

**Scour for the Ethos, Pathos, and Logos found in the  
Rhetorical Magnificence in Kennedy's Berlin Speech as a  
Model: Perspectives of Composure and Clarity  
with Stress Patterns  
Case Study: Master One Students, University of Constantine1**

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**Abstract:** Authorial studies on foreign language learning zeroed in on the importance of raising the learners' learning through intensive practices for understanding in vivo the stress patterns in use. In this article, we will discuss a classroom learning practice with third-year students. The idea is that the F.L learner should understand that even if they have difficulties with the language they are learning, they have to learn how to approach situations with greater composure and clarity. Students are expected to engage in a cognitive activity in a way that is ethical and beneficial practicing how to follow guidelines with the consideration for the purpose of the activity. The methodology followed is to ask Master One students—who have had enough experience with the foreign language- to scour for the ethos, pathos, and logos in rhetorical magnificence of Kennedy's Berlin speech.

**Keywords:** Classroom learning practices, composure and clarity, cognitive activity, ethos, logos, pathos, rhetorical magnificence, Kennedy's Berlin speech

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## 1. Introduction

At college, Master One F.L students have already had courses on Pragmatics and Speech Acts. Students are indulged into learning about what a sophisticated and effective style is. For this, learners are provided with enough substantial materials. They are prepared to attune to the demands of any class activity.

## 2. Literature Review

### 2.1 *Suspire But Do It*

The teacher cannot learn *for* the pupil but can only provide good conditions within which learning may take place. In fact, giving a new brand of learners whose effort about learning is to know that learning will not take place if they do not work for it. Thus, becoming cognitive learners, or those learners who use their mental processes of thinking, reasoning, and problem-solving, i.e., under adult guidance or in collaboration with more capable peers. (Vygotsky. 1978. p. 86). For this, they have, for example, to scour the Internet and hunt for material written by native speakers. Being semi-detached from the teacher (self-access), they may suspire to the idea of doing something difficult, and thus learn to truly be cognitive learners: Doing things because they now know how to do them.

For English Language Teaching (EFL) methodology and classroom observation or monitoring have shown that adult learners with ‘with the kind of self-reliance they use in other areas of their lives’ (Hedge.2000:85) have shown they are capable of displaying surprising capacities of investing themselves in industriousness with language learning. The other methodology is when learning also takes the form of the experiences one gets from their extensive and intensive readings. Thus, it is with sustained and persistent practice that learners can learn how to do with new experiences, one of which is dealing with rhetoric.

### 2.1. *Sliding into the Province of Rhetoric*

By continually sharpening their wits and their cognitive and metacognitive capacities, learners will learn to work out their style to analyze available facts, evidence and to recognize the underlying assumptions, providing justifications for ideas and actions (Brookfield. 1987) and slide into the *province of rhetoric* where in general teachers encourage free participation through much of the class(...) *unconstrained by focused exchange*, where students talk to each other and their teacher to them as equals. (Jones, 1999, p.250).

Yet, with rhetoric, or the art of speaking and writing effectively for persuading, things may take a different stand. Burk (1969) considers that rhetoric is about political persuasion to the more implicit tactics of identification found in an immense range of sources, as a case in point Kennedy’s Berlin speech. As a first assumption, the speaker is expected to speak within the framework of a general standard (Grice, 1975). As rhetoric goes, when a speaker aims at persuading an audience, they have to have that power of attracting their audience and more particularly in a caring response without which persuasion is vain.

Much earlier, the modes of persuasion, as seen by Aristotle are three kinds. The first kind depends on the personal character of the speaker [or writer]; the second on putting the audience [the readers] into a certain frame of mind; the third on the proof, or apparent proof, provided by the words of the speech itself. (Aristotle, 2000). All in all, it is to the persuasive words that present-day writers on rhetoric direct the whole of their efforts. Thirdly, persuasion is effected through the speech itself when we have proved truth or an apparent truth by means of the persuasive arguments suitable to the case in question, as the Kennedy’s speech will illustrate.

