

Ethos in Discourse Arrangement: A Case Study of Three American Presidential Inaugural Addresses

XINYUE WANG

College of Humanities and Social Sciences, Global Institute of Software Technology, China

YING YUAN

School of Foreign Languages, Soochow University, China

Abstract

Arrangement, invention, style, memory, and delivery constitute the five canons of Western rhetoric. However, previous studies on arrangement are mainly confined to its application in discourse analysis, while a systematic survey of its relation with other categories is rather inadequate. Through surveying the representative rhetorical classics, we find that ethos has been viewed as playing a significant role in all parts of arrangement, with the utmost effect in Introduction, and next in Conclusion. To explore the function of ethos in these two parts, we examine its chief realizing device -- meta-discourse markers—in Washington, Roosevelt and Lincoln's Presidential Inaugural Addresses. The investigation reveals that the three presidents use ethos in the Introduction to show their modesty and caution for winning the audience's goodwill, their concerns about the national affairs for resonating with the audience, and their optimism to the nation's fate for enhancing the audience's confidence. In the Conclusion, they establish their own prestige with the authority of God to convince the audience, show consideration for their opponents to create a harmonious atmosphere, and expect their countries' prosperity to lay a mass foundation for future governance. This combined analysis of ethos, arrangement, and meta-discourse proves the feasibility as well as significance of cross-category and cross-domain exploration.

Keywords: Arrangement, Ethos, Meta-discourse markers, Presidential Inaugural Addresses

1. INTRODUCTION

Arrangement is one of the five canons in Greco-Roman Rhetoric. The studies on the relation between arrangement and other rhetorical concepts as well as its influencing factors constitute an important part of the theoretical inquiry. Angelo (1974) points out that there exists a close relationship between delivery and arrangement in the written discourse. Namely, the usage of spelling, punctuation, and those appropriate format devices are of great importance for the writer to effectively organize and present his ideas. Gage (1983) discusses the relation between invention (focusing on enthymeme) and arrangement. In his view, the questions related to enthymeme should be resolved throughout the invention and arrangement process. Crowley and Hawhee (2004) originally connect kairos with arrangement, maintaining that "Kairos in arrangement

means knowing when and where to marshal particular proofs” (p. 223). As for its influencing factors, Deng and Fan (1999) illustrate the strategies within arrangement: For Introduction, ethos is pivotal in attracting the audience; regarding Conclusion, pathos and logos are usually employed to fulfill the task. Xia and Yuan (2020) draw on logos and pathos to review arrangement studies by comparing Western classics with Chinese classics and summarize the common points and differences between them.

When it comes to the application of arrangement, rhetoricians focus on the following fields: literary, speech, writing, and the like. Mo and Liang (2008) discover Liu Xie’s theory of arrangement in *Wen Xin Diao Long* is a summary of the practical experience of literary creation as well as that of non-literary articles in the past dynasties. Leff and Mohrmann (2009) focus on how the appropriate topic is selected to attract the audience at the outset, and how Lincoln comes to a forceful conclusion in his speech at Cooper Union. Bruland (2009) studies the contents and tactics involved in the doctoral recommendation, maintaining that ethos is mainly put into effect in Introduction, logos in Main body, and pathos in Conclusion. Li and Zhang (2021) conclude that arrangement should be paid more attention to in foreign language teaching to affect the audience emotionally and logically.

The above-mentioned studies have shown the relation between arrangement and other rhetorical concepts as well as its application in the textual analysis. Nevertheless, only some (e.g. Bruland, 2009; Xia & Yuan, 2020) are concerned about the rhetorical strategies (pathos and logos in particular) in the arrangement, with very few demonstrating the significance of ethos in the arrangement. And in respect of practical application, what specific functions ethos can fulfill in the arrangement are not given enough explanation. This study, therefore, targets at revealing the power of ethos in arrangement by surveying the major rhetorical classics, upon which we analyze three acclaimed American Presidential Inaugural Addresses (APIAs) via examining their meta-discourse markers to identify the components of ethos in each discourse arrangement. Specifically, there are three questions to be resolved: According to rhetorical classics, which parts of arrangement are more remarkable in achieving ethos? How are the meta-discourse markers employed to achieve ethos in the remarkable parts of the three APIAs? What specific functions can ethos perform in the prominent parts of arrangement?

2. APPROACHES TO ETHOS IN ARRANGEMENT

2.1 Components of Arrangement

Arrangement, as one of the core concepts of Western rhetoric, springs from the Greek argumentative discourses. For its definition, the related studies in Western rhetorical history can be traced back to ancient Greece. Aristotle (1954) in his *Rhetoric* attaches great importance to the arrangement but does not provide a formal definition. It is not until the publishing of *Rhetorica ad Herennium*, the earliest and most complete Roman rhetoric manual that arrangement gets formally defined: “Arrangement is the ordering and distribution of the matter, making clear the place to which each thing is to be assigned” ([Cicero], 1954, p. 7) . The formal definition, although centering on the location of each particular section of the discourse, involves sequence and even proportion as well.

