

Being Optimistic About Inclusion: Biden's Rhetorical Strategy of Positive Self-Presentation Reflected in Teacher Training Policy

Markiyan Tkhir^{1,*} & Sergiy Sydoriv²

¹Department of Translation and Philology, King Danylo University, Ivano-Frankivsk, Ukraine

²Department of Theory and Methods of Preschool and Special Education, Vasyl Stefanyk Precarpathian National University, Ivano-Frankivsk, Ukraine

*Correspondence: Department of Translation and Philology, King Danylo University, 76018, 35 Konovalts Str., Ivano-Frankivsk, Ukraine. Tel: 380-342-771-845. E-mail: mark-tkhir7836@ust-hk.com.cn

Received: November 1, 2021

Accepted: February 3, 2022

Online Published: March 12, 2022

doi:10.5430/jct.v11n3p38

URL: <https://doi.org/10.5430/jct.v11n3p38>

Abstract

This paper reveals how Joseph Biden creates an image of a president-optimist through rhetorical strategy of positive self-presentation by using language effectively in his inaugural speech. The strategy is realized by two tactics – positive representation of compatriots and forecasting good future for the USA. Aimed at evoking in the audience optimistic thoughts and moods, these tactics ensure appropriate use of rhetorical devices. In the tactics of positive representation of compatriots presupposing describing American citizens in a good light, Biden employs predominantly hyperboles (4 occurrences), metaphors (5 occurrences) and repetitions (12 occurrences). The tactics of forecasting good future for the USA consisting in describing positive experiences, wellbeing and prosperity in the future is realized by repetitions (29 occurrences), antitheses (27 occurrences) and metaphors (11 occurrences). Drawing on the rhetorical devices in the analyzed texts it is revealed the tactics of discrediting the opponents, the tactics of demonstrating power and others which obviously contribute to other strategies. This research demonstrates that Biden is likely to present himself positively in an attempt of maintaining power and support. The paper also discusses electoral promises and steps made by Biden's administration to improve the quality of education based on the principles of equity, diversity, and inclusion. It is established that growing investment in education is vital and teacher development should receive special attention on organizing a safe inclusive learning environment.

Keywords: inclusive learning environment, professional development, rhetorical device, rhetorical strategy, self-presentation

1. Introduction

Self-presentation is generally defined as controlled behaviour of a person involving linguistic expression and non-verbal signs so as to shape how others view him or her (Leary, 1996). Since self-presentation is mostly directed to the external audience, the speaker in varying settings reveals different aspects of his/her identity creating an image of the self to others. Positive self-presentation has long been proved a primary motive every individual strives to achieve throughout his/her lifetime (Christensen, 1981; Romaniuk, 2019). In political discourse where people use language to convey power (Chilton, 2004), positive self-presentation plays a crucial role, since politicians creating positive images get people to like them, convince the audience of their competences, and therefore, become powerful leaders (Hart et al., 2013; Arnold & Labbé, 2015; Tšaikina & Busurina, 2020). In this vein, using language effectively to achieve particular goals is understood as a *rhetorical strategy* (Ardila, 2019). As politicians in general, and presidents as heads of states in particular, are strategic in their self-presentations (Van Dijk, 2008), the impressions of themselves they try to create are often planned and carefully designed (Caesar et al., 1981); therefore, analysing language of prominent political speakers is relevant, since it reveals the rhetorical strategies, they employ as tools for achieving their goals.

Research on strategic self-presentation in political discourse has demonstrated that American presidents are more likely to present themselves positively in an attempt of gaining and maintaining power and support. Yet, the

rhetorical strategies they employ are different from George Washington's strongly assertive constructions and Theodore Roosevelt's elaborate causal relations (Lim, 2002) to Donald Trump's simple style with short sentences and reduced vocabulary (Savoy, 2016) requiring the audience, as Kayam claims, "of 9-to-11-year-olds to understand" (Kayam, 2018). Among the 46 US Presidents, Joseph Biden's rhetorical strategies in his speeches, and his inaugural speech in particular, deserve close attention, since Biden is considered to be new American hope. His effective use of rhetorical strategies was keeping the public grabbed all his inaugural speech on January 20, 2021.

