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Argumentative Discourse in Some
British and American Electronic Newspapers Editorials

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Abstract

This study deals with argumentative discourse in some British and American electronic newspapers editorials. It aims to investigate the features of argumentative discourse and to clarify the functions of speech acts, argumentative indicators and cohesive ties in these editorials. The study answers the following questions: What are the distinctive features of argumentative discourse? How do writers use speech acts, argumentative indicators and cohesive ties in argumentation? The study follows the pragma-dialectical approach by van Eemeren et al. (1996), and Halliday and Hasan's approach (1976,1994) which uses cohesive ties. The tools include: speech acts, argumentative indicators and cohesive ties. The data, from 1/3/2020 to 1/6/2020, include five editorials from: *The Independent, The Guardian, The Telegraph, The New York Times and The Washington Post*. The findings of the study show that writers express their views and arguments through speech acts which are used to make request, express opinions, and to make commitments, promise, agreement or refuse. The writer's argument is introduced by assertives and it is clarified by usage declaratives that give elaboration, explanation and description. Writers use argumentative indicators to given a reason and to support a claim. Cohesive ties are used to link claims, premises, conclusions and arguments.

Key Words Argument, Argumentative discourse, electronic newspapers, editorials

0. Introduction

Arguing is one of the various functions of language. It is regarded as a central activity of all human languages, since it is used in spoken and written discourse. It is used in everyday human interaction. Argumentative discourse is one of the forms of language which has rich linguistic features that are investigated in the present study. This type of discourse relies on many branches of human knowledge such as rhetoric, psychology, linguistics, sociology and various aspects and fields of human life. It is a type of writing and it is rational language that is based on logic, reasoning and evidence.

Electronic newspapers editorials are read everywhere by people from different cultures and social backgrounds. Professional editorialists use fluent, accurate and persuasive language to catch readers' attention. They attempt to make them accept some points of views, claims, assumptions and arguments through some linguistic tools. Editorials are published articles in newspapers or magazines that represent their editors' or publishers' position or institutional opinions towards the discussed issues. Editorials are clear and distinctive examples of professional argumentative discourse because they include various linguistic features and arguments.

The study deals with argumentative discourse in British and American electronic newspapers editorials. It shows how writers or editorialists use language to express and support their vision, opinions, views, claims and arguments. Moreover, it investigates the language used in arguing and argumentation and how some linguistic tools are used for expressing self, presenting views, supporting claims and resolving disputes rationally through argumentative discourse.

1. Aims of the Study:

This study aims at investigating the features that distinguish argumentative discourse from other types of discourse. It also aims at clarifying how editorialists present their arguments through using some tools such as speech acts, argumentative indicators and cohesive ties.

2. Research Questions

The study attempts to answer the following questions:

1- What are the linguistic features of argumentative discourse in electronic newspapers editorials?

2- How do writers use speech acts, argumentative indicators and cohesive ties in the selected editorials?

3. Significance of the Study

Argumentation is a communicative activity or a type of human interaction that occurs frequently in daily situations. Arguing and arguments are used by all people on different social occasions to express points of view, to support claims, manage conflicts, settle disputes, to find solutions to controversial issues and to make decisions.

van Eemeren (2001) claims:

> Research into the way in which argument is "done" in everyday conversation may provide additional insight into the interpretation of argument. Language users' awareness of the patterns through which argument develops, and of the linguistic devices through which it is expressed, may guide them in interpreting argument.(P.170)

Mastering the art of arguing is a necessary skill for most language users. Argumentative discourse is a topic that interests most people who need to express their views and support their claims logically and rationally. Studying argumentative discourse helps language users to recognise how to argue, persuade and win through language.

Studying argumentative discourse helps readers understand the employed argumentative strategies used by writers in electronic newspapers editorials. Besides, British and American electronic newspapers editorials are rich texts that include varied linguistic features that deserve much investigations and research.