In terms of the elements of arrangement, the earliest studies appear in ancient Greece. In Phaedrus, Socrates, the spokesman of Plato (1997), expresses his ideas in the following.

First, I believe, there is the Preamble with which a speech must begin....Second come the Statement of Facts and the Evidence of Witnesses concerning it; third, Indirect Evidence; fourth, Claims to Plausibility. And I believe at least that excellent Byzantine word-wizard adds Confirmation and Supplementary Confirmation....As to the way of ending a speech, everyone seems to be in agreement, though some call it Recapitulation and others by some other name (pp. 543 - 544).

As stated above, Plato provides a concise description of the components of arrangement. The above viewpoint is developed by his student, Aristotle, who touches upon the elements of arrangement in his *Rhetoric* and furthermore views the Statement and the Argument as indispensable parts while Introduction and Epilogue are optional in line with the specific situation (1954, p. 1414b).

When it comes to the Roman time, the author of *Rhetorica ad Herennium* illustrates two kinds of arrangement -- “One arising from the principles of rhetoric, the other accommodated to particular circumstances” ([Cicero], 1954, p. 185). The latter one means that the parts to be included and the proper order of them should be determined by “particular circumstances”. In correspondence with the former, six elements are displayed: Introduction, Statement, Partition, Proof, Refutation and Conclusion. As is shown, on the basis of Aristotle’s four elements, he adds Partition with for locating controversial issues and divides Argument into Proof and Refutation, making the structure more explicit and integrated. The theory of six-element arrangement is maintained by most contemporary rhetoricians, such as Lanham (1991), Crowley and Hawhee (2004), and so forth.

In the times of the Renaissance and Enlightenment, the idea of seven elements is generally accepted, which is beneficial to the refinement of arrangement. Thomas Wilson in *Arte of Rhetorique* (1560/1998) regards Proposition as part of arrangement, Hugh Blair in *Lectures on Rhetoric and Belles Lettres* (1853/2005) thinks highly of the influence of the audience and exclusively views Pathetic Part as an essential part of discourse. In the contemporary time, Cockcroft and Cockcroft (1992) divide Division/Partition into Determination of the Point at Issue and Enumeration and Summary of Points.

All in all, the components of arrangement are amplified and enriched step by step. But, generally, “Introduction”, “Narration”, “Division”, “Proof”, “Refutation” and “Conclusion” are widely agreed and welcomed among speakers and writers.

2.2 Components of Ethos

Ethos, as one of the three persuasive modes, is defined by Aristotle: “Persuasion is achieved by the speaker’s personal character when the speech is so spoken as to make us think him credible” (Aristotle, 1954, 1356b). Aristotle illuminates three typical elements of ethos: good sense, good moral character, and goodwill, but fails to elaborate the concrete sub-elements for each. Roman rhetorician Cicero makes a supplement to Aristotle’s ethical appeal, insisting that good qualities, achievements, reputation and critical thinking are all effective in speaking. As is demonstrated, ancient rhetoricians take serious the components of ethos, which lays foundation for the later inquiry into the effect of these components on persuasion.

Up to now, the constituents of ethos remain the main concerns of scholars. To list a few, Farrell (1993) asserts that “Authority may be considered as a variation of ethos” (p. 290). With a more extensive view, Liu (2004) regards credibility and authority, gained by superiority in intelligence, morality, and expertise, as recommendable approaches to persuasion. He equals ethos as a combination of status and personality, and thinks that maintaining the audience’s trust in rhetors will come into existence once these two elements are gathered harmoniously. The same emphasis on credibility is also given by Demirdöğen (2010), who actually defines ethos as “the charisma and the credibility of the speaker” (pp. 142-159).

In addition to the mentioned authority and credibility, other scholars provide more sub-elements of ethos. Constantinides (2001) refines Aristotle’s traditional concept of ethos, and manifests that the dual structure of ethos is embodied in the surface structure of style, and the deep structure of argument. Brahnam (2009) views character, reputation and persona in classical works as well as subject and self in modern context as constituents of ethos. Wang and Yuan (2014), based on the interpretations of Aristotle and contemporary rhetoricians, set up a hierarchical system of ethos to form a more interpretive and operative concept, but it appears rather static and not open enough. For establishing a more dynamic model, Yuan and Ma (2019) offer a refined model which involves three elements and their respective sub-elements as follows: good sense (experience, authority, etc.), good moral character (sincerity, justice, etc.), and goodwill (understanding others, considering others’ benefits, etc.). To include the potential sub-elements of ethos as many as possible, this thesis will apply Yuan and Ma’s open and feasible model of ethos to analyzing the discourse arrangement in the APIs.

2.3 Ethos in Arrangement

2.3.1 Greco-Roman Time

In respect of the effect of ethos in arrangement, there are numerous distinguished discussions in the rhetorical history. The representative masterpieces in the Ancient Greece and Rome are Aristotle’s *Rhetoric*, Cicero’s *De Oratore*, Quintilian’s *Institutio Oratoria*, and the anonymous *Rhetorica ad Herennium*.

