



A Linguistic Study of Editorials in English Newspapers

⁽¹⁾Eman Hussein Abdullah | ⁽²⁾Ali Abdullah Mahmood
College of Education for Humanities, University of Diyala, Diyala, Iraq
Email: ¹aaymy0268@gmail.com, ²Dralimah.75@gmail.com

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Abstract

The present study scrutinizes two editorial letters from English newspapers. However, investigating English editorials from a linguistic perspective has not been conducted yet. Thus, this paper attempts to bridge this gap by analyzing editorials as linguistic structures. The study aims at identifying the linguistic strategies that are used in the selected editorial letters to achieve their functions. In collaboration with the aims, the study sets out three hypotheses: (1) On the linguistic level, Biber's (1988, 1989) linguistic strategies are useful devices for the analysis of linguistic structures of the editorials from the selected English newspapers. (2) In newspaper editorials, the editor uses certain linguistic patterns to influence the target readers. (3) The most frequent linguistic pattern used in the selected editorials is the 'Repetition and Intensifiers' (R&Is), whereas the least frequent one is the Necessity Modals (NMs).

To achieve the aims and verify these hypotheses, the study adopts a linguistic model that is based on Biber's linguistic strategies (1988, 1989). Based on these findings, the study encompasses certain conclusions, among them: (1) Biber's (1988, 1989) linguistic strategies is useful for the analysis of the linguistic structures of the selected English editorials. (2) All linguistic patterns are used except Rhetorical Questions (RQs), in one way or another are employed in this study. (3) The most frequent linguistic pattern is the Repetition and Intensifiers (R&Is).

Introduction

Editorials are written to show opinions of the editor, committee, newspapers or governments. They may attempt to persuade, argue, criticize, or show agreement with certain ideologies. Editorials can be regarded as a gate through which we can explore the ideology of the newspaper. For this reason, writing editorials is not an easy task but rather a complex one because it has special language with certain linguistic functions. Therefore, the challenge lies in the multiple levels of the intended meanings of the editorial structures. The editorial has to be analyzed at the linguistic level (sentences, phrases and words).

The abundance of implicit opinions involving irony, metaphor, sarcasm, etc. adds further complexity to the task of editorial analysis on the part of the readers. Also, there is another difficulty which relates to the strategies used by the editors to impress their readers or at least to convince them to read the whole editorials. Editorials are the ideas of the writers (Van Dijk, 1996), and these ideas about specific events are developed from contexts. Therefore, the researcher should take this into consideration, especially in the linguistic analysis of editorials.

Literature Review

Definition of Editorial Letters

Editorials or editorial letters are sometimes known as 'openings', 'leading pieces', 'newspaper views', 'newspaper opinions', or 'editor viewpoints'. In this study, 'editorials' and 'editorial letters' are used interchangeably. However, various meanings are provided to honour the readers of this phrase. According to Okoro and Agbo (2003: 125), an editorial is "a critical evaluation, interpretation, and presentation of significant, contemporary events in such a way as to inform, educate, entertain, and influence the reader." Duyile (2005: 63) describes it as a statement or argument in support of a specific policy, activity, or ideology, whether stated or latent. It can be an argument demonstrating the newspaper's attitude, utilising the editor's opinions to persuade readers of its policy, or an action based on available data. [...] It is just the newspaper's opinion (perspective) presented for the knowledge of readers, allowing them to make judgements on the problems under consideration.

In general, an editorial is described as "an article in a newspaper that gives the opinion of the editor or publisher on a topic or item of news; it is the institutional voice of the newspaper" (Sinclair, 1995: 491). On the other hand, an editorial is "the compass of the newspaper and the guiding diagram of public opinion" (Mostaza, 1966: 186). It is a piece of writing that communicates the ideas of a newspaper on certain themes, as well as a technique that a reporter may employ to include his own thoughts into a piece of writing (Weintraut, 2013: 1). However, other authors consider that editorials are the most "authentic" forms of written discourse (Belmonte, 2007: 2). Editorials are also a type of public discourse that reinforces existing beliefs, values, ideologies, and power structures (Van Dijk, 1989: 232).