Forming a positive image of the president-optimist should be conveyed on all levels of society. Joseph Biden chooses not to segregate, but to include based on diversity and equity. Shattuck and Sikkink (2021) state that some have argued that in these difficult times, President Joe Biden cannot afford to focus on human rights at the expense of more pressing domestic and global matters. In fact, the opposite happened. U.S. soft power and national security have always rested in part on the country's commitment to human rights and democracy. If Washington wants to recover lost ground, it cannot afford to ignore this crucial dimension of American power (Shattuck & Sikkink, 2021). The president considers inclusion, equity, and diversity tokens of the good future. Equitable and discrimination-free education and inclusive learning environment have to be priorities of the President's family and administration. Inclusive education considers every person capable and worthy to receive the best and most appropriate instruction and necessary support. It is not limited to the inclusion of persons with disabilities, but rather, focuses on the inclusion of all students regardless of race, ethnicity, disability, gender, sexual orientation, language, socioeconomic status, or any other aspect of identity that might be perceived by others as "different." (Abery et al., 2017; Buribayev et al., 2020).

The *aim* of this study is to explore how Biden's rhetorical strategy of positive self-presentation is realized by means of tactics, i.e., employing rhetorical devices. They contribute to Biden's image as a president-optimist who believes in the prosperous life of his nation and ways out of the global pandemic and financial crises. The paper also discusses plans and steps made by Biden's administration to improve the quality of education for all in the USA. The article is structured in the following way. Section "Materials and Methods" accounts for the data and methodology employed in this study. Section "Results and Discussion" will demonstrate how the rhetorical strategy of positive self-presentation in Joseph Biden's speeches is realized by two tactics – positive representation of compatriots and a forecasting good future for the USA, the equity and inclusion being the principle. In the concluding section, the authors reflect on further investigations of rhetorical strategies in Joseph Biden's speeches.

2. Materials and Methods

The steps for sustaining a positive image of the country and determination to develop society united around justice and equity are to send signals of hope to international community. Teachers and students are a valuable resource of the country's power and prosperity. In his education plan "The Biden Plan for Educators, Students, and Our Future" (2019) the presidential candidate promises to provide educators the support and respect they need and deserve and invest in all children from birth so that regardless of their location, parents' income, race, or disability, they are prepared to succeed in tomorrow's economy. Investing in education means investing in future. International research reveals the demand for trained educational professionals capable of designing learning environment for students with various needs and abilities (Budnyk et al., 2020). To be able to provide effective and quality education to diverse students when schools re-open after the pandemic, teachers should be trained to meet the challenges of the post-coronavirus future. Even before the pandemic, teachers in regular classrooms indicate a need for more competence according to teach children with special needs. Pre-service training and sustainable professional development can assist teachers in their practice and prepare teachers for diversity in the classroom (Leifler, 2020). Effective management of inclusive learning creates a positive image of an educational institution, and thus stimulating demands for educational services (Nikolaesku et al, 2021).

The data of this paper includes the inaugural speech delivered by Joseph Biden. It was retrieved from the online speech bank of The *White House* (Inaugural Address by President..., 2021). Online documents of Executive orders were retrieved from the Office of the Federal Register (2021). The methodology of this research includes two stages: 1) speech linguistic analysis; 2) reconstruction of the rhetorical strategies in it. The first stage of the research – linguistic analysis – presupposes identifying the rhetorical devices employed by Biden and interpreting their functions and peculiarities of use. The methods adopted at this stage are rhetorical and textual analysis, semantic and component analysis. At the second stage, we reconstruct the rhetorical strategy involved in the analysed text.

The method of analysis was used for the following documents: The Biden Plan for Educators, Students, and Our Future (2019), The Biden Plan for Full Participation and Equality for People with Disabilities (2020) and Inaugural Address by President Joseph R. Biden, Jr. (2021). The Inaugural Address by President Joseph R. Biden, Jr. was delivered on

January 20, 2021 at the United States Capitol, Washington, DC. The criteria of an inaugural speech are as follows: 1) the text is a monologue; 2) the text is planned and written beforehand, the speech is prepared; 3) the president is not asked any questions, no spontaneity is expected in the speech; 4) it is presented in front of a mass audience; 5) it is devoted to the commemoration of the first day of his presidency. Thus, this article deals with the rhetorical strategy of positive self-presentation which is formed by particular rhetorical devices applied and their respective functions in the corresponding contexts.