Studying argumentative discourse is investigating human thinking and hence recognizing ideas, thoughts, views, positions and claims. Johnson, Steven (2009, p.5) proclaims that teaching people how to argue is a current trend in Western educational systems because argument has a great impact on human interaction, due to its importance for human knowledge. Besides, Khine (2012, p.283) claims: "[i]n recent years, argumentation has emerged as one of the major topics of discussion among science educators and researchers.

There is a firm belief that fostering argument in learning activities can develop students' critical thinking and reasoning skills".

4. Literature Review

According to van Eemeren et al. (1996,p.i), in the last few years, argumentation has become a separate field of study by various scholars, theorists practitioners, and researchers through various academic journals, books, articles, conferences, symposia, and courses which deal with this subject. The growing interest in argumentation makes it an international phenomenon. It includes several disciplines such as philosophy, logic, linguistics, discourse analysis, rhetoric, speech communication, education, psychology, sociology, political science, law and many other areas.

van Eemeren and Grootendorst (1992) argue:

> In the past decade, the study of argumentation has developed into a field of study in its own right. This evolution is achieved by an interdisciplinary venture of philosophers, formal and informal logicians, discourse and conversation analysts, communication scholars, and representatives of still other disciplines. (p.1)

There are some previous studies on argumentative discourse in editorials. They deal with various issues using different tools and approaches from various linguistic perspectives. Among of these studies is a study by Elshershabi (1988) which deals with substitution and lexical cohesion in the editorial argumentative discourse of Arabic and American English. The study aims at describing the cohesive devices used in the editorial argumentative discourse of American English and Arabic in the two categories of substitution and lexical cohesion. The study follows Halliday and Hasan's model of cohesion in English (1976, 1985) approach. The data of the study are analysed via the two categories of substitution and lexical cohesion in the argumentative editorial prose of Arabic and American English. The results show that study has achieved the required purposes. For example, the cohesive devices used in editorial argumentative discourse of Arabic and American English in the two categories under study have been described according to Halliday and Hasan 1976 model of cohesion which extends from a 7-point to a 12-point scheme of cohesion to give important implications for translation. Moreover, the 12-point scheme of

cohesion opens the possibility of universal applicability.

Diab (1998) conducts a study on cohesion and text development in Arabic and English argumentative editorials. It aims at investigating the cohesive role of reference, substitution, ellipsis, conjunction and lexical cohesion in the organization of Arabic and English argumentative discourse in general, and editorials as an argumentative text-type in particular. The study investigates the problems this text-type raises in the process of translation. The data for analysis include twelve editorials chosen randomly from different Arabic and English newspapers published in the late nineties. The study follows Halliday and Hasan's (1976) approach. The results show that (1) Arabic seems to use a higher proportion of pronouns than English. (2) Substitution and ellipsis are more frequent in English. (3) Arabic uses more multifunctional connectors than English. (4) Arabic is more repetitious, and hence, significantly different from English in the use of word-strings. (5) English displays more contrast relations than Arabic. (6) Parallel constructions are much more frequent in Arabic.

Abbadi (2014) delivers a study which investigates the construction of arguments through making a comparison of the linguistic argumentative strategies used in English and Arabic editorials. It also focuses on the linguistic strategies employed within the structure of through-argumentative and counter-argumentative English and Arabic texts. The linguistic features analysed in the study are: concessive adverbials, modality, conditional clauses, lexical repetition, intensifiers, rhetorical questions, and persuasive verbs. The aim of this study is to investigate the linguistic argumentative strategies that English and Arabic tend to employ in newspaper editorials. The data used in this study are twenty editorial texts published in daily English and Arabic official newspapers which discuss different issues concerning the Middle East and other global political issues.

The results of the study show that there are significant differences between English and Arabic argumentative texts in using their linguistic features, in the textual structure of argumentation and in the linguistic strategies employed. This study points out that Arabic writers have historically had the option to develop counter-arguments yet they prefer to develop through-arguments. It is also found that English editorial texts tend to employ direct quotations from others to support their argument, whereas Arabic texts show no tendency toward such a strategy. Studying these differences in editorials is interesting

for further studies.