Aristotle definitely realizes the effects of ethos on the arrangement; that is, ethos contributes to winning the audience’s support by showing the speaker’s good sense, good moral character and goodwill. And then, it can be deduced that ethos is embodied in the Introduction from his statement: “The Introduction is the beginning of a speech,...You may use any means you choose to make your hearer receptive; among others, giving him a good impression of your character, which always helps to secure his attention” (Aristotle, 1954, 1415a - 1415b).

How ethos exerts influences on arrangement receives more attention in the Roman times. It can be inferred from *Rhetorica ad Herennium* that ethos ought to be frequently utilized in Introduction and Conclusion. The author maintains that for making the audience well-disposed at the beginning, we should exhibit ourselves by “praising our services without arrogance and revealing also our past conduct toward the republic, or toward our parents, friends, or the audience” ([Cicero], 1954, p. 151). As for the Conclusion, ethos is reflected in the course of appealing to Pity. *De Oratore*, consists of three volumes in which the second volume recognizes the significance of ethos on arrangement: “to give advice for or against a course of action does seem to me to be a

task for a person of the greatest weight of character, for to expound one's advice on matters of high importance calls for both wisdom and ability and eloquence, to enable one to make an intelligent forecast, give an authoritative proof and employ persuasive eloquence" (Cicero, 1942, p. 451). Influenced by Cicero, Quintilian deals with ethos in at least two of his 12-volume *Institutio Oratoria*. When discussing the Introduction, he emphasizes that "the sole purpose of the exordium is to prepare our audience in such a way that they will be disposed to lend a ready ear to the rest of our speech" (2001, p. 9). In the seventh volume, he all the more directly discusses ethos by asking questions, such as "How much should we invest in the ethical appeal in order to gain the favor of the audience?" (ibid., p. 169). These reflections have already involved the proper timing and degree in applying ethos to the discourse arrangement.

To sum up, the above Greco-Roman classics underline the significance of ethos on arrangement and particularly demonstrate its role in the Introduction and Conclusion, upon which the studies in the following eras make extensions to the effects of ethos in discourse arrangement accordingly.

2.3.2 Post-classical Era

Medieval time, Renaissance and Enlightenment can be generally regarded as the post-classical era in Western rhetoric. The most representative works during this period are briefly reviewed as follows. Sermon rhetoric and epistolary art, as two major forms in the medieval time, both highlight the positive effects of ethos on the arrangement. In *Forma Praedicandi*, Robert proposes that the preacher must meet three basic conditions, namely "conscience, knowledge and power" (elements of ethos), which can be said to permeate every link in the arrangement. As to the epistolary art, *Rationes Dictandi*, written by an anonymous author, provides a precise description of ethos in each part of discourse. As for the author, the five parts of a letter can be changed or deleted according to the interaction with the recipient. To be more specific, whether it is a regular or adjusted arrangement, the addresser should timely use ethos to attract the receiver.

The Enlightenment has appeared to be another important age for enriching the related studies to ethos and arrangement. *Lectures on Rhetoric and Belles Lettres* by Hugh Blair expounds six concrete rules in Introduction, among which the third demonstrates the value of ethos: "His modesty should discover itself not only in his expressions at the beginning, but in his whole manner" (2005, p. 347). In addition, Blair provides the principles of ethical appeal in the Conclusion, pointing out that "We should endeavour to go off with a good grace; not to end with a languishing and drawling sentence; but to close with dignity and spirit, that we may leave the minds of the hearers warm" (ibid., p. 366).

In short, during the post-classical era, the principles of ethos in the discourse arrangement are more specific, with the audience awareness being enhanced. And ethical appeal not only applies to the Introduction and Conclusion, but to other parts as well.

2.3.3 Modern and Contemporary Times

Modern and contemporary Western researchers have made an in-depth study of the relation between ethos and arrangement. In *Classical Rhetoric for the Modern Student*, the usage of ethos and the application of kairos (timing and degree) are regarded by Corbett and Connors as extremely pivotal in the Introduction, Narration, Refutation

and Conclusion. Just as they hold, “If we have not exerted an ethical appeal in the earlier parts of our discourse, it is probably too late to try to exert it in the conclusion” (1999, p. 311). Crowley and Hawhee, in *Ancient Rhetorics for Contemporary Students*, explores ethos in Introduction, Partition and Conclusion. Importantly enough, they maintain that “These uses of a partition, then, have the ethical effect of making rhetors seem intelligent and well disposed toward an audience” (2004, p. 268). More remarkable is their suggestion of the strategic Conclusion: the topics that can be adopted for ethical appeal is list, such as “The topic of authority”, “The topic of effect” and “The topic inquires what would happen” (ibid., pp. 222-243), which contributes to the application of ethos at appropriate time and with proper measure. Hu (2008) makes a comparison between Chinese and Western rhetoric in arrangement, discovering that Western scholars are prone to making use of ethos in Introduction and Conclusion while Chinese are to begin and end in line with the type of the discourse. Lan (2010) summarizes the classical Western studies of arrangement, finding that ethos can be employed in each part of discourse, especially in Introduction and Conclusion.