3. Results and Discussion

3.1 Positive Presentation of Compatriots

The tactics of positive representation of compatriots presupposes naming and describing some former American presidents and national heroes in a good light. The rhetorical devices employed in his speeches, referring to the compatriots are predominantly hyperboles, metaphors and repetitions. *Hyperbole* as an expression of excess and exaggeration (Claridge, 2011) is used 4 times in Biden's speeches with reference to his compatriots. The functions of hyperbole are often complex, contradictory, and even disorienting (McCarthy & Carter 2004), suggesting a move from something impossible towards possible or concealing the real truth in order to push beyond interpretations of reality. As sentences (1) and (2) demonstrate, Biden describes his compatriots, former US Presidents Jimmy Carter (1) and Abraham Lincoln (2), in the Emancipation Proclamation:

(1) <...> *whom we salute for his lifetime of service* (Inaugural Address by President..., 2021).

(2) <...> *my whole soul is in it* (Inaugural Address by President..., 2021).

The components *lifetime* and *whole* in the above examples mark what Norrick (2004) calls "extreme case formulation" distinguishing it from hyperbole, with the latter tending towards metaphoric and/or imagery expressions and the former implying the extreme degree of something. In this study, I consider extreme case formulations with *lifetime*, *whole*, *every*, *always*, *never* etc. as a subcategory of hyperbole, or rather one of its realisations, because as the notion of gradeability is basic to hyperbole (Claridge, 2011) both extreme case formulations and hyperbole proper highlight some points on a scale, be it ultimate extreme or not.

Generally, in Biden's speeches instead of blatantly striking the audience or pushing it towards particular ways of interpreting meaning, hyperbole creates intense pathos that is often uplifting and inspiring. It is pervasive in his discourse when it comes to positive representation of his compatriots. With the function of transition from one perspective to another, Biden's hyperbolic expressions come beyond the logical argument. In praising his compatriots, the president is prolific with hyperbolic assertions, since he does not rely on logical argumentation in these contexts. Relying on affectus more than ratio in paying homage to the soldiers, heroes, patriots, and simple Americans appears justified, as Biden's hyperboles come naturally. In (3) below, he claimed that their "better angels" have always prevailed. In other words, the American people by means of these angels through the Civil War, the Great Depression, World War, 9/11, etc. in Biden's words have always won. Resorting to this hyperbolic attribute, his speech becomes marked by a certain *kairos* – always – as a moment of time infused with rhetorical affect. As Poulakos (2002) suggests, *kairotic* speech necessary "creates an impression of timeliness in the audience," and Biden's attribution "always" creates a strong effect of eternity.

(3) *Through the Civil War, the Great Depression, World War, 9/11, through struggle, sacrifice, and setbacks, our "better angels" have always prevailed* (Inaugural Address by President..., 2021).

Metaphors as ways of understanding or experiencing one kind of thing in terms of another (Lakoff and Johnson, 1980: 15) are involved 5 times in the analysed Biden's inaugural speech. In rhetoric, the use of metaphor is primarily to convey to the audience a new idea or meaning by linking it to an already familiar one. Deploying the tactics of positive representation of compatriots, Biden uses metaphors excessively to make American people appear to be linked to the before mentioned and familiar concepts.

(4) *I thank them from the bottom of my heart* (Inaugural Address by President..., 2021).

Every metaphor always involves a degree of perspectivation where some features of an object, person or situation are highlighted, or rather foregrounded, and others remain deliberately obscured. This mapping (which some researchers consider a partial mapping (Perez-Sobrino, 2017) plays an important role in political discourse, because using metaphoric expressions in a particular way may create a specific perspective that can influence and manipulate the audience (Romaniuk, 2016).

Creating a positive image of his compatriots, Biden uses excessively *repetition* – in the analysed corpus there are 12

occurrences of this rhetorical device in relation to the US citizens. As the main function of repetition is to lay strong emphasis on particular ideas, in Biden's speeches referring to his compatriots this device brings Americans into the focus of attention. The repetition of the construction *Here we stand ...* should be emphasized since it refers to the audience who was listening to his speech in the Capitol. On the one hand, this repetition as Halliday and Hasan suggest, has a cohesive function, "linking new utterances to previous ones through the use of repeated words" (Halliday & Hasan, 1989) – Biden consecutively introduces that historical place where Martin Luther King spoke of his dream, where 108 years ago, thousands of protesters tried to block the brave women from the right to vote and at the moment of his speech, where the first woman Kamala Harris was elected to national office. On the other hand, it evidences Biden's positive stance, organizes his ideas and contributes to the positive representation of the US citizens' evolution and positive changes in the US history throughout his discourse. Structurally, Biden uses different types of repetition – word, phrasal and clausal. In example (5) repeating the word *oath*, Biden draws attention to the sacred ritual he was going to take, which was taken by the first US president George Washington and other patriots, considering him a great patriot and laying special emphasis on the importance of this occasion for Biden himself:

(5) *I have just taken the sacred oath each of these patriots took – an oath first sworn by George Washington* (Inaugural Address by President..., 2021).

Pronominal repetition is quite vivid in Biden's speeches and among various pronouns he most often reiterates the first-person plural *we*. This pronoun is always inclusive in his inaugural speech with reference to his compatriots, i.e., Biden positions himself within a group of American citizens who "will press forward with speed and urgency" (Inaugural Address by President..., 2021):

(6) *This is a great nation and we are a good people* (Inaugural Address by President..., 2021).

In (6) the inclusive pronoun *we* refers to the whole American nation as a collective identity, the president belonging to it. In such a way, praising the Americans, Biden subtly reminds them of him being one of them. Wales refers to such use of the first-person plural pronoun as the "patriotic we" (Wales, 1996). By using it, Biden employs a unification tactics serving to unite the nation reinforcing their solidarity. Clausal repetition is also frequent in Biden's inaugural speech. Example (7) demonstrates how the president regards his compatriots, supporters and non-supporters of his campaign – due to the same beginning of the sentences special emphasis is laid at the end of the sentence:

(7) *To all those who supported our campaign <...>. To all those who did not support us <...>* (Inaugural Address by President..., 2021).

Combining several rhetorical devices in his speech, Biden displays his eloquence and creates certain effects to the audience. In representing his compatriots positively, the extensive use of hyperbole, metaphor and repetition serves to reinforce his political message.

3.2 Forecasting Good Future for the USA

The tactics of forecasting good future for the USA consists in describing positive experiences, success, wellbeing and prosperity that are meant to be in the future. The rhetorical devices Biden employs in his inaugural speech referring to good future are repetitions, parallel constructions, antitheses and metaphors.

Repetition with reference to forecasting good future is used 29 times in the analysed Biden's inaugural speech. In most cases, Biden intentionally introduces reiterations of words, phrases or clauses before he actually says the word *future*. As example (8) demonstrates, he says twice *more* introducing two clauses with the adjectives of compound degrees of comparison *prosperous* and *ready* immediately following each other, and then he states *for the future*. In such a way, he reasserts his idea of America being powerful; because the reiterated *more* and the adjectives imply ability and power, or in Johnson's terms, enablement. The repetition of what is important (here: America is powerful and has a good future if united) makes the idea a part of shared knowledge – something that is generally known to the community.

(8) *<...> Our country will be stronger, more prosperous, more ready for the future* (Inaugural Address by President..., 2021).

Along with presenting America as a nation that is strong, prosperous, and ready for the future if united, Biden again appeals to unity. Reaffirming the common abilities and opportunities of his citizens gives him strength in political contexts, since the image of united America has always been an indispensable part of Americans' culture. In the passage (9) below, he reiterates the word *can* collocating it with the personal pronoun *we* relating himself to the community of united American people. Lining up his repetitions the way he did in (9), Biden structures the

audience's perception and understanding the matter he wants them to – first he states that Americans can do *great things*, following the collocation with repetition *important things*; then he reasserts faith in justice, in good jobs, safe schools, work reward, middle class rebuilding, secure health care, racial justice; he makes people believe in virus defeat; and finally, Biden reasserts faith in America as the leading force for good in the world:

(9) *With unity we can do great things. Important things. We can right wrongs. We can put people to work in good jobs* (Inaugural Address by President..., 2021).

So, in forecasting good future, repetition in Biden's speeches has two functions: *focusing the audience's attention* when the reiterated words come before the description of future, and *reasserting values* when repetitions are used before and after the context about a good life. *Antithesis*, a figure used to establish contrast between ideas, is involved 27 times in Biden's speeches with reference to good future. Example (10) below contains the antithesis which convey the opposite meanings. By using this antithesis, Biden makes his intentions clear to the audience – first he slightly gives a hint to yesterday's challenges i.e., disunity of some alliances and not engagement with the world, and emphasizes on the importance of meeting today's and tomorrow's challenges.