These previous studies are distributed over various times to cover important topics that deserve more studies. There are various concepts that are related to the two areas which need much discussion and explanation.

5. Methodology
5.1. Tools

The selected tools that are used for analysing the data include speech acts, argumentative indicators and cohesive ties. Speech acts are divided into assertives, directives, commissives, expressives and declaratives. Argumentative indicators are divided into premises indicators and conclusion indicators. Cohesive ties include reference, substitution, repetition and synonym.

In short, speech acts refer to using some words that are used in a particular situation to do something, perform actions via language. Jucker (1986, pp.16-17) claims that speech acts: "are concerned to find out how one can do something by saying something".

According to van Eemeren's approach (2014, pp.492-496), speech acts are classified into five categories as follows: assertives, directives, commissives, expressives and declaratives. Aassertives incluse assertions, statements, and suppositions. Directives include forbidding, recommending, begging, suggestions, requests, requesting, warning, commanding, requesting, advising, commanding, challenging, inviting, daring, entreating and challenging. Commissives cinclude promises, acceptances, and agreements. Expressives include commiserating, apologizing, thanking, regretting and greeting. Declaratives are performed in institutionalized contexts such as court proceedings, meetings and religious ceremonies. The subtype of declaratives known as usage declaratives have various linguistic usage. They are used to facilitate the functions of other speech acts through definitions, clarifications, amplifications and explications. The study follows van Eemeren's classification.

Furthermore, Govier (2014) illustrates the functions of argumentative indicators as follows:

> Indicator words: Words such as for, since, thus, therefore, and because, typically used in arguments to indicate that a person is reasoning from premises to a conclusion. The appropriate use of argumentative indicators in discourse shows the unique creativity of the communicator and makes the message vivid and persuasive. (p.20)

Among the functions of argumentative indicators are the identification and the facilitation of arguments in texts and writings, in order to distinguish arguments from non-arguments.

Some cohesive ties are employed according to Halliday and Hasan (1976, 1994). Halliday and Hasan (1976, p.6) classify cohesive ties into grammatical cohesion and lexical cohesion. Grammatical cohesion includes reference, substitution, ellipsis and conjunction while lexical cohesion is divided into reiteration and collocation. They (p.274) clarify that grammatical cohesion includes reference, substitution, ellipsis and conjunction.

5.2. Approach

The present study follows an eclectic approach. The first approach includes the pragma-dialectical approach to argumentative discourse by van Eemeren et al. (1996). The second approach employs cohesive ties according to Halliday and Hasan (1976, 1994).

van Eemeren and Grootendorst, (2004) claim that:

> In A Systematic Theory of Argumentation, two of the leading figures in argumentation theory, van Eemeren and Grootendorst, present a view of argumentation as a means of resolving differences of opinion by testing the acceptability of the disputed positions. Their model of a "critical discussion" serves as a theoretical tool for analyzing, evaluating, and producing argumentative discourse. In this approach, pragmatic and dialectical insights are combined by conceiving a critical discussion as a methodological exchange of speech acts between two parties. (p.i)

5.3. Data Collection

The data of the current study are selected from five daily official or national British and American electronic newspapers. The British newspapers are: *The Independent, The Guardian and The Telegraph.* The American newspapers are: New York Times and Washington Post. The data are dated from 1/3/2020 to 1/6/2020. This study provides qualitative analysis since it investigates written data that include sample texts from editorials. It deals with words and meanings not numbers and statistics.

The selected editorials are clear and authentic examples of written argumentation. They discuss a very important and global issue that interests

most people in the world. These editorials are written during the coverage of Covid19, a virus which attacked most peoples of the world and caused terror for them.

These five selected editorials deal with the same issue or topic which is Coronavirus or Covid-19. Therefore, there are some repeated ideas in these editorials such as isolation then lockdown, closing, closure, social dancing, ban, shelter in place, reopening schools, returning to the normal, safety, health, Covid-19, the virus, the epidemic, the pandemic, hospitals, intensive care units, ventilators, government, plan and a strategy.

