) also analyzed Barack Obama's inaugural address through interpersonal metafunction analysis. The findings of the study suggest that declarative clauses and plural personal pronouns help to create a relation with the audience. Nur (2015) has analyzed Nelson Mandela's inauguration speech through interpersonal analysis. The analysis shows that the political purposes of Mandela's speech were achieved. The present study also aims to analyze the interpersonal meaning in Luther's speech.

III. DATA ANALYSIS AND DISCUSSION

The Interpersonal Metafunction Analysis of Martin Luther's Speech

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The interpersonal metafunction helps understand the way the addresser and the audience interact, the relation created between them, and also the effect of their behaviour. The mood, modality, personal pronouns are helpful tools in the analysis of the speech. Both types of analysis are required for this purpose, i.e. qualitative analysis and quantitative analysis. Quantitative analysis is important here in determining what sort of mood, modal verbs or pronouns are used more. On the other hand, the qualitative analysis provides insight into why they have been used more and what effects are created through them.

Mood

When a speaker interacts with the audience s/he assigns a role for the audience and themselves. This is usually a 'give and take' relation. When information has been given by the speaker, it is expected to be received by the listeners. Similarly, if the addresser is demanding something then the role of the audience will be expected to give. Whatever has been provided will become the commodity. This commodity can be goods or information. These roles and commodity together make four speech functions, statement, offer, command, and question (Halliday, 2000).

Table 1.1: Basic speech roles

Role / commodity	Goods – service	Information
Giving	Offer	Statement
Demanding	Command	Question

Declarative clauses point out the statements; interrogative clauses reflect the questions while imperative clauses represent the command. All of these functions are related to the grammatical structure. Mood comprises the subject and finite. The place of the subject and finite in a clause determines the speech function, which eventually helps in identifying the role and identity (Eggins & Slade, 1997). In Luther's speech, the analysis of the subject and finite reveals that 125 clauses adopt declarative mood out of 161 clauses, 14 clauses consist of imperative mood and only one clause has an interrogative mood.

Table 1.2: Frequency of mood types

Mood type	Occurrence	Frequency
Declarative mood	125	77.6%
Imperative mood	14	11.2%
Interrogative mood	1	0.8%

The figures indicate that a major portion of the speech clauses comprises a declarative mood. The declarative moods are much greater in number than others. The declarative

mood is the position of the subject and finite. When the subject comes before the finite it constitutes a declarative mood. Speeches are made to show the speaker's way of looking at the world. Mostly in speeches, the declarative mood is used. This pattern is followed in many political speeches as Halliday (2004; 1994) has pointed out that "the multidimensional architecture of language—reflects the multidimensional nature of human experience and interpersonal relations". It has been discussed above that the role of a speech is to give information and demand the service. In political speeches, the leaders provide information, give statements, and ask the audience to respond in terms of action. This is one of the purposes of political speeches to provoke the audience to perform their desired actions. Sometimes the ambiance is created through recalling the sufferings people faced in the past. This brings them closer to each other and reduces the gap between the speaker and the audience. In Martin Luther's speech, there are plenty of such declarative mood clauses, few of them at the very beginning of the speech can relate to this.

"I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.

"This momentous decree came as a great beacon light of hope to millions of Negro slaves"

"One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination."

"One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity."

Similarly, the declarative mood is used to make promises to encourage the audience for freedom.
"as long as the Negro is the victim of the unspeakable horrors of police brutality" "We can never be satisfied,"
"we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream."
"that one day even the state of Mississippi, a desert state sweltering with the heat of injustice and oppression, will be transformed into an oasis of freedom and justice".

Imperative mood clauses are also an important feature of a speech. Imperative mood clauses convey an order or command. The addresser commands the audience to perform their duties. However, this command is different from the routine commands. As Halliday (1970) has defined that there are two types of command, one is to command others to do something and the second is to appeal the audience to work together for some cause. The latter is usually a humble request from the speaker's side. It has been noticed that this kind of imperative clauses is usually found in political speeches. As far as the structure of the second type of the imperative clause is concerned, it usually begins with the word Let and because the motive is to involve the audience and to shorten the gap between the speaker and the audience so mostly pronoun 'us' is

followed by let. In Luther's speech "I have a dream" there are 14 imperative mood clauses. All of them begin with 'let'. Two out of 14 imperative clauses contain negative polarity.

"Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred". "Let us not wallow in the valley of despair"

Both of the above clauses used negative polarity to make the audience realize that they should not lose hope. So the addresser is commanding that what should not be done. The rest of the imperative mood clause does not mean an actual order for the listeners but to conjure the audience for the freedom movement. These kinds of repeated structures aggravate the emotions of the audience and help in inspiring them.