Types of Editorials

Editorials can take many different shapes and styles since they try to criticise, persuade, dispute, or defend others. As a result, the kind of editorial is significantly influenced by its content, aim, and delivery method. Ate (2008: 19) identifies three sorts of editorials: interpretive, contentious, and explanatory.

Interpretative Editorials

These editorials are primarily intended to elucidate the topics at hand by giving readers with the data and statistics they require to properly educate their thinking for the day. In this scenario, the editorial may take a favourable, negative, or neutral position.

Controversial Editorials

Controversial editorials are produced with the intention of spreading a specific point of

view. Such editorials attempt to persuade the reader that a particular topic is good or unavoidable while criticising the opposing position. These editorials might be either good or negative. Such editorials cannot be neutral since they may openly endorse or oppose a subject.

Explanatory Editorials

Explanatory editorials, as the name indicates, address only essential sociopolitical and economic issues. This style captures readers' attention and allows them to make decisions. Such editorials simply outline a problem and provide the reader the responsibility of devising a remedy. These editorials are sometimes called 'expository editorials'. The goal is to answer any questions that readers might have. The editor can do this by providing the reader with adequate information. Some sorts of interpretation are required in this style of editorial.

Goals of Editorials

Okoro and Agbo (2003: 125) define the objective of an editorial as "a critical evaluation, interpretation, and presentation of significant, contemporary events in such a way as to inform, educate, entertain, and influence the reader." Editorials, considered a sophisticated journalistic genre, successfully reflect the newspaper's political and ideological positions to make their arguments (Maddalena and Belmonte, 2011: 892). During elections, newspapers often utilise their editorial voice to favour a specific candidate or party. Support for political candidates is a "integral part of the electoral machinery" (Meltzer, 2007: 99). On the opposite end of the spectrum, "editorials are of argumentative and persuasive nature, that is, their main objective is to influence the readers to accept the editorials' intended interpretation of news events" (Bonyadi and Samuel, 2011: 3).

Editorials seek to capture readers' attention through criticism or persuasion in order to influence and modify their opinions for a variety of purposes, including political, economic, and social. However, because each newspaper's organisers have diverse ideals, its aims may differ from one another. Some may want to dominate people's thinking, while others may seek to entertain them or to gain the sympathies of a certain group of people. Editorials are expository pieces in which the writers express their views and direct readers' attention to certain topics to convince, influence, criticise, and so on. Editorials enable the debate of a wide variety of issues and instances.

Methodology

The linguistic strategies that will be investigated are syntactic and lexical. These two elements of argumentative texts are explored in Biber's book *Variation Across Speech and Writing* (1988) and his essay "A Typology of English Texts" in *Linguistics Journal* (1989). As a result, they create a language model that may be applied to press pieces, such as editorials. According to Biber (1988: 150-151), several language elements are very compelling and often used in editorials. The linguistic qualities that distinguish argumentative texts include the following:

(1) Modals. They are further classed as: (A) Necessity modals: they are directly persuasive, such as 'must' and 'should', 'have to' and 'have got to', 'had to' and 'need to'. (B) Predictive modals: They are used to allude to the future, to contemplate events that will or will not occur, such as 'will', 'would', 'shall', and semi-modals, such as 'be supposed to' and 'be going to' in English. There are three related meanings of 'will' and 'would' in prediction: current

prediction, timeless claims, and habitual prediction (Quirk et al. 1985). To begin, 'present prediction' is a statement concerning future reference, such as:

(1) "If I just vanish like Bilbo, the tale will be all over the Shire in no time". Secondly, a 'timeless statement' predicts the truth of the propositions, which are usually used to state the quasi-scientific fact, for example,

(2) "If litmus paper is dipped in acid, it will turn red".

Third, 'habitual prediction' frequently appears in conditional statements, when discussing personal habits or distinctive behaviour, for example,

(3) "Every morning he would go for a long walk".

(C) Possibility (ability or capability) modals such as 'can', 'could', 'may' and 'might'.