As is shown, ethical appeal should be explicitly and prominently employed in the Introduction and Conclusion for satisfying audiences and convincing them of viewpoints. Upon knowing this, the present study concentrates on investigating how to capitalize on ethos in making a better arrangement in the real American Inaugural Addresses.

2.4 Ethos via Meta-discourse Markers

Meta-discourse, as an important field in pragmatics, has attracted wide attention among linguists (e.g. Vande Kopple, 1985; Crismore, 1989; Hyland, 2005a). Attaching great importance to the relation between the audience and the speaker/writer, Hyland defines meta-discourse as “the interpersonal resources used to organize a discourse or the writer’s stance towards either its content or the reader ” (2000, p. 109), which fits with the present investigation. As for its function, scholars regard it as the strategy of persuasion, making contribution to logos, pathos and ethos in the course of argumentation, which can be proved in Hyland’s *Metadiscourse: Exploring interaction in writing*, “Meta-discourse projects the rational appeals of Logos when it explicitly links elements of the argument; it conveys an Ethos where it refers to the writer’s authority and competence; and it relates to Pathos when it signals respect for the readers’ viewpoint or that the message has direct relevance to the audience” (2005a, p. 65).

After a series of refinement, a systematic and comprehensive classification of meta-discourse is established by Hyland (2005a) and employed by scholars at home and abroad (e.g. Ho, 2016; Ju, 2020). According to Hyland (2005a), meta-discourse is composed of two dimensions: the interactive dimension and the interactional dimension, among which the interactive dimension is more likely to achieve logos while the interactional dimension tends to reveal ethos. And thus, interactional resources are much more suitable for the further investigation. The interactional resources concern “the writer’s efforts to control the level of personality in a text and establish a suitable relationship to his or her data, arguments, and audience” (Hyland, 2004, p. 139). These resources can be divided into two groups -- stance which includes hedges, boosters, attitude markers, and self-mentions; and engagement which involves reader mentions, personal asides, appeals to shared knowledge, directives, and questions (Hyland, 2005).

Stance concerns “writer-oriented features of interaction” (Hyland, 2005b, p. 178) and its four sub-groups are related with ethos (Hyland, 2005a; Ju, 2020). Specifically, hedges, via cautious expressions, demonstrate the prudent, modest or trustworthy images; with the affirmative and confident tone, boosters play a role in showing a decisive, commanding or self-assurance figure; self mentions, when combined with boosters, leave a confident or competent impression of the speaker; attitude markers exert influence on the audience’s judgement since human beings are easily affected by others’ attitude and behaviour. Nonetheless, because attitude markers are not prominent in achieving ethos, they are not included in the subsequent research. For the convenience of research, the descriptions and examples of its sub-elements are presented in table 1 (the integration of Hyland (2005b) and Khabbazi-Oskouei (2013)).

Table 1
Functions and Descriptions of Stance

Category	Sub-groups	Descriptions	Examples
Hedges	Expressions of the uncertainty	1. Modal verbs 2. Epistemic verbs 3. Probability adverbs and adjectives 4. Epistemic expressions 5. Approximators expressing the uncertainty 6. Expressions that indicate a hypothetical situation on the part of the speaker	1. may, might, could, will... 2. seem, appear... 3. probably, perhaps, maybe... 4. The likelihood is that... 5. about, almost... 6. A truce now, <u>if Hamas really did stop...</u>
	Conditional clauses		
Boosters	Expressions of the certainty	1. Modal verbs 2. Adverbs of certainty 3. Whole phrases/sentences indicating certainty 4. Confirm the truth of information by virtue of credibility of the source of information	1. must, ought to... 2. certainly, surely... 3. We can be sure that... 4. <u>As Liz Brocklehurst, a former exam marker, reveals...</u>
	Attribution		
Self mentions	Expressions of the speaker	1. First-person pronouns and possessive adjectives 2. The noun or phrase expressing the author himself	1. I, me, mine... 2. The speaker, the author...

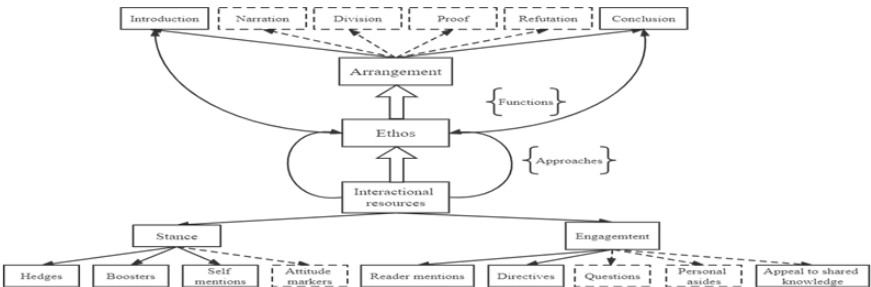
Engagement is featured with distinctive reader-oriented interaction (Hyland, 2005b). In view of the characteristics of the text, two engagement markers -- reader mentions and directives -- are presented and explained in Table 2, which is a combination of Hyland (2005b, 2016) and Khabbazi-Oskouei (2013).