6. Theoretical Background:
6.1. The Meaning of Argument

The meaning of the word argument is defined by Cottrell (2005, p.2) who argues: "The argument can be thought of as the message that is being conveyed, whether through speech, writing, performance, or other media". Arguing means claiming that something or a point of view is true and trying to persuade other people to agree with a claim by presenting evidence to support this claim.

Besides, Epstein (2002, p.13) assumes:

> An argument is a collection of claims, one of which is the conclusion, whose truth the argument is intended to establish. The other claims, called the premises, are meant to lead to, or support, or convince that the conclusion is true.

Molyneux (2017, p.2) claims: "An argument is an attempt to convince another person of the truth or value of your position using only reason and evidence".

Ralph, Johnson (2000, p.12) argues: "Argumentation as a practice is intimately connected with rationality. First, argumentation depends on rationality. Indeed, it depends on a specifically human form of rationality". Moreover, van Eemeren et al (1996) proclaim:

> Argumentation is an activity of reason, which indicates that the arguer has given some thought to the subject. Putting forward an argument means that the arguer attempts to show that a rational account can be given of his or her position on the matter. (p.2)

6.2. Argumentative Discourse

Arguing is an activity in which language is used for various purposes through reasonableness and rationality. Du Bois (2003, p.11) stresses: "Argumentation is a mode of discourse in which the involved interlocutors are committed to reasonableness". Therefore, argumentation is rational discourse which depends on logic and reasoning which takes place due to a response for difference of opinion.

Argumentative discourse a form of writing, a mode or a type of rational discourse and a social verbal activity of reason. Argumentative discourse is different from non-argumentative discourse which may include the following types of sentences which are not statements; for example, interrogatives or questions, imperatives, exclamations, questions, explanations, assertions, descriptions, instructions, requests, warnings, thanking, advice, illustrations, statements of opinion, demonstration, facts, stories, jokes and conditional statements.

Argumentative discourse is used to defend some points of view through rational language. According to van Eemeren et al. (1996, p.3), argumentative discourse is: "[a]n activity in which participants use language to do certain things, such as defending their point of view or attacking that of someone else". According to Pattee (2015, p.2), argumentation is spoken or written discourse. In addition, Rocci (2017, p.2) proclaims: "[a]rgumentative discourse, means a discursive activity in which an *arguer* puts forward a series of propositions – *the arguments or reasons* – as an attempt to effect the *reasonable acceptance* of a *standpoint* by a *critic*".

6.3. Editorials

Editorials are important genres or sections in newspapers that express opinion discourse which is written to convey some messages, and to express some institutional propositions. They give much freedom to views and controversial issues more than other sections in newspapers. They are a type of journalistic writing, a genre of press, a category of opinion discourse, written commentary texts, journalistic articles that are usually persuasive and argumentative. Fowler (1991) argues:

"Each day, newspapers print one or two separate articles, distinct from the news reporting, features and other regular daily items, claiming to speak their own point of view. These sections are variously headed or indexed as 'leading article', 'editorial', 'opinion', 'comment', 'We say', 'The Sun says', and so on".(p.208)

Moreover, van Dijk (1988, p.124) claims that "In an editorial, finally, opinions are both explicit and dominant, and formulated from the point of view of the newspaper or its editor". Editorial sub-genres are classified into three main categories by Biber (1988, p.180) who argues: "within the genre 'editorials', three sub-types are considered: institutional editorials, personal editorials, and letters to the editor".

According to Breuer et al. (2008, p.35) editorials are written by one or more of the newspaper's editors. They express the official opinion of the newspaper. They usually deal with important issues or matters that have become 'hot topics' over several days or weeks. They present a specific viewpoint clearly and with evidence. They build strong arguments persuasively and clearly using formal language.