(2) Suasive verbs indicate a writer's attempt to persuade the reader that certain outcomes are desirable or plausible in specific settings. Furthermore, they refer to the verbs employed in the mandative subjunctive and putative should constructions as "suasive verbs" and list 36 of them (Quirk et al., 1985: 1182). These verbs are: agree, allow, arrange, ask, beg, command, decide, decree, demand, desire, determine, direct, enjoin, entreat, grant, insist, instruct, intend, move, ordain, order, pledge, pray, prefer, proclaim, pronounce, propose, recommend, request, require, resolve, rule, stipulate, suggest, and vote.

(4) "I suggest (that) he applies/doesn't apply for the job". (Indicative)

(3) Conditional clauses specify "the conditions that are required in order for certain events to occur" (Biber, 1988: 111).

(4) Repetition and intensifiers. Intensifiers are adverbs that emphasise the meaning of adjectives or complete phrases, like 'very', 'quite', 'really', 'beautiful', 'extremely', and so on. An intensifier serves just to indicate the intensity of another word.

(5) Concessive adverbials. A concessive adverb is a linking adverb that marks concession. In English, examples include 'although', 'though', 'even though', 'while', 'whereas', 'even if.', 'as, despite, in spite of, and however.

(6) Rhetorical questions. They are questions that do not expect an answer. They are asked to make a point, rather than get an answer. For example:

(5) "Who wouldn't want to be a millionaire?"

(6) "Do we really want our planet to survive?"

This model investigates and analyses the linguistic characteristics revealed in the data presented in this paper. Biber's (1988, 1989) approach covers the most significant language distinctions between English texts. He categorises eight text categories based on the linguistic qualities used in each. More specifically, Biber (1988, 1989) categorises texts based on the sets of syntactic and lexical traits that commonly appear in them. He also points out that editorials (the data utilised in this paper) are primarily argumentative and persuasive in nature and tone.

In his empirical study, Biber (1988) goes on to show the linguistic characteristics that distinguish each text type. He notes that argumentative texts, which are relevant here,

commonly include modals of prediction, necessity, and possibility, conditional sentences, and suasive verbs. According to him, these language traits have a strong influence on the reader.

Data Analysis and Discussion

A Linguistic Analysis of Editorial Text (1)

Name of the English Newspaper: THE SUN

Name of the Editor: Suella Braverman, Home Secretary

Title of the Editorial: Net Migration Cut

Time and Date: 27 May 2023

Introductory Notes

About the Editor. Sue-Ellen Cassiana Braverman is a British politician and lawyer. She was born on April 3, 1980. She discusses political and social issues, such as immigration, Brexit, asylum seekers, etc. She is best known for her writings and discussions of a political nature because she held many political positions. She was appointed Home Secretary of the United Kingdom. She served as attorney general for England and Wales from 2020 to 2022 and was a member of the Conservative Party. She chaired the European Research Group from 2017 to 2018. In 2015, she was elected to serve as Fareham's MP. (<https://www.google.iq/search?q=sue-ellen+cassiana+braverman>).

About the Text. In this editorial, Suella Braverman discusses many issues concerning immigration and motivates the government of the UK to reduce and restrict immigration with the total rejection of illegal immigration. She also mentions the importance of the Illegal Migration Bill. She puts forward a lot of ideas to reduce immigration, stating the reasons that led to this kind of action. It is necessary to say that this editorial serves as a means of persuasion through which she expresses her thoughts on immigration in a smooth and attractive way.

Modals

(A) Necessity Modals

(1) *"We need to get the numbers down".*

Suella Braverman uses "need to" to show that something significant should be taken into account. She indicates that a specific action, such as reducing the number of immigrants, needs to be taken. It is necessary to do so in order to eliminate the negative effects that immigration has on the country.

(2) *"Universities should be selling education not immigration".*

The writer uses the modal verb "should" to draw the attention of the readers to focus on particular issue. Here, the writer believes that universities should give education rather than immigration. She tries to illustrate that universities are just for education and have nothing to do with immigration.

(3) *“Just as it is not racist to say that immigration should be controlled if it is to maintain democratic support”.*

Utilising the modal verb "should" by the writer demonstrates that she employed this type of modal to express necessity. She attempts to make it apparent to the readers that it is not racist to control immigration if it is to keep support for democracy. Here, the writer insists on the importance of controlling immigration, and that it is not shameful to demand it, especially if it is to maintain democratic support.