Table 2
Functions and Descriptions of Engagement

Category	Description	Examples
Reader mentions	1. Second person pronouns	1. you, your...
	2. Inclusive first person pronouns	2. we, our, us...
	3. Words and phrases directly address the readers	3. the reader, the audience...
Directives	1. Imperative addressed to the speaker	1. consider, note, and imagine...
	2. A modal of obligation addressed to the speaker	2. must, should, and ought...
	3. Predicative adjective expressing the writer’s judgement of necessity/importance	3. It is important to understand ...

Engagement, targeting at involving the audience in the discourse, is given an explicit and comprehensive explanation of its rhetorical function (Hyland, 2016). To be clear, reader mentions are used to solicit solidarity, and directives are to guide readers. In no doubt, the achievement of these functions helps achieve ethical appeal by demonstrating the speaker's concern about the audience.

For making the structure of the article more explicit, a diagram is drawn as below. This diagram is made up of three parts in which the top part intends to clear up the components of arrangement, the middle part is designed to exhibit the function of ethos in arrangement, and the bottom part is to present the approaches to achieving ethical appeal. Note: the solid and dashed lines denote the used and unused elements respectively.



3. ETHOTIC FUNCTIONS VIA META-DISOURSE MARKERS IN APIA'S ARRANGEMENT

In this part, ethotic functions via meta-discourse markers in arrangement are to be further investigated by analyzing three acclaimed American Presidential Inaugural Addresses delivered by George Washington, Franklin Roosevelt, Abraham Lincoln. All the three speeches were delivered under the historical background of trans-era significance. Washington, the first president in USA, assumed his responsibility when the new country confronted mountains of problems after eight years of independence war and political turmoil; Lincoln was famous for his intelligence and courage in dealing with the contradiction between the south and the north, the slavery issue in particular; Roosevelt, in the face of economic crisis, stood out from the crowd and determined to lead his people out of the trouble.

In light of the great effects ethos takes in the Introduction and Conclusion, the first mission is to ascertain the Introduction and Conclusion in the APIAs. According to *Rhetorica ad Herennium*, there are three purposes in Introduction, namely, making the audience “receptive”, “attentive” and “well-disposed”. In order to make the audience receptive, the speaker is required to summarize the cause and make them attentive; to make the hearer attentive, the speaker is in need of “promising to discuss important, new, and unusual matters, or such as appertain to the commonwealth, or to the hearers themselves, or to the worship of the immortal gods...” ([Cicero], 1954, pp. 13-14); to make the audience well-disposed, the speakers need to discuss themselves, their adversaries, hearers, and the facts. These three purposes are the best helpers to ascertain the location of the Introductions. For the Conclusion, Aristotle mentions four proper topics: “(1) make the audience well-disposed towards yourself and ill-disposed towards your opponent, (2) magnify or minimize the leading

facts, (3) excite the required state of emotion in your hearers, and (4) refresh their memories” (1954, 1420a). With the guidance of the four topics, it is convenient for us to identify the Conclusions in the APIAs.

3.1 Stance Markers

Hedges and boosters serve as two sides of one sword: prudence plus uncertainty represented by hedges and priority plus certainty revealed by boosters can both win the audience’s trust. In addition, the function of self mentions is fulfilled when they are combined with boosters. And thus, the following section is designed for clear illustration on how these stance markers demonstrate ethos in the Introductions and Conclusions.

3.1.1 Hedges

Hyland claims “Hedges and boosters carry the writer’s degree of confidence in the truth of a proposition, displaying an appropriate balance between scientific caution and assurance, but they also present an attitude to the audience” (2008, p. 98), from which it is observed that hedges and boosters can help create authority and prudence. The following examples are explored to show how the presidents take advantage of three types of hedges -- modal verbs, epistemic verbs and conditional clauses -- to realize ethos in the Introductions and Conclusions.

- (1) In this conflict of emotions all I dare aver is that it has been my faithful study to collect my duty from a just appreciation of every circumstance by which it might be affected. [Intr. by Washington]
- (2) Apprehension seems to exist among the people of the Southern States that by the accession of a Republican Administration their property and their peace and personal security are to be endangered. [Intr. by Lincoln]
- (3) So His divine blessing may be equally conspicuous in the enlarged views, the temperate consultations, and the wise measures on which the success of this Government must depend. [Con. by Washington]
- (4) Such of you as are now dissatisfied still have the old Constitution unimpaired, and, on the sensitive point, the laws of your own framing under it; while the new Administration will have no immediate power, if it would, to change either. [Con. by Lincoln]

In the Introduction, the modal verb “might” (rather than other modal verbs) is utilized to indicate what President Washington worries is just his assumption instead of affirmation of the fact. That means, Washington’s duty is not bound to be affected by the possible situations. Through this hedge, the cautious and rigorous image of the president is clearly demonstrated, under which the audience are inclined to think the President is extremely careful in choosing his expressions when coping with the uncertainties, and to believe in his remarks at the outset. Lincoln, in Example (2), draws on the epistemic verb “seem” to imply the probable worry of the southerners. Considering the president is not entitled to represent the southerners to deliver their viewpoints, “Apprehension seems to exist...” is more appropriate in revealing Lincoln’s concern about the southerners, by which although there are different voices on the issue of civil war, there is still room for negotiation. What’s more, the audience’s passive emotion can be reduced by the application of “seems” when the negative expression --

apprehension -- brings about bad effect on them, because this epistemic verb suggests that the “apprehension” is possible, not necessarily actual.