7. Why Studying Argumentative Discourse in Electronic Newspapers Editorials?

Studying argumentative discourse, the channel or the medium of arguing, is necessary to understand arguments and arguing. Sinnot-Armstrong, and Fogelin (2015, p.17) assume: "Arguments are made up of language, so we cannot understand arguments without first understanding language". Argumentative discourse is studied by scholars, linguists and researchers because argument is a particular use of language or it is a linguistic activity.

The reasons for selecting some sample texts from electronic British and American newspapers are due to their language which represents rich linguistic features that deserve study. Busà, (2014, p.132) argues that "In fact, British and American newspapers make extensive use of the exibility of the English language, and words introduced by journalists often become part of the vocabulary". Conboy (2010, p.2) claims: "[i]n newspapers today, we are witnessing the latest linguistic accommodation to changing social and commercial pressures".

Besides, British and American electronic newspapers are famous and available sources of information for readers from various countries. They present comments, opinions, views and evaluation for news and for events. They are among the elite and the leading newspapers in the world. Millions of readers, from various countries, follow their coverage of international breaking news, events, and editorials.

Argumentation is very frequently used in newspapers language, in general, and in opinion sections and editorials, in particular. The language of newspapers editorials makes them a distinctive area for study. According to Harriss et al. (2000, p. 479) editorials are text types in a newspaper that are regarded as one of the most polished types of formal writing, they are a fine variety of prestigious and distinguished section in newspapers. Argumentative discourse in newspapers editorials is a type of rational language which represents a form of writing or published articles in newspapers. According to Wahl-Jorgensen (2008, p.67) editorials and op-ed pages are a distinctive genre of journalistic writing. The superiority and the strength of the language of newspapers editorials make them a fruitful area for study.

Newspapers editorials are good examples of argumentative discourse in which arguers or writers attempt to persuade their readers. According to Besnard and Hunter (2008, p.12) newspaper articles or editorials is a type of one-to-many argumentation. Moreover, Fowler (1991) illustrates:

> What is distinctive about newspaper editorials is not that they offer values and beliefs, but that they employ textual strategies which foreground the speech act of offering values and beliefs. Editorials are quite diverse in their styles or textual strategies, and that is part of the point, to suggest a distinctive 'voice' for the newspaper. (pp. 208-209)

According to Lunsford et al. (2013,p.9), newspaper editorials belong to a type of arguments known as arguments to persuade in which writers want not only to convince readers but to move them to take a certain course of actions such as buying a product, voting for a candidate, or supporting a policy or even accepting an idea. According to van Eemeren et al. (2014, p.1), forms of argumentation include parliamentary debates, discussions at work, editorials and letters to the editor in the newspaper. Lepore and Cumming (2009, p.5) points out that arguments crop up in conversations, political debates, lectures,

editorials, comic strips, novels, television programs, scriptures, films, graffiti, posters, on the net, and so on.

According to Ramage et al. (p.26) among the genres of argument are newspaper editorial and op-ed pieces that are published on the editorial pages. Biber (1988, p.148) proclaims: "Both professional letters and editorials are opinionated genres intended to persuade the reader. They are argumentative in that they consider several different possibilities but seek to convince the reader of the advisability or likelihood of one of them". Besides, Mayberry (2009, p.13) argues that editorials in online newspapers include many arguments which consist of claim and support.

To conclude, the reasons for selecting editorials to be analysed are their unique linguistic features that make them a fruitful and rich area which deserves study, investigation and research. They include various argumentative strategies and rational discourse that relies on logic, reasoning, critical thinking and persuasion to convince readers of some intended arguments. Besides, editorials represent various opinions on controversial issues that include arguments. They are fine types of texts that include strong argumentative discourse written by talented, professional and expert writers.

8. Findings and Conclusion

The findings of the analysis show that the language used in the selected editorials reveals that their writers use some argumentative discourse tools to convey messages effectively, and to persuade their readers. Through analysing the selected editorials, writers attempt to win the audience over to their side through making a claim, offering a counter- claim, providing evidence via some linguistic tools that are commonly used in argumentative discourse such as speech acts, argumentative indicators and cohesive ties.