(4) *“We need to train up more apprentices”.*

The use of the necessity modal "need to" conveys a sense of urgency and importance. It highlights the necessity of taking action to address a specific issue (i.e., training more apprentices) to achieve a particular goal (improving education).

(5) (a) *“They must get the skills they need”.*

(b) *“They must take back those nationals with no right to be here”.*

In (a), it is necessary that ‘the apprentices’ are trained before they go to work in order to get the skills they need in their practical life. In (b), "must" is used to notify a strong obligation. Here, the assertion behind this sentence is due to moral and legal factors to persuade the readers that such calling is important for the countries to ‘take back their immigrants’. So, the necessity modal here depends on various factors, including legal processes and individual circumstances.

(B) Predictive Modals

(1) *“Tories will reduce immigration”.*

The use of the predictive modal "will" indicates a future action or outcome that the writer believes will happen. It serves the function of expressing a strong prediction or intention. However, the writer believes that the Conservative Party (referred to as "Tories") will take measures to decrease immigration levels.

(2) *“This week we announced we will cut net migration by stopping most foreign students from bringing over family members”.*

In this sentence, the writer expresses willingness by using the modal verb "will" to show the reader that they have the wish to reduce net migration by prohibiting the majority of international students from bringing their families with them.

(3) *“The UK will always do right by those in need”.*

In this sentence, the writer makes a promise when she utilizes the modal verb "will" which denotes that UK will always act morally towards those who need to emigrate and they will find suitable solutions for them.

(4) *“Everyone will understand that if you come here illegally, you can’t expect to stay. It will end the cycle of phony, drawnout appeals. It will put a stop to the abuse of modern slavery laws. The business model of the evil people-smugglers will be broken”.*

In these sentences, Suella Braverman makes extensive use of predictive modals by using the modal verb 'will' many times. Here, she focuses heavily on the advantages of the Illegal Migration Bill, which is considered an essential way to control illegal immigration. All the uses mark the future actions of a potential outcome, which shows a strong tendency to reduce overall migration. Such verbs are used to display the writer's belief that the strict laws put in place by the government to prohibit illegal immigration will prove their profits on many levels in the British community. However, it seems that this writer prefers mainly predictive auxiliary modals such as 'will' to the other kinds of modals. Thus, the higher number of this predictive modal suggests that identifying what will happen in the future is the main concern of this editorial writer. As a final conclusion for such use of 'predictive modals', the writer is trying to convince the target reader that the steps taken by the British government will be successful in the future.

(C) Possibility Modals.

(1) *"This government knows that in the years to come, we cannot simply rely on foreign workers to plug gaps"*.

Here, the writer thinks that there is a possibility to depend on 'foreign workers' to build their economy. This view is achieved by the use of negative particle of possibility (cannot).

(2) *"We cannot simply rely on foreign workers to plug gaps"*.

The writer utilizes the modal verb "cannot" to state that it is not possible to solely depend on foreign workers to fill job vacancies. The function of this modal is to express a strong limitation or constraint against using foreign 'workers'.

(3) *"We can finally build a high-skill, high-wage economy liberated from Brussels red tape"*.

The use of the possibility modal "can" conveys a sense of potential and opportunity. The writer is trying to influence the readers' opinion by presenting a positive outlook and suggesting that breaking away from Brussels regulations can lead to economic growth.

(4) *"You can't expect to stay"*.

'Can't' is used to express a strong limitation or impossibility for an immigrant to stay illegally in the country. This modal serves to emphasize the writer's viewpoint and influence the readers by presenting a firm stance. Also, the editorial writer tries to express the evidentiality, different realms of possibility through such auxiliary modals to increase the persuasive effect of her viewpoint.

Suasive Verbs

(1) *"The public believes this and the Government agrees"*.

In this context, the suasive verb "agrees" indicates that the government shares the same viewpoint or position as the public. The function of this verb is to convey a sense of harmony and unity of opinion. By stating that the government agrees with the public, the writer intends to influence the readers by emphasizing the validity and support for the belief or idea being discussed. This alignment between the public and the government can help strengthen the persuasiveness of the argument and build trust in the government's decisions.