In the Conclusion, George Washington employs the modal verb “may” in Example (3) to show his great expectation to the God, which is more proper than the assured promise. That is because the promise gives him more responsibilities than the aspiration (resorting to the God), and once the promises are broken, the audience’s trust will collapse. The skillful use of “may” indicates that the president is quick-witted in decreasing the possible negative effect to him, prudent in making a promise, and sensible in appealing to authority (God), all of which help Washington drum up public support. Abraham Lincoln, in Example (4), uses the conditional clause “if it would” (if the new government would make a change) in delivering his idea of the legal system. Via the subjunctive mood, Lincoln suggests the limited rights of his new Administration on the sensitive issue, for stressing the rights of the southerners. This hedge leads the audience to consider that Lincoln respects their status and rights; therefore, they are likely to regard the president as their friend rather than enemy. Lincoln’s goodwill in taking the audience into consideration and good moral character in displaying his tenderness are undoubtedly helpful in eliminating the audience’s hostility at the end.

In brief, whether the presidents put forward their expectations to the audience or the assumptions of the situations, the uses of hedges are beneficial to construct modest and prudent images and gain respect and admiration from their audience.

3.1.2 Boosters

The reason why boosters are able to achieve ethical appeal in the Introductions and Conclusions is that the presidents can show their confidence, authority and assurance with great certainty. The typical examples which take the forms of “adverb of certainty”, “whole phrase/sentence indicating certainty” and “modal verb” in the Introductions and Conclusions are explained as follows.

- (5) Apprehension seems to exist among the people of the Southern States that...their property and their peace and personal security are to be endangered...Indeed, the most ample evidence to the contrary has all the while existed and been open to their inspection. [Intr. by Lincoln]
- (6) In every dark hour of our national life a leadership of frankness and vigor has met with that understanding and support of the people themselves which is essential to victory. [Intr. by Roosevelt]
- (7) I am convinced that you will again give that support to leadership in these critical days. Though passion may have strained it must not break our bonds of affection. [Con. by Lincoln]

In Example (5), Abraham Lincoln takes advantage of the adverb “indeed” to make the utterance seem to be doubtless in the Introduction, revealing his certainty in the negation of the citizens’ “apprehension”. Such assurance of the problem (unnecessary apprehension) affects the audience and guides them to become trustful and confident in Lincoln’s viewpoints. Moreover, the president, via “indeed” in emphasizing the fact, demonstrates his consideration of the citizens’ desire (pursuing peace and security), so as to lay a solid mass foundation for the following argument. Franklin Roosevelt, in Example (6), makes use of the sentence “I am convinced that...” to indicate his certainty of the support to his leadership from the audience, when confronting the difficulties.

Through this affirmative expression, Roosevelt's trust and dependence on the citizens are explicitly shown before the public, which contributes to winning the audience's recognition and appreciation since they believe that their master status is recognized and their rights are guaranteed, and further leading them to support the government in tiding over the difficulties.

When it comes to the Conclusion, Abraham Lincoln in Example (7) applies the modal verb "must" to illuminating that the affection of the whole nation will never be broken, although there exist divisions and hostile emotions between the south and the north at that time. Such kind of expression not only conveys Lincoln's confidence and determination to the national unity, but also stimulates the audience to strengthen their solidarity. Via this booster, the audience are well disposed to regard Lincoln as a president who cares about the national unity (the citizens' appeal) and maintains aspiration of the peace and security; thus, the citizens are more likely to concern about Lincoln's claim: strengthening the national identity in face of the crises.

All in all, the presidents utilize boosters to establish a confident, decisive and thoughtful image before the audience -- so as to win their identification and support in the following governance.

3.1.3 Self mentions

Under most circumstances, self mentions are often combined with boosters to achieve ethical appeal in the discourse (Hyland, 2005a). When cooperating with boosters, they provide their personal belief which can strengthen the speaker's presence in the text. In addition, when self mentions are used with epistemic verbs of judgement (e.g. consider, believe), they can reveal the explicit attempt to build a personal ethos of competence and authority.