8.1. Speech Acts

It is noted that writers express their points of view through the use of speech acts which are vital linguistic tools to perform actions, for example, to get other people to do things (request, order), give information, express opinions, express emotions and to make commitments (offer, promise, agree or refuse). The use of

speech acts is an effective tool in argumentative discourse to present and deliver arguments in rational, persuasive and positive ways.

8.1. 1. Assertives:

Writer use assertives to express their opinions on Coronavirus and to create the acceptability of the presented proposition. They are used in these editorials to support the writer's standpoint, to establish the conclusion. The writer uses the speech act of emphasis to stress the fact that staying at home is the most important way to avoid the infection by the virus. This assertive verb is used to stress the same point of view by the editorial board or the paper itself as in the following extract: "The only way to stop that spread is for everyone who possibly can stay home to do so". The assertive verb gives some information about the procedures that England should follow to solve the problem of the epidemic. (editorial 1)

The writer uses an assertive speech act of denying as in the extract which reads: "We are not suggesting that Mr. Trump has the authority to order a national lockdown", to express that he refuses the idea of obligation or resorting to force for a lockdown. (editorial 4)

The writer uses (editorial 5) a speech act of a claim as in the following excerpt: "But that might still not be <u>sufficient</u>, depending on the size of the pandemic". He uses this speech act to express his doubt that the needed equipment, the required sets and the available capacities are not enough in facing the virus in case of its advance or progress. (editorial 5)

Assertive speech acts play important roles in a critical discussion since they are used at the confrontation and the opening stages to introduce the standpoint at issue. At the argumentation stage, they support the standpoint. At the concluding stage, they are used to present the outcome of the discussion. They are used in all the four the stages of argumentation. Assertives are the most frequently used speech acts in general but some types of them are used higher than others. Stating, claiming, assuring, opinion, emphasising, denying and supposing are more common than guaranteeing and conceding.

8.1. 2. Directives:

Writers use varied types of directive speech acts to get readers to make some decisions or to take some needed steps. It is noticed that writers attempt to

maintain relationships through avoiding threatening the faces of their readers. They don't use some speech acts such as orders and threatening. In these editorials, some types of directives such as begging, challenging, inviting, daring and entreating, prohibitions, entreating, beseeching and imploring and orders are not used because this way is not accepted in addressing readers. The use of these types are not suitable for the conventions and the norms of this genre.

Writers use directives to get the reader to do something or to carry out an action. The writer uses a directive speech act of warning as the following excerpt: "it is far better to be safe than sorry". He uses this speech act to warn all sides, the British Government and the British people from the danger of the pandemic. They should have a vision or a national plan to end the global crisis. It is an expert opinion by the writer who believes that self-protection is better than regret.(editorial 2)

The writer uses a directive speech act of question as in the following extract: "How to make it possible for teachers and older children to keep their distance – and to what extent it is worthwhile spacing out desks, given the narrowness of corridors and other factors – is under discussion". The writer uses questions to stress that the idea of social distancing is not easy to be followed and applied successfully. It is difficult for teachers and older children to keep their distance because of varied reasons. This speech act is used to express that the writer is against some ideas and thinks that these ideas are not applicable. (editorial 3)

Directives in these editorials are used to support the standpoint at the argumentation stage. They play an important role in resolving the dispute through using some suggestions, warnings and recommends. They are not used at the openings and the concluding stage because they may cause some doubt which leads to resistance of arguments or disagreement. It is noted that some subtypes of directive speech acts are used more than others, for example, advising is more frequently used to increase readers' awareness and to provide them with the required beneficial information. Directives are the second most common frequently used type of speech acts. They are used in these editorials to recommend some steps or future actions by readers, suggest some solutions, to warn readers, governments and authorities, to give some advice to all, to give a command to readers and to ask questions for getting more information and investigation from the responsible people.

As mentioned by most writers, everyone