### 2.3. *The Rhetorical Triangle – the J.F.K’s Model*

As the Arabic proverb puts it, the “strength of a person is in his intelligence and his tongue” (Ostler.2005:xix). This is fundamental. With astuteness, good diction, the addresser

has to know how to manipulate their *logos*, *ethos*, and *pathos* interchangeably within the framework of a [preferably] equilateral triangulation. In how well the speaker argues their point–*logos*– will contribute to make his message understood. What makes the message perceptible, understood by “the accepted purpose or direction of the talk exchange” (Grice. 1975) is the manifestation of the *ethos*, i.e. the credibility of the arguments presented and how to judiciously convince the audience. The speaker/writer can even go the extra mile to play upon the sentiments, the *pathos* or the series of shared beliefs and values to achieve his perlocutionary effect on his audience.

To make such a fact clear, we presented to our Written Expression (Creative Writing) Master 01 F.L learners an excerpt of the Kennedy’s Berlin speech. Kennedy’s historical 1962 boast (Sorenson.1965) represents a good example of how to [idiosyncratically] exercise rhetoric. Through such an excerpt, we wanted our learners to understand what one can do with language.

### 3. Methodology

#### 3.1.Design of the Experiment

The excerpt was presented to a group of 20 Master 01 F.L learners at the Department of Letters and English Language at the University of Constantine 1 in Algeria. Working in five four-member groups, learners have started to show some interest while the exercise developed through its different stages.

“all free men(...)are citizens of Berlin, and, therefore, as a free man, I take pride in the words ‘Ich bin ein Berliner’”  
(Sorenson, 1965, p. 601)

#### 1st Stage: Silent Reading

At first, the excerpt was administered for free reading. We explained that the speaker was Kennedy talking in Berlin in June 26<sup>th</sup>, 1963.They were allowed for a silent reading to skim and scan through the words and try to decipher the meaning, the force of words, and the possible manifestations of rhetoric. We briefly explained the meaning of the German scripts to avoid that they would **distractively confuse the participants**. As an exercise started, we asked what the excerpt was about, and we obtained the following:

18 students: the passage is about American and German relationships.

02 students: gave no answer

#### 2nd Stage: Reading Aloud with Intonation

As a second activity, students were now asked to read aloud the excerpt by giving the necessary intonation. This was to indulge them into gearing slowly into the rhetorical reading a speech with full-fledged emotions. Students were made aware to understand that a speech cannot be read flatly. The response was swift and funny. Different participants read the excerpt with different intonation and stress.

-Sub-group1 (For ease of presentation of the results, only one answer per group was considered.)  
ALL free men ARE citizen of BERLIN (...) and as a FREE MAN (...) 'BERLINER! (the capitals show the rising intonation)

#### -Sub-group 2

All FREE MEN are citizen of 'BERLIN, and THEREFORE 'AS a 'FREE man, (...)in the 'WORDS 'ICH BIN EIN BERLINER

#### -Sub-group 3

all FREE men(...)are 'CITIZEN of BERLIN and therefore as a 'FREE 'MAN I take pride in the words 'ICH bin ein 'Berliner

#### -Sub-group 4

'All fFREE men(...)are citizen of 'BERLIN and 'THEREfore as a 'FREE man I take 'PRIDE in the words 'ICH bin 'Ein 'Berliner

It is obvious that the participants were just beating about eh bush in trying to put the stress and the intonation according to what seemed to them paramount as ‘free men’, ‘citizen’, ‘therefore’, ‘Berlin’, or even ‘ich bin ein Berliner’. When asked, the participants did not give plausible answers as to the reason of the choice of the intonation or the stress.

3rd Stage: Read cognitively

To truly make them sense understand the rhetorical values in a speech, participants were asked to understand the different vocabulary words used and to try to read the passage but with more cognition so as to know where to judiciously rise the intonation, and where to put the stress.

*Sub-group 1*

ALL free men are citizen of 'BERLIN (...) and as a free MAN 'I (stress on 'I' take 'PRIDE in the 'WORDS ich bin ein Berliner.