(2) *“That’s why we both voted to leave the EU”.*

The writer uses the verb "voted" to persuade the reader that a collective decision is made to take a certain action according to a certain reason. She wants to make it clear that they chose to leave the EU because of illegal immigration.

Conditional Clauses

(1) *“If you come here illegally you can’t expect to stay”.*

In this sentence, the writer expresses a real condition to describe the outcome of a potential action by using an ‘if clause’. She threatens those who come to the country illegally, by warning them that they wouldn't expect to stay there. This highlights the importance of the Illegal Migration Bill.

(2) *“Just as it is not racist to say that immigration should be controlled if it is to maintain democratic support”.*

The writer makes use of this technical process to state a real condition to express an event likely to occur. She assumes that it is not racist to argue that immigration needs to be under control if it continues to receive support from the democratic side.

Repetition and Intensifiers

(1) *“Immigration levels are too high”.*

From the syntactic point of view, intensifiers are used to strengthen the meaning of adjectives or whole expressions and show emphasis. So, by using the intensifier "too," the writer intends to influence the readers by conveying a sense of highest level of immigration. It suggests that the current levels of immigration exceed what is considered acceptable or desirable. She aims to shape the readers' opinion by highlighting the perceived negative consequences of high immigration levels.

(2) *“I take that promise very seriously and so does the Prime Minister”.*

The intensifier "very" is used to ensure the seriousness and importance attached to the promise. By asserting that she and the Prime Minister take it "very seriously," she aims to influence the readers by conveying a strong commitment and dedication.

(3) *“We are also banning the use of student visas as a backdoor route to working here”.*

The writer repeats this sentence to intensify the importance of the statement and ensure that it is supposed to be clearly understood. Repetition can serve as a rhetorical device to reinforce a key point and make it more memorable for the readers. By repeating the sentence, the writer aims to draw attention to the specific issue of using ‘student visas as a backdoor route to working’ in the country.

(4) *“That is why the Government has worked so hard to improve our education system and is investing in skills”.*

The intensifier ‘so’ is used to show the government's dedication and effort in improving the education system and investing in skills. It aims to convey the message that these actions are a direct result of their commitment to addressing the issue of immigration. The writer

repeats the underlined expression in order to show the readers the importance of the role of the British government in improving education as one step to reduce immigration.

(5) *"It's why we introduced a points-based system for immigration that focuses on the highly skilled individuals, not an open"*.

The intensifier "highly" is used to ensure the strong motivation and dedication behind employing 'skilled individuals' as it is legislated in the 'points-based system for immigration'. In addition, there is an assertion put forward by the writer to reinforce the reasons behind using such a system.

(6) *"It's why I'm working so hard to speed up asylum process"*.

The use of the intensifier "so" shows the degree of the type of activity being done by the writer. Such hard work is required to 'speed up' legislation of an inviolable refuge.

(7) *"It's why I have made clear to other countries they must take back those nationals with no right to be here. It's why we have made it easier to boot out foreign criminals"*.

The repetition of "It's why" four times in (5), (6), and (7) above reinforces the motivation behind the speaker's efforts to expedite the asylum process. Each time it is repeated, it achieves a new semantic function: improving the education system, introducing a points-based system for immigration, working hard to speed up asylum, acknowledging countries of immigrants, booting out foreign criminals, and controlling net migration. The repeated structure also suggests that the urgency of the issue drives the government's commitment to making improvements and ensuring a more efficient process. It aims to convey a sense of determination and effort. Also, such a phrase is used to emphasise the reasonable aspect of the government's commitment to address the issue of illegal immigration.

Concessive Adverbials.

(1) *"The UK will always do right by those in need. But the Conservatives have rightly promised to reduce overall immigration"*.

The use of the concessive adverbial "but" in the sentence introduces a contrasting or opposing idea to the previous statement. It states that despite the fact that the government promises to help those who need to emigrate, it also promises to reduce immigration. The concessive relation expresses a semantic discrepancy between the matrix and subordinate clauses: what is said in one clause is surprising and unexpected in the light of what is said in the other clause. Sentences in which this relation is displayed can be said to be centrally concessive Biber (1988: 40).