"Let freedom ring from the mighty mountains of New York."
"Let freedom ring from the heightening Alleghenies of
Pennsylvania." "Let freedom ring from the snowcapped
Rockies of Colorado".
"Let freedom ring from the curvaceous peaks of California."

In the speech, only one interrogative mood clause has been used. The question is not literal. It is rhetorical. And the addresser has deliberately put this question to let the audience know that their quest has not come to an end yet.

"When will you be satisfied?"

The question has been answered repeatedly by the speaker himself. He ensures that the audience shall not be tired until their purpose is achieved. He put it this way

"When will you be satisfied?"
We can never be satisfied
as long as the Negro is the victim of the unspeakable horrors of
police brutality. We can never be satisfied,
as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities."

Negative polarity

After the interpersonal analysis, another linguistic feature of Luther's speech is the use of negative polarity. Eggins (2004) wrote, "the finite also consists of the semantic feature of polarity since to make something arguable it has to be either positive or negative". The following are some selected lines in which negative polarity has been used by the speaker.

the Negro still <u>is not</u> free.

In the process of gaining our rightful place, we <u>must not</u> be guilty of wrongful deeds. We <u>must not</u> allow our creative protest to degenerate into physical violence.

The marvelous new militancy which has engulfed the Negro community <u>must not</u> lead us to a distrust of all white people,

We <u>cannot</u> be satisfied

We <u>will not</u> be satisfied

I <u>am not</u> unmindful that some of you have come here out of great trials and tribulations. The context of the above lines shows that the speaker is using negative polarity where he wants his audience to stand up for their rights. And he is giving them the strength so they can speak up for the justice they deserve. Also, he is providing them the strength to strongly condemn the injustice against them in American society.

Mood Ellipses

Another linguistic feature of Luther's speech is that there are 20 clauses in which mood ellipses are found, which make a frequency of 12.4% of the total clauses. Mood ellipses show that the speaker does not want to repeat the subject again and again because the subject remains unchanged or the subject is understood by the situation. The second possible reason for the mood ellipses is that the addresser wanted to put stress on the action and not on the doer of the action. Luther in his speech used mood ellipses where he wants the audience to focus on what they have to do now.

Continue to work with the faith
that unearned suffering is
redemptive Go back to
Mississippi,
go back to Alabama,
go back to South
Carolina, go back to
Georgia,
go back to Louisiana,
go back to the slums and ghettos of our northern
 cities, "knowing that somehow this situation can and
 will be changed."

Once sets the subject, and then continues with the residue part and not the mood.

Modality

Modality is the speaker's judgement of the probability or obligation. Thompson (2000) believes that modality consists of modalization and modulation. Modalization is the speaker's intention towards the validity of the proposition. This validity could be attained by adding a probability in the claim. Probability is shown through the use of modal verbs (can/could, may/might, shall/should, must, etc.) and adverbs (probably, likely, perhaps, rarely, etc.). On the other hand, modulation is the obligation and inclination of the speaker. It shows the confidence of the speaker on the information s/he is conveying.

Mastery of the situationally appropriate expressions of modality enables the writer or speaker to address the intended audience with skill and exhibit a professional interpersonal competence (Hyland, 1998, 440). In the finite constituent, there are two

operators. One is the verbal operator which refers to the time. However, the other part is the modal operators which do not refer to the time instead it refers to the modality of the speaker. Modality is when the finite elements express the speaker's judgement of how likely or unlikely something is. In Luther's speech, 47 modals are used. The statistics are given below.

Table 1.3: Frequency of modals

Modals	Modality	Occurrence	Frequency
Will	Inclination/futurity	23	48%
Must	Obligation	8	17.02%
Shall	Inclination/futurity	5	10.6%
Be able to	Ability/ possibility	5	10.6%
Can	Ability/ possibility	4	8.51%
Would	Projection	2	4.2%

The most frequent modal used is 'will''. 'Will' can convey two meanings. It can refer to the future happenings and then it can also convey a strong desire for something. Throughout the speech, the modal verb 'will' carry dual meaning. It is used as a wish together with the future indicator. Luther was visualizing a new America with open eyes. So, he is hopeful that one day this will happen in America.