- (8) *And I am certain that* on this day my fellow Americans expect that on my induction into the Presidency, I will address them with a candor and a decision which the present situation of our people impels.
[Intr. by Roosevelt]
- (9) Having thus imparted to you my sentiments as they have been awakened by the occasion which brings us together, I shall take my present leave.
[Con. by Washington]

In the Introduction, President Roosevelt makes use of the combination of the self mention "I" with the booster "I am certain that..." to show that he assuredly understands the audience's needs, reflecting that the president really takes the audience into consideration. Furthermore, "my" and "I" are used in the following parts for presenting himself before the public and enhancing the interaction between the audience and the president. And then, in order to further narrow the distance with the audience, Roosevelt draws on "our" to develop identification with them. All these efforts help Roosevelt construct responsible, considerate and confident images and establish presidential authority in the minds of the audience.

Apart from cooperating with boosters to realize ethical appeal, self mentions are more often than not used individually for revealing the presidents' competence and building up their personal integrity. This phenomenon in the APIAs mainly appears in the Conclusions. President Washington, upon displaying his impression on the inaugural address, and his viewpoints on the constitutional charter, the House of Representatives and so forth, ends his speech with the direct expression on his

sentiments and sincere wishes to the American citizens. In Example (9), he presents himself before the public by the simple word “my” and summarizes his major content through “my sentiments” by which he thinks it is proper time to leave, and gives the clear end signal by virtue of the first person “I” and the first person possessive pronoun “my” in “take my present leave”. Washington’s responsibility to his own words (“sentiments” in particular) and his outstanding intelligence in duly ending the inaugural address demonstrate the charm of his personality.

All in all, by means of self mentions, the presidents have mainly shown their intelligence, modesty, thoughtfulness, and responsibility -- to win the audience’s continuous appreciation and support for their administrations in the future.

3.2 Engagement Markers

Engagement markers contain five types, among which reader mentions and directives are prominently used in these APIAs. Illustrated below are the specific analyses of how ethos achieves its functions in the Introductions and Conclusions by means of reader mentions and directives.

3.2.1 Reader Mentions

“Second person pronouns”(marked by one direct line), “words and phrases directly address the audience” (marked by a wavy line) and “inclusive first person pronouns” (marked by double direct lines) are major forms of reader mentions which can realize ethical appeal in the Introductions and Conclusions. The analyses of the examples are presented as follows.

- (10) In every dark hour of our national life, a leadership of frankness and of vigor has met with that understanding and support of the people themselves which is essential to victory. [Intr. by Roosevelt]
- (11) In your hands, my dissatisfied fellow-countrymen, and not in mine, is the momentous issue of civil war. [Con. by Lincoln]
- (12) We do not distrust the -- the future of essential democracy. The people of the United States have not failed. [Con. by Roosevelt]

Example (10), appearing at the outset of Roosevelt’s address, is characterized by the mixed use of “inclusive first person pronoun” and “words directly address[ing] the audience”. The first use of the inclusive “our” in “our national life” not only gets the audience and speaker on the same page but also indicates the president’s attention to the national affair, showing to the audience implicitly his great responsibility and patriotism. While in the usage of reader mention “the people themselves”, Roosevelt regards the audience as another important group who determines whether the leader (himself in particular) is firmly supported and whether the great cause of the nation is successful, conveying to the audience that President Roosevelt fully respects their status and rights. The skillfully combined application of these two kinds of reader mentions -- as a member of the unity, safeguarding the common interest; as a president, respecting the citizens -- instills a sincere, responsible and patriotic image of the president to the audience, through which Roosevelt not merely shortens the distance with the audience, but summons them up to undertake the due obligations for the country’s prosperity.

When it comes to the Conclusions, reader mentions in the APIAs are found to take three forms: “second person pronouns”, “words directly address the audience”, and

“inclusive first person pronouns”. The two typical examples covering all these forms. Lincoln, in Example (11), aims at revealing who are responsible for the war via the reader mentions. By using the second person pronoun “your” in the phrase “in your hands”, the president emphasizes the rights and powers that the citizens possess; and “my dissatisfied fellow-countrymen” is euphemistically expressed for his opponents who should be responsible for the civil war. Via such reader mentions, President Lincoln’s good sense in skillfully relieving himself of the responsibility, his goodwill in highlighting the citizens’ rights of determining the national issue, and his good moral character in paying his respect to the opposing party, are conducive to impressing the audience with those bright images and consequently to decreasing the negative emotions.

Franklin Roosevelt draws on the inclusive first person pronoun “we” at the end to lay emphasis on their common belief that democracy is trustworthy, by which the audience’s faith is strengthened and political doubt partly settled. After allaying political suspicion, Roosevelt further endeavors to intensify the citizens’ confidence and determination for the country’s recovery and prosperity by virtue of the direct reader mention, “The people of the United States”. This reader mention aims at awakening the consciousness of the audience as masters, and capturing their attention to the address. Tactfully resorting to two varieties of reader mentions so as to show his own confidence in the democracy, and in the country’s advancement helps President Roosevelt solidify the audience’s belief and light them up with the hope, at the very close of his inaugural address.

In a nutshell, the presidents mainly employ the above mentioned three types of reader mentions to involve the audience into their addresses and to enhance their responsibility for the country.