A Linguistic Analysis of Editorial Text (2)

Name of the English Newspaper: THE TELEGRAPH

Name of the Editor: Ivana Stradner

Title of the Editorial: Putin's mini-NATO is falling apart

Time and Date: 26 May 2023

Introductory Notes.

About the Editor. Dr. Ivana Stradner covers information security in Russia as a Special correspondent for KyivPost. She serves as an advisor to the Foundation for the Defence of Democracies and conducts research on Russia's information operations security concepts as a Jeane Kirkpatrick Visiting Research Fellow at the American Enterprise Institute in Washington. Her study addresses both the psychological and technical facets of Russian information security in light of the differences between the American and Russian forces' understandings of cybersecurity. Stradner also examines Russian influence in international organizations; at the moment, she is concentrating on the UN Cybercrime Treaty and its efforts to control information security. She worked as a professor for numerous universities, including the Harvard University as a visiting scholar. (<https://www.kyivpost.com/uk/authors/>)

About the Text. This editorial text is about the Russian plans concerning the relationship with the NATO and the establishment of CSTO. It raises awareness about the potential consequences of Russia's recent actions. It discusses Russia's plan to deploy nuclear weapons in Belarus, which could impact the region's stability. It also highlights the CSTO's struggle to maintain legitimacy and facilitate peace agreements. The writer suggests that NATO should expose Russia's disloyalty and engage with countries in Latin America and Armenia to promote cooperation with the West. The editorial may influence readers to think critically about the situation and consider the implications of Russia's actions.

Modals

(A) Necessity Modals

(1) *“Pashinyan highlighted that due to Russia's absence, Armenia and Azerbaijan had to turn to Western institutions like the EU to facilitate a peace agreement, ...”*

In the above sentence, "had to" indicates a necessity or a sort of obligation. It illustrates that Armenia and Azerbaijan were compelled to turn to Western institutions due to the lack of an effective regional security system under the CSTO.

(2) *“NATO should seize the current opportunity to demonstrate the CSTO, particularly under Russia's leadership, is merely a symbolic entity lacking substance”.*

Here, Ivana Stradner uses the modal verb "should" to express recommendation to the NATO. She tries to convince the readers that NATO could take advantage of the current situation to show that the CSTO, especially 'under Russia's leadership', may not have the practical effectiveness that it claims to possess. This can serve as an opportunity for NATO to demonstrate the value and reliability of its own collective defense capabilities. However, one should consider the fact that deontic 'should' differs as to whether one can admit that the right thing will not happen.

(3) *“NATO member states should utilise information operations to reach out to Russia's proxies”.*

The use of 'information operations' by NATO members to reach out to 'Russia's proxies' is seen as earnestly necessary. The writer believes that NATO members can engage with Russia's proxies and influence their perspectives and actions, by conveying the truth about Putin's treatment of his Armenian ally.

(4) *“Now, NATO member states should engage with Latin American countries and put a spotlight on Armenia's contemplation to leave the CSTO”.*

The word "should" is used as a modal auxiliary verb to state a suggestion or advice. The writer believes that engaging with Latin American countries and highlighting Armenia's contemplation of leaving the CSTO could serve as a way for NATO members to showcase the potential consequences of relying on Russia's support.

(B) Predictive Modals

(1) *"The first time Russia will store part of its nuclear arsenal in another country since the breakup of the Soviet Union".*

In this sentence, the modal verb "will" indicates a future action or an event, i.e., Russia is planning to deploy its tactical nuclear weapons in Belarus, which is the first time since the collapse of the Soviet Union.

Suasive Verbs

(1) *"Russia has moved ahead with its plan to deploy tactical nuclear weapons in Belarus".*

The persuasive verb "moved" in the given sentence is used to convey the idea that Russia has actively implemented its plan to store its weapons in Belarus. Such use shows the readers that a purposeful action has been taken by Russia and there is no time to retreat.