(10) *Not to meet yesterday's challenges, but today's and tomorrow's.* (Inaugural Address by President..., 2021).

Example (11) provides contrast of two pairs of different notions with opposite meanings – *power* and *possibilities* and also *personal interest* and *public good*. He contradicts them:

(11) *Not of personal interest, but of the public good.* (Inaugural Address by President..., 2021).

So, Biden effectively puts two contrasting or opposite ideas next to each other producing balance and emphasis and both help him make his point memorable.

Metaphors with reference to good future are used 11 times by Biden in his inaugural speech. In the contexts with metaphoric expressions, the word *future* is rarely used; instead, the president describes positive situations happening, problems being solved, and life being improved. The function of metaphors in such contexts is to make the abstract idea of good future closer to the audience, to represent the future as something tangible, material, easy to reach and obtain. For example, at the end of his speech, Biden claims that democracy and hope, truth, and justice thrived. Thus, he let everybody hope for a bright future of the USA. Using the metaphor *did not die on our watch* (Inaugural Address by President..., 2021), he makes the abstract ideas of hope, truth, and justice tangible, material, and alive. Metaphors of better future are mostly used in the contexts with words and expressions conveying positive denotative meanings or/and connotations such as nouns *democracy, love, hope, truth, justice* adjectives *precious, hallowed, indivisible* etc. and words of enablement like *thrive, prevail, move forward* etc. Two contrasting metaphoric expressions: *open our souls* evokes the idea of living in peace, uniting altogether, and stopping the uncivil war. Biden makes the audience feel united, sincere, and friendly with each other. The other metaphoric expression – *hardening our hearts* – are contrasted to the previous one, and by using this metaphor, the US President is trying to make people feel embarrassed with burdens in their hearts, being disunited and apart (Inaugural Address by President..., 2021).

Biden successfully uses metaphoric expressions to create an effect of closeness and tangibility of a good future for American citizens. Thus, the results show that rhetorical strategy of positive self-presentation in Joseph Biden's speeches is realized by two tactics – positive representation of compatriots and forecasting good future for the USA. These tactics in Biden's speeches are aimed at evoking in the audience optimistic thoughts and moods in the light of COVID-19 global pandemic and financial crises through the appropriate use of rhetorical devices, i.e., techniques of using language to convey to the audience particular meanings convincing them towards considering him an optimistic president. Among rhetorical devices in the analysed inaugural speech, the authors have found metaphors (16 items), hyperbole (8 items), antithesis (27 items), repetition (41 items), and ubiquitous use of words with positive connotations such as *love, healing, greatness, goodness, peace, progress, equity, and security*. Further, it is considered the concept of equity as the strategy of development. Principles of equity and inclusion are vital in strategical planning of the presidential administration; organizing and sustaining a safe and inclusive learning environment for *all* should receive attention in teacher development.

3.3 Equity as the Strategy of Development

It is important to examine President Biden's speech, where he envisages a good future for the people of America in terms of equity and inclusion. He carefully uses wording that evokes the image of equity for all, in which a diverse population will be united through interaction, communication, respect, democratic values, and education. The inclusive learning environment, safe and nurturing, is vital for learning, teaching, and developing new generations where race, color, origin, religion, gender, and disability are not barriers to cooperation, instead, diversity should

become important assets and tokens of good future for all. At the start of his presidential campaign, Biden announced changes in policies that can benefit *all* and positively affect students with disabilities – more funding and broader improvements of social and care services, housing, employment, training, and education. His education plan might be construed by some as being, first and foremost, a deft political move (it) is both ambitious and strategic, starting with his inclusive assertion that all educators – not just teachers but also teacher aides, coaches, and everyone else who works with kids at school – are worthy of respect and support (Ferguson, 2020). On his education platform, Biden proposed the following steps to be taken should he be elected:

- investment in resources for a school learning environment for students to develop emotionally and physically while the educators can focus on effective teaching. This includes hiring and training more psychologists, counselors, nurses, social workers, and other education support professionals;
- training and recruitment of special education teachers. \$900 million committed for the development of special education teachers and \$1.6 billion investment to provide current teachers with the opportunity to gain certifications in areas like special education;
- supporting educators by giving them competitive salaries, benefits, and resources they need for quality teaching. Investing in teacher mentoring, leadership, and additional education;
- expanded programs and funding for young children with disabilities. American Families Plan can provide 12 weeks of paid family and medical leave for workers, two years of preschool to all children, and affordable access to child care for parents with low income. Child care providers would receive extra money to provide quality care and an inclusive environment for children with disabilities;
- providing every middle and high school student a path to a successful career. The allowance of Pell grants is to be used for dual enrollment programs, so high school students can take classes at a community college and earn college credits or a credential prior to graduating from high school. Investments into community colleges infrastructure also will accommodate students with disabilities;
- job opportunities and training. The American Jobs Plan makes substantial investments in the infrastructure of the care economy, starting by creating new and better jobs for caregiving workers, The president calls on Congress to eliminate sub-minimum wage provisions in section 14(c) of the Fair Labor Standards Act and expand access to competitive, integrated employment opportunities and fair wages for workers with disabilities;
- anti-bullying and anti-harassment measures. The race, gender, and disability equity on top and grassroots levels secure a safe and sustainable environment for students, teachers, and parents.

Plans to train and support teachers, who work with students with special educational needs and disabilities, more effectively are a signal for all policymakers and educators worldwide as the meaningful removal of barriers and inclusion is beneficial for society and serves humanity (Zinchenko, 2020).

It is important to mention that inclusion being comparatively new some countries, very often is a generic term for diversity and equity. President Biden uses the term equity in the sense of recognizing the diversity and accommodating for the unique barriers that different groups experience – which is now understood to be essential in unlocking the full impact of a diverse and inclusive society. He speaks about justice and promises steps to eliminate discrimination based on race, origin, gender, and disability. The president’s executive order defines the term equity as the consistent and systematic fair, just, and impartial treatment of all, including individuals who belong to underserved communities that have been denied such treatment.

Making steps in securing equity on the federal level, President Biden and Vice President Harris have invited nearly 1.500 diverse and highly qualified professionals representing minority groups across America that have been previously underrepresented at the highest levels of government to meet the demands of the executive branch. The immediate tasks for Biden’s administration are to include “equity” within the government’s diversity and inclusion framework so agencies better recognize and address the distinct challenges and experiences different communities and individuals face; launch a government-wide initiative to promote diversity, equity, and inclusion; implement plans to help agencies collaborate with each other and NGOs; establish pipelines for youth and adults without a four-year degree to enter and keep employment; introduce strategies to revitalize post-COVID education system and take the educational debt burden off the students with disabilities.

The president stresses that educators can have two important partners in the White House: President Joe Biden and First Lady Jill Biden, who has worked as a teacher for more than 30 years. Dr. Jill Biden has experience teaching in underprivileged settings. Among other teaching jobs, she instructed adolescents with emotional disabilities at a

psychiatric hospital for five years in the 1980s and taught in the community college for 15 years. She had a permanent teaching position being the second lady during Barack Obama's presidency, and she plans to keep teaching being the first lady. She supports veteran, LGBT+, and charity organizations, and it is true to say that her example, passion, expertise, and determination support the "equity" decisions of her husband and the administration. Alongside the officials and teachers, her efforts are aimed at re-opening schools after the COVID-19 pandemic and ensuring that the school environment is safe and inclusive for all students and teachers.

The U.S. Department of Education develops strategies to help students safely return to in-person learning via transformation of the education system so diverse educational needs of students to receive a high-quality education and achieve the highest potential can be met. Dr. Miguel Cardona, the Secretary of Education is not new to equity, he started his teaching career in elementary school, afterwards, he led a school with outstanding programming for preschoolers, bilingual students, and students with sensory disabilities. The inclusive steps of the Department include modernizing infrastructure, facilities, and accessibility, investing in teacher training, providing universal access to preschool education and care services, ease the burden of education debts, and supporting those on a low income.