3.2.2. Directives

The types and frequency of directives in the selected three APIAs’ Introductions and Conclusions are not as diverse and as high as those of the above mentioned meta-discourse markers. Even so, we should not neglect their effect in realizing ethos; the following are just two representative examples involving directives.

- (13) On the other hand, the magnitude and difficulty of the trust to which the voice of my country called me, being sufficient to awaken in the wisest and most experienced of her citizens a distrustful scrutiny into his qualifications, could not but overwhelm with despondence one who (inheriting inferior endowments from nature and unpracticed in the duties of civil administration) ought to be peculiarly conscious of his own deficiencies. [Intr. by Washington]

In the Introduction, George Washington, after illuminating that the tough task is suitable for the outstanding talents, employs the modal verb “ought to” to express that he himself, who is not so gifted and experienced as expected, should be aware of his own deficiencies. His modest image and self-reflection are thus conveyed to attain the audience’s understanding and sympathy for his plight, which contributes to giving the speaker confidence in developing his claims.

- (14) I am loath to close. We are not enemies, but friends. We must not be enemies. [Con. by Lincoln]

In the conclusions of these three selected APIAs, directive is also featured with the “modal of obligation” to demonstrate the presidents’ requirement for their audience. In Example (14), “must” is explicitly utilized by Lincoln for underlining his appeal to the audience before the civil war, namely, northerners and southerners are all Americans, so we should keep the peace. Such is expected to promote the citizens to agree on two things. One is their identity identification -- they are all Americans; the other is the recognition of the contradictions of reality -- internal contradictions should not turn into hostile wars. These agreements help the president display his solicitude for the country and its people, his intelligence in easing conflicts, and his enthusiasm for pursuing peace. His fine characters exhibited at the end of the address help alleviate the audience’s negative emotions and enhance his determination to resolve the national conflicts.

To sum up, in these three addresses, “modal of obligation” is the main form of directives to help the presidents establish intelligent, sincere and peace-loving images, winning their audience’s identification and support in the prominent Introduction and Conclusion..

CONCLUSION

This article, in order to explore the major functions of ethos in Arrangement, draws on meta-discourse markers to analyze the world-famous American Presidential Inaugural Addresses. At the beginning of the exploration, We reveal via surveying the related rhetorical classics that ethos is tactfully exhibited in nearly all parts of the arrangement, among which Introduction and Conclusion are the most conspicuous parts where ethos blooms its charm to the maximum so as to achieve the goal of persuasion.

Meta-discourse markers are then used to identify ethos in the APIA’s arrangement. We find that hedges are featured with modal verbs (e.g may, might), conditional clauses, and epistemic verbs in the Introductions and Conclusions to mainly display the presidents’ modesty and prudence. Boosters chiefly take the forms of the modal verbs (e.g must, ought to), adverbs of certainty, and the whole phrases indicating certainty, to show their confidence and authority. Self mentions usually cooperate with boosters in the Introductions to demonstrate the presidents’ strong self-assurance, and are individually used in the Conclusions to express their viewpoints or their capacities. Reader mentions, taking advantage of the second person pronouns, inclusive first person pronouns as well as words and phrases directly addressing the audience, are frequently used to exhibit the presidents’ audience awareness and consideration of their interest. Directives mainly draw on the form of the “modal of obligation addressed to the speaker” to express the presidents’ expectation on the audience and their responsibility to the nation.

When it comes to the ethotic functions in APIA’s arrangement, we find that ethos mainly makes three aspects of contribution to the Introduction and Conclusion. In the Introductions, by describing their own situation, their own capacity and their own beliefs, the presidents show the prudent, modest and cautious images which are helpful in winning the audience’s sympathy and appreciation, and are conducive to generating resonance and laying an emotional foundation for the subsequent development. By demonstrating the presidents’ concern for the audience’s demands and for the current national situation, they intend to display their understanding to the audience, their

confidence in the future, and their courage in face of the hindrances, all of which make contribution to grabbing the attention of the audience and to identifying themselves with the audience. By demonstrating their optimistic attitude to brave the wind and waves, the presidents can arouse the audience's interest and deliver the speech in a harmonious and lively atmosphere.

In terms of the Conclusion, ethos mainly plays a part in the following three aspects: Quoting the authority of God and ancestors displays the presidents' caution about their words, their respect for the authority, as well as their understanding of the audience's feelings and beliefs, which may close the distance and eliminate the estrangement between the audience and the speakers. Through exhibiting their attention to the citizens' need and desire, the presidents manage to resolve the differences in a moderate manner and to reduce the opponents' negative emotions. The presidents, at the end of their addresses, either show their viewpoints on the national affairs or their expectations for the future, which is beneficial to win the audience's identification and support for their forthcoming administration.

In summary, a variety of ethos elements -- good moral character (e.g. modest, honest), good will (e.g. understanding the audience, identifying with them), and good sense (e.g. resorting to the authority and experience) -- are obviously demonstrated by means of the above-mentioned five meta-discourse markers in the Introductions and Conclusions of the three APIAs.

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