Conditional Clauses

(1) *"Armenia has expressed its willingness to recognise the Nagorno-Karabakh enclave as part of Azerbaijan, provided that Baku protects the rights of ethnic Armenians".*

The phrase "provided that" introduces a condition that needs to be met for something to happen. In this case, Armenia accepts to declare that Nagorno-Karabakh is part of Azerbaijan, in condition that the latter must protect the rights of ethnic Armenians.

Repetition and Intensifiers

(1) *"Meanwhile, it is Moscow's imitation version of NATO – the Collective Security Treaty Organisation (CSTO), established in 1992 after the collapse of the Soviet Union".*

The phrase "after the collapse of the Soviet Union" is repeated to ensure the timeframe and historical context in which the CSTO was established. By mentioning this specific period, the writer is highlighting that the CSTO emerged as a response to the geopolitical changes and security concerns that arose after the dissolution of the Soviet Union.

Concessive Adverbials

(1) *"Meanwhile, it is Moscow's imitation version of NATO – the Collective Security Treaty Organisation (CSTO), established in 1992 after the collapse of the Soviet Union".*

"Meanwhile" is used here to present an opposing idea to the previous statement. In this case, it suggests that while the topic of discussion is 'Putin's plan to undermine NATO', there is also the existence of the CSTO, which is described as Moscow's imitation version of NATO. The use of this adverbial helps to draw attention to this contrasting information.

(2) “Pashinyan highlighted that due to Russia's absence, Armenia and Azerbaijan had to turn to Western institutions like the EU to facilitate a peace agreement, as the regional security system under the CSTO was ineffective, ...”

In the above sentence, "as" is a formal use ‘for the reason that’, similar to ‘because’. It suggests that despite the CSTO being established as a regional security system, it was deemed ineffective. The use of this concessive asserts the contrast between the intended purpose of the CSTO in relation to the idea expressed in the main clause and the actual outcome. It emphasizes the unexpected or contrary result of the situation.

(3) “As Moscow's allies turn their backs, now it is time for NATO member states to turn the tables and expose the CSTO as nothing more than an empty shell”.

As for the function of the concessive adverbial "as" in the given sentence, "Concessive clauses indicate that the situation in the matrix clause is contrary to expectation, qualification, or concession in the light of what is said in the concessive clause"(Quirk et al., 1985: 1098). In this context, it suggests that while Moscow's allies are distancing themselves from Russia, it is now the opportunity for NATO members to take action. ‘Aarts (1988: 53) introduces ‘peripherally concessive’ for clauses which contain an element of meaning other than concession. Here, the concessive element (as) means ‘since’ or ‘because’, introducing a clause of reason to convince the NATO to embrace Moscow's allies.

Discussion

Table (4.1) Frequency Distribution of the Linguistic Patterns of the Editorial Texts

| Editorials | NMs | PMs | POMs | SVs | CCs | R&Is | CAs | RQs | F | % |
|---------------|-------|-------|-------|------|------|-------|-------|-----|----|-------|
| TEXT 1 | 6 | 7 | 4 | 2 | 2 | 11 | 1 | -- | 33 | 34.73 |
| % | 18.18 | 21.21 | 12.12 | 6.06 | 6.06 | 33.33 | 3.03 | -- | →→ | 99.99 |
| TEXT 2 | 4 | 1 | -- | 1 | 1 | 1 | 3 | -- | 11 | 11.57 |
| % | 36.36 | 9.09 | -- | 9.09 | 9.09 | 9.09 | 27.27 | -- | →→ | 99.99 |
| TOTAL | 10 | 8 | 4 | 3 | 3 | 12 | 4 | -- | 44 | 99.97 |
| % | 17.89 | 20 | 16.84 | 6.31 | 8.42 | 21.05 | 9.47 | -- | →→ | 99.98 |

Necessity Modals = NMs, Predictive Modals = PMs, Possibility Modals = POMs, Suasive Verbs = SVs, Conditional Clauses = CCs, Repetition and Intensifiers = R&Is, Concessive Adverbials = CAs, Rhetorical Questions = RQs.