"that one day on the red hills of Georgia the sons of former slaves and
the sons of former slave owners <u>will</u> be able to sit down together at the
table of brotherhood.
that my four little children <u>will</u> one day live in a nation
where they <u>will</u> not be judged by the color of their skin but by the content of their character." Another modal verb that has the second-highest frequency in the speech is "must". Must is used whenever there is an obligation to fulfill the command. The addresser is not only showing his strong intentions but also demanding the listeners to answer his call with full determination and action.
"We <u>must </u>forever conduct our struggle on the high plane of dignity and discipline.
Again and again, we <u>must</u> rise to the majestic heights of meeting physical force with soul force".
The use of the modal verb "can" shows the ability off doing something. In the speech 'can' and 'be able to' are used in the same context. With the use of the two modals the addresser conveys the message to the audience that they have the potential to change the situation and to strive for a better change.
"knowing that somehow this situation <u>can </u>and will be changed."
"the sons of former slaves and the sons of former slave owners will <u>be able to</u> sit down together at the table of brotherhood"
"black boys and black girls will <u>be able to</u> join hands with little white boys and white girls"

Personal pronouns

A personal pronoun is also considered as carrying interpersonal meaning apart from mood and modality. The personal pronouns have the interpersonal function in discourse (Li, 2004). Different pronouns have different effects on the listener. There are three different types of personal pronouns. The first-person pronoun includes 'I, we, us' and 'our', the second personal pronoun includes 'you' and 'your' and the third personal pronouns include 'she, he, they, their, them' and 'it'. The following table will demonstrate the frequency of different personal pronouns used in Luther's speech.

Table 1.4: Frequency of personal pronouns used in Luther's speech

Personal pronouns	First personal				Second personal		Third personal				Total
	I	We	Us	Our	You	Your	He	They	Their	It	
Times	14	28	4	15	8	1	1	3	8	6	
Frequency	15.9%	31.8%	4.5%	17%	9%	1%	1%	3.4%	9%	6.8%	
	69.2%				10%		20.2%				88

First personal pronouns

The most frequent pronouns used in the speech are first-person pronouns. They comprise almost 69% of the pronouns used in the text. It is interesting to note that the plural form of the first personal pronoun has the highest frequency. The speaker makes a bond between him and the audience. He does not part himself from them. He shows that we are together for a common cause and that is freedom for all and justice for all black people. Similarly, he also uses 'our' and 'us' to show the listener that they all are on the same plain.

"We can never be satisfied"

"We must forever conduct our struggle on the high plane of dignity and discipline." "We must not allow our creative protest to degenerate into physical violence."

"Again and again we must rise to the majestic heights of meeting physical force with soul force."

"Must not lead us to a distrust of all white people"

All three high frequencies are from the first-person pronouns. The third highest frequency is of the pronoun 'I'. In some political speeches of other politicians, it has been viewed that very few clauses begin with the pronoun 'I'. In Luther's speech, it occurs 14 times which is a good figure as compared to other pronouns which occur very few times in the speech. It seems that the pronoun 'I' shows the dominance of the speaker over the

audience and 'I' separates the speaker from the audience. This is not the case here. 'I' used in the first sentence is meant to relate the speaker with the audience and shows the feelings of the addresser.

"I am happy to join with you today"

At another place, the pronoun 'I' is used to associate himself with the audience and to make them realize that the speaker is well aware of their hardships and sorrows.

"I am not unmindful that some of you have come here out of great trials and tribulations."

The name of the speech "I have a dream" is famous in the entire world. The name itself connotes the importance of the pronoun 'I'. Here 'I' is used to deliver a strong message to the audience, a message that will shape their future. The speaker was a famous activist and he gave a framework to the black Americans of that time that the dream which he mentioned will come true. And that dream is in the favor of all Americans. This is why in the rest of the speech the pronoun 'I' is used in the repeated sentence and that is

"I have a dream"

Second personal pronoun

The second personal pronoun includes 'you' and 'your'. The use of 'you' elicits a dialogic style (Li,2001). According to Cheng (2001) pronoun 'you' can help in maintaining a dialogic style and it also helps in building a relationship between the addresser and the audience. The interaction becomes effective with the use of 'you'. It also shows the existence of the audience that the addresser is well aware of who is listening to him and how the interest of the audience will be maintained. In Martin Luther's speech, the second personal pronouns are used less as compared to the other two kinds of personal pronouns. Out of 88 pronouns, second personal pronouns are used 9 times only. However, the use of the pronoun 'you' shows that the speaker is sympathizing and showing that he is well aware of the hardships the people have faced for the freedom movement.

"I am not unmindful that some of you have come here out of great trials and
tribulations. Some of you have come fresh from narrow jail cells.
Some of you have come from areas
Where your quest for freedom left you battered by the storms of persecution"

Third personal pronoun

The third personal pronoun's frequency is 20% in Luther's speech. These pronouns show the absence of the person in traditional grammar but it also conveys interpersonal meaning.

"as long as our children are stripped of their selfhood and robbed of their dignity by signs stating "For Whites Only".

"for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny"

"that _their_ freedom is inextricably bound to our freedom."