*Sub-group 2*

All FREE MEN are citizen of 'Berlin 'and therefore as a 'FREE MAN, I take pride in the in the 'Words 'ICH 'BIN 'EIN 'BERLINER

*Sub-group 3*

all FREE men(...)ARE citizen of 'BERLIN and therefore as a 'FREE 'MAN I take 'pPRIDE in the words 'ICH bin ein 'BERLIN

*Sub-group 4*

All free men 'MEN are 'CITIZEN of 'Berlin and therefore as a 'FREE man, I take 'PRIDE in the in the words 'ICH 'BIN 'EIN 'BERLINER

The most stressed words that received the highest intonated words were ‘free’ ‘Berlin’ ‘man’ ‘words’ ‘ich bin’ and ‘Berliner’. After the third stage, a video of the speech was broadcast and the participants could hear the late president reading his speech with the right intonation and stress.

## 6. Kennedy’s Stress and Intonation

“‘ALL free 'MEN(...)are citizens of Berlin, and, thereFORE, as a free'MAN, I take pride in the words 'ICH bin ein 'BERliner”

*4th Stage: The rhetoric magnificence*

The first three stages were to inform about which words are important in the excerpt, and thus try to derive the intended meaning. The participants were asked to find out where the president used the logos, ethos, and pathos. The *ethos* being to make the message perceptible, the *logos* is how well the speaker argues his point, and pathos is play upon the shared beliefs and values.

## 6. Results: Coming up with Something

The participants were asked to range the words of the excerpt according to the different points of the rhetorical triangle. Most probably counting on their different answers of the previous stages to help them, the participants, pointed out to different words and gave different interpretation to the three peaks of the rhetorical triangle.

1. ALL free men ARE citizen of 'BERLIN (...) and as a FREE MAN (...) 'BERLINER! (the capitals show the rising intonation)

2. All FREE MEN are citizen of 'BERLIN, and THEREFORE 'AS a 'FREE man, (...)in the WORDS 'ICH BIN EIN BERLINER

3. all FREE men(...)are 'CITIZEN of BERLIN and therefore as a 'FREE 'MAN I take pride in the words 'ICH bin ein Berliner.

The answers of the four sub-groups and have been detailed out for ease of exposition. Herein, the capitals show the rising intonation. The question mark (?) suggests that the choice has been haphazardly done for no plausible explanation was given.

Ethos? to make the message perceptible

ALL  
 ARE  
 BERLIN; BERLINER  
 BERLINER (with a rising intonation at the end!)  
 Logos? how well the speaker argues his point  
 THEREFORE  
 AS A FREE MAN  
 I TAKE PRIDE  
 FREE MAN  
 Pathos? shared beliefs and values and feelings/emotions.  
 ICH BIN EIN BERLINER  
 ICH bin ein Berliner  
 'FREE 'MAN

As a first interpretation of the results, we can observe that the participants, according to their history classes' reminiscences, could understand that the late president tried to highlight the idea of getting independent (freedom). The second category of answers focused on 'therefore' i.e. expressing a conclusion of something, on 'I take pride', the word pride' seems to have suggested that there was a rhetorical force of some sort, and 'free man', also suggesting the idea of 'freedom'. The third category of answers focused on 'Berliner' 'Ich bin' and 'free man'. In all likelihood, the respondents believed taking about a particular city is connected with feelings.

## 7. Discussion: Putting it Altogether

According to the results, we can say that students did not manage to draw a clear boundary between the three different aspects of the rhetorical manifestations and to say which is which. A classification of the late president's speech could be one like the following:

Ethos: to make the message perceptible

Ich bin ein Berliner! (with a rising intonation at the end!)