A look at Table (4.1) above shows certain results related to the linguistic aspect of this study. In Editorial Text (1), Suella Braverman uses R&Is to imply intentions that some change in the future will be brought about, i.e., she wants to persuade the public that the procedures taken by the government concerning immigration are correct. The high percent of the occurrence of this linguistic pattern (33.33 %) among other linguistic constituents in the same text proves that R&Is are essential for producing intended persuasive sentences. Examples are: *Immigration levels are too high. I take that promise very seriously and so does the Prime Minister.* On the other hand, in this text, CAs record the least frequent among other

texts with the same item. This may be stylistic variation of Braverman who does not prefer overuse of this linguistic pattern which may break the sequence of flow of written argument. This might be the reason behind the least frequent of CAs. However in certain cases, CAs are necessary for achieving the truth of what is said by the writer. English has a number of constructions that are described as 'concessives'; they grant the truth of a proposition as background to performing some speech acts, like assertion, request, prediction, etc. (Diessel, 2005: 450). This process is exemplified in Editorial Text (1), in which the CAs as a unit records (3.03 %). A good example is: *As Moscow's allies turn their backs, now it is time for NATO member states to turn the tables and*

In Editorial Text (2), the high extensive use of NMs (36.36 %) by Ivana Stradner reveals that their communicative functions are to convey information concerning Putin's plans to put responsibility of Ukraine war on NATO. She wants to convince the readers to take a specific course of action against this propaganda. In such a political text, certain necessary suggestions are introduced by the writer to highlight the persuasion which attracts the target readers. The number of occurrences shows a clear tendency towards the use of NMs in this type of argumentative text because such text needs certain ideas that evoke emotions, having the power to inspire and influence people's actions and decisions. Examples are: *NATO should seize the current opportunity to demonstrate the CSTO, ... Pashinyan highlighted that due to Russia's absence, Armenia and Azerbaijan had to turn to Western institutions like the EU*

Conclusion

Based on the examination of the linguistic patterns, the following conclusions are reached at:

1. The linguistic patterns help to emphasize key points, convey possibility or necessity, urge action, present hypothetical situations, acknowledge opposing viewpoints, and perform persuasive actions through language. These patterns work together to engage readers and establish the writer's stance effectively.

(2) There are differences in the linguistic patterns of editorials that discuss similar topics and belong to the same type. They vary in the achievement of their linguistic patterns. The two texts record different percentages: 34.73 %, 11.57 .

(3) In this study, NMs, PMs, POMs, SVs, CCs, R&Is and CAs are all used by the editorial writers to achieve certain actions and enhance the overall persuasiveness and credibility of the editorials.

(4) Another crucial elements used frequently in editorials are modal verbs. The analysis shows that editorials use them to express a sense of possibility, predictions or importance regarding certain issues or actions. By including POMs and PMs, editorial writers can offer their perspective on what might happen based on the information available. This helps readers consider different scenarios and make informed judgments about the subject matter. It adds depth and speculation to the discussion, making editorials engaging and thought-provoking. The use of NMs like 'should', 'must', or 'need to', helps the writers express a strong recommendation or obligation to address a particular problem or implement specific solutions.

(5) SVs are used in editorials to persuade and influence readers' opinions. These verbs, like 'agree', 'voted', 'allow', etc. are employed to make a strong case for a particular viewpoint or a course of action. By them, editorials aim to change readers' perspectives and inspire them to take a specific stance or engage in certain behaviors.

(6) The analysis also shows that editorials include CCs such as ‘if clauses’ or the expression ‘provided that’ to express real or zero condition in order to allow writers to explore different scenarios and their potential outcomes. This helps to present a nuanced perspective and consider alternative possibilities.

(7) CAs such as ‘but’, ‘as’, ‘meanwhile’ introduce contrasting or unexpected information that may challenge the main argument. By acknowledging opposing viewpoints or potential limitations, editorial writers demonstrate a fair and balanced approach to the topic.

(8) A combination of the linguistic patterns make their editorials more persuasive, engaging, and impactful. They also play a crucial role in shaping the impact and effectiveness of editorials on the target readers. These patterns help writers establish a connection with readers, build credibility, and create a persuasive argument. By considering the linguistic strategies, writers can craft powerful editorials that engage readers and effectively convey their message.

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