In all the above sentences the speaker is referring to the 'white people' by the use of the pronoun 'their' and trying to make them realize that no matter black or white they are the same, equal, and are all Americans who can together achieve the goal of a prosperous nation.

Pronoun modifier 'All':

Luther has used the pronoun modifier 'All' 7times in his speech. The important theme of the speech is to present a dream which in the future can become true only if people of America start thinking about black people. To achieve the goal, he conveys the message several times by using 'All'. This pronoun indicates that they all are equal, same, and Americans and they all deserve a unanimous behaviour. In the speech, the speaker 2 times says 'All men', and 3 times refer that 'All of God's children' means they all are equal.

when _all_ of God's children will be able to sing with a

new meaning that _all_ men are created equal."

"when _all_ of God's children, black men, and white men, Jews, and Gentiles, Protestants, and Catholics, will be able to join hands"

Parallel wording:

Leon Fletcher in his book "How to design and deliver a speech" has mentioned three wording techniques that help in delivering a valuable speech. These techniques are:

- Parallel Wording
- Transitions
- Balanced Lines

Luther in his speech has used the first technique quite frequently. Fletcher (1997) explains parallel wording as "the stating of a series of points or ideas by repeating key or significant words." He further explains that the repetition of the key phrases will strengthen a speech significantly. It turns the claim stronger, clearer, and more memorable. The use of this technique turns Luther's speech into a memorable speech. People still remember him because of this very famous speech which name is also one of the parallel lines used in the speech "I have a dream". Luther has used many parallel words in the speech.

"one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languishing in the corners of American society..."

"Now is the time to make real the promises of democracy. Now is the time to rise from

the dark and desolate valley of segregation to the sunlit path of racial justice. <u>Now is the time</u> to lift our nation from the quick sands of racial injustice to the solid rock of brotherhood. <u>Now is the time</u> to make justice a reality for all of God's children…"

"<u>We can never be satisfied</u> as long as the Negro is the victim of the unspeakable horrors of police brutality. <u>We can never be satisfied</u>, as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of <u>the highways and the</u> hotels of the cities. We cannot be satisfied…"

"<u>Go back to</u> Mississippi, <u>go back to</u> Alabama, <u>go back to</u> South Carolina, <u>go back to</u> Georgia, ~~go back~~ to Louisiana, go back to the slums and ghettos of our northern cities…""<u>I still have a dream</u>. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up and live out the true meaning of its creed — We hold these truths to be self-evident, that all men are created equal. <u>I have a dream</u> that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood. <u>I have a dream</u>…"

"So <u>let freedom ring</u> from the prodigious hilltops of New Hampshire. <u>Let freedom ring</u> from the mighty mountains of New York. <u>Let freedom ring</u> from the heightening Alleghenies of Pennsylvania. <u>Let freedom ring</u> from the snowcapped Rockies of Colorado. <u>Let freedom ring</u> from the curvaceous peaks of California. But not only that — <u>let freedom ring</u> from Stone Mountain in Georgia. <u>Let freedom ring</u> from Lookout Mountain of Tennessee"

IV.   CONCLUSION

The paper aims to analyze the linguistic features and the role of interpersonal meaning in the speech of Martin Luther King Jr. The interpersonal analysis shows that the speech is a successful one because it incorporates higher frequency of declarative mood which helps in making a relation with the audience and the audience can relate to the speaker. Imperative mood helps in involving the audience and encourages them to work together for a better future. The interrogative mood is used only one time but it helps in emphasizing on the quest for freedom. Moreover, the frequent use of first-person pronouns demonstrates that the addresser is the representative of the audience, very much concerned with them, and wants to make a good relation with them. The modal verb 'will' has a higher frequency in the speech which signifies that the speaker is hopeful that the society will change its mindset soon and in the future, they will witness a new America. 'Must' is also used frequently in the speech and helps the speaker to convey the message that time has come to work for their bright future which is embedded in the freedom movement. Analysis reveals that the parallel wording technique is very effective in public speeches. It helps in putting stress on the important points of the speech and by repeating the words it becomes a part of the audience's memory. It has a long-lasting effect on listeners.

Implication

Delivering a speech is also an art. This paper can be useful to seek guidance for making a better speech. Those who want to prepare a persuasive speech can follow these things. Declarative clauses can be used to convey information and persuade the audience through evidence. Appropriate use of an imperative clause can help persuade the audience and to give suggestions. Modal operators can help in presenting the speaker's firm belief. The audience could be lifted and can be motivated to work together with the use of 'must'. The use of 'can' shows the ability of the audience to perform any task. The use of first personal pronouns can reduce the gap between speaker and audience.

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