Logos: how well the speaker argues his point

All free men are citizen of Berlin

*Therefore*

*As a free man, I take pride in the words Ich bin ein Berliner*

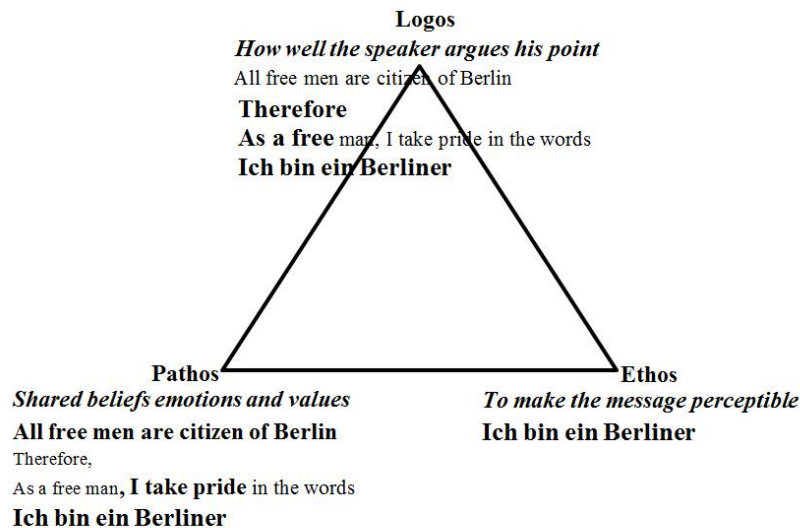
Pathos: shared beliefs and values

all free men are citizen of Berlin"

I take pride in the words

Ich bin ein Berliner

For the *ethos*, Kennedy geared to German to have a bursting impact of his Berlin audience; as to the logos, he presented two facts with the use of the strong linker 'therefore'. Moreover, Kennedy did not say "therefore as a 'Berliner' but conspicuously said "therefore as a 'free man' highlighting the idea of 'freedom' than anything else. For the pathos, he played on the "all free men" patriotic fiber, together with "I take pride", and with the final blow "ich bin ein Berliner!" (with the necessary tone in the voice. A you tube video of the speech was played in class). In that excerpt, ethos, logos, and pathos did intertwine; and it was hard to try single out any one.



### Kennedy's Equilateral Rhetorical Triangulation

It is worth pointing out that what Kennedy did possibly not know is that his translator made him make a grammatical and a socio-cultural blunder -probably second to none! Indeed, the city of Berlin is known for a particular sugar cake bearing the name of *Berliner* or *berliner* (just like 'hamburger' is to Hamburg), and in effect in using [V + S + article + adjective], a null article should have been used in designing professions, and nationalities. For example, we say 'er wird Lehrer' (he will be a teacher) but not 'er wird *ein* Lehrer' (Jung. 1973:276). For that matter, had the president's translator known about German grammar (Nunan. 1989) or culinary traditions, he wouldn't have made his president's words jar for literally: 'Ich bin ein Berliner' means 'I am a sweet cake', but *not a* citizen of Berlin. Berliners that momentous day could certainly not repress a laugh for they understood the Yankee president's blunder! (cf. Labed. 2004).

However, what is interesting to know is that by well manipulating his logos or *the words of the argument*, his ethos, *-the credibility of his message*, and his pathos, or *his creativity with regard to the audience he was addressing*, JFK made the audience go in wild applause, and for that matter Kennedy's "ich bin ein Berliner" will remain for ages an illustrious example of the perspective of an rhetorical triangulation magnificence. The "rhetorical triangle is typically represented by an equilateral triangle, suggesting that logos, ethos, and pathos should be balanced within a text" (Lutzke et al.2009). By safely [and unconsciously] manipulating the ubiquitous strategies, the president knew *what to say -goal-achieving*; do his boast in an idiosyncratic fashion *-self-access*, and having a strong perlocutionary effect on the audience, *-achieving something*. In that respect, with idiosyncrasy to lead them, speakers as those "statesmen, soldiers, sailors, and missionaries, men of action, men of strong feelings have made world languages" (Ostler. 2005:21).

## 8. Conclusion

The experiment has the merit to show that to some extent, our respondents could manage in making efforts to understand what logos, ethos, and pathos in concert seen from a from a stress patter perspective. The late president excerpt showed how one could make words say what he wants them to say by stressing what is salient. The results also allow purporting that in learning a foreign language, viz. English, the stakes of rhetorical values and magnificence – together with stress pattern which refers to the way syllables are emphasized within a word or phrase, creating a rhythm -remain high at the pedagogic game.

The excerpt presented does in no way represent rhetorical magnificence *per se*, but has the merit to present a glaring example of it. The President that day midst the hub of the Cold War could manage to make his words sparkle with unprecedented magnificence. He could manage,

too, maximize, by rightly putting the stress, his message to the commissars who were on the other acoustic exchange of the then Berlin wall.

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