4. Conclusions

This research on Biden's strategic self-presentation in political discourse has demonstrated that he is more likely to present himself positively in an attempt of gaining and maintaining power. Rhetorical strategy of positive self-presentation in the Biden's inaugural speech is realized by two tactics – positive representation of compatriots and forecasting good future for the USA. Aimed at evoking in the audience optimistic thoughts and moods, these tactics ensure appropriate use of rhetorical devices. In the tactics of positive representation of compatriots presupposing positioning American citizens in a good light, Biden employs predominantly hyperboles (4 occurrences), metaphors (5 occurrences) and repetitions (12 occurrences). The tactics of forecasting good future for the USA consisting in describing positive experiences, wellbeing and prosperity meant to be in the future is realized by repetitions (29 occurrences), antitheses (27 occurrences) and metaphors (11 occurrences). In such a way, Biden established himself as the president-optimist, who claims that unity is above everything. He often sounds inspiring and uplifting and appeals to pathos. He praises American people excessively and ascertains they deserve better future.

This study is promising, because beside rhetorical strategy of positive self-presentation, there are other strategies employed by Biden in his speeches. In particular, drawing on the rhetorical devices in the analysed texts it is worth establishing the tactics of discrediting the opponents, the tactics of demonstrating power and others which obviously contribute to other strategies.

This research on Biden's strategic political speeches and acts has also demonstrated that the President and his administration are determined to achieve a good future for the nation based on principles of equity, diversity, and inclusion. Biden's electoral promises and practical steps prove that teachers, students, and their families are important, therefore growing financial and resource support and investment in education are vital for the future. Teacher training and development in post-pandemic conditions should include special attention on organizing and sustaining a safe and nurturing inclusive learning environment for *all*. The positive example of the USA calls for following by the international community, especially it is true with Ukraine, where recent government's steps were to cut financing of education.

References

- Abery, B., Tichá, R., & Kincade, L. (2017). Moving toward an inclusive education system: lessons from the U.S. and their potential application in the Czech Republic and other Central and Eastern European countries. *Social Education*, 5(1), 48-62. <https://doi.org/10.7441/soced.2017.05.01.03>
- Ardila, J. A. G. (2019). Impoliteness as a rhetorical strategy in Spain's politics. *Journal of Pragmatics*, 140(1), 160-170. <https://doi.org/10.1016/j.pragma.2018.11.017>
- Arnold, E., & Labbé, D. (2015). Vote for me. Don't vote for the other one. *Journal of World Languages*, 2(1), 32-49.
- Budnyk, O., Fomin, K., Novoselska, N., & Voitovych, A. (2020). Preparing teachers to organize dialogic learning of students: communicative aspect. *Revista Inclusiones*, 7(4), 117-129.
- Buribayev, Y., Khamzina, Z., Belkhozhayeva, D., Meirbekova, G., Kadirkulova, G., & Bogatyreva, L. (2020). Human dignity – The basis of human rights to social protection. *Wisdom*, 16(3), 143-155.

- Caesar, J. W., Thurow, G. E., Tulis, J., & Bessette, J. M. (1981). The rise of rhetorical presidency. *Presidential Studies Quarterly*, 11(2), 158-171.
- Chilton, P. (2004). *Analysing political discourse. Theory and practise*. London: Routledge. <https://doi.org/10.4324/9780203561218>
- Christensen, L. (1981). Positive self-presentation: A parsimonious explanation of subject motives. *The Psychological Record*, 31(4), 553-571. <https://doi.org/10.1007/BF03394769>
- Claridge, C. (2011). *Hyperbole in English: A corpus-based study of exaggeration*. Cambridge: Cambridge University Press.
- Federal Register. (2021). Retrieved 23.09.2021 from <https://www.federalregister.gov/>
- Ferguson, M. (2020). Washington view: The Biden education plan. *Phi Delta Kappan*, 102(1), 46-47.
- Halliday, M. A. K., & Hasan, R. (1976). *Cohesion in English*. New York: Longman.
- Hart, R. P., Childers, J. P., & Lind, C. J. (2013). *Political tone. How leaders talk and why*. Chicago: University of Chicago Press. <https://doi.org/10.7208/chicago/9780226023298.001.0001>
- Inaugural Address by President Joseph R. Biden, Jr. (2021). Retrieved 23.09.2021 from <https://www.whitehouse.gov/briefing-room/speeches-remarks/2021/01/20/inaugural-address-by-president-joseph-r-biden-jr/>
- Johnson, M. (1987). *The body in the mind: The bodily basis of meaning, imagination, and reason*. Chicago: University of Chicago Press. <https://doi.org/10.7208/chicago/9780226177847.001.0001>
- Kayam, O. (2018). The readability and simplicity of Donald Trump's language. *Political Studies Review*, 16(1), 73-88. <https://doi.org/10.1177/1478929917706844>
- Lakoff, G., & Johnson, M. (1980). *Metaphors we live by*. Chicago: University of Chicago Press.
- Leary, M. R. (1996). *Self-presentation: Impression management and interpersonal behavior*. Boulder: Westview Press.
- Leifler, E. (2020). Teachers' capacity to create inclusive learning environments. *International Journal for Lesson and Learning Studies*, 9(3), 221-244. <https://doi.org/10.1108/IJLLS-01-2020-0003>.
- Lim, E. T. (2002). Five trends in presidential rhetoric: An analysis of rhetoric from George Washington to Bill Clinton. *Presidential Studies Quarterly*, 32(2), 328-366. <https://doi.org/10.1111/j.0360-4918.2002.00223.x>
- McCarthy, M., & Carter, R. (2004). There's millions of them: Hyperbole in everyday conversation. *Journal of Pragmatics*, 36(2), 149-184. [https://doi.org/10.1016/S0378-2166\(03\)00116-4](https://doi.org/10.1016/S0378-2166(03)00116-4)
- Nikolaesku, I., Budnyk, O., Bondar, V., Tepla, O., & Berezovska, L. (2021). Pedagogical management in inclusive process of the educational institution. *Amazonia Investiga*, 10(39), 76-85. <https://doi.org/10.34069/AI/2021.39.03.7>
- Norricks, N. R. (2004). Hyperbole, extreme case formulation. *Journal of Pragmatics*, 36(9), 1727-1739.
- Parry-Giles, Sh. J., & Michael Hogan, J. (2010). Introduction: The study of rhetoric and public address. In: Sh.J. Parry-Giles and J. Michael Hogan (Eds.), *The handbook of rhetoric and public address* (pp. 1-15). Oxford: Blackwell Publishing. <https://doi.org/10.1002/9781444324105.ch>
- Pérez-Sobrino, P. (2017). *Multimodal metaphor and metonymy in advertising*. Amsterdam: John Benjamins Publishing Company. <https://doi.org/10.1075/ftl.2>
- Poulakos, J. (2002). Kairos in Gorgias' rhetorical compositions. In: P. Sipriora and J. S. Baumlin (Eds.), *Rhetoric and Karios: Essays in history, theory, and praxis*, (pp. 89-96). Albany: State University of New York Press.
- Romaniuk, A. (2016). Comparative analysis of morphological features of male and female corpora based on American dating show "The Bachelor US" contestants' speech. *Analele Universitatii din Craiova - Seria Stiinte Filologice, Lingvistica*, 38(1-2), 96-105.
- Romaniuk, O. (2019). Effective self-disclosure within the masculine romantic discourse: variable communicative moves. *Analele Universitatii din Craiova - Seria Stiinte Filologice, Lingvistica*, 41(1-2), 139-156.
- Savoy, J. (2018). Trump's and Clinton's style and rhetoric during the 2016 presidential election. *Journal of Quantitative Linguistics*, 25(2), 168-189. <https://doi.org/10.1080/09296174.2017.1349358>

- Shattuck, J., & Sikkink, K. (2021). Practice what you preach: Global human rights leadership begins at home. *Foreign Affairs*, 100(3), 150-160.
- The Biden Plan for Educators, Students, and Our Future. (2019). Retrieved from <https://joebiden.com/education/>
- The Biden Plan for Full Participation and Equality for People with Disabilities. (2020). Retrieved 23.09.2021 from <https://joebiden.com/disabilities/>
- Tšuikina, N. V., & Busurina, E. V. (2020). Linguocreative nominative realia, innovations, and Russian as a foreign language. *Obrazovanie i Nauka*, 22(4), 110-130.
- Van Dijk, T. A. (2008). *Discourse and power*. New York: Palgrave Macmillan. <https://doi.org/10.1007/978-1-137-07299-3>
- Wales, K. (1996). *Personal pronouns in present-day English*. Cambridge: University Press.
- Zinchenko, A. S. (2020). Project-focused personnel management approach of higher educational institutions. *Asia Life Sciences*, 22(2), 243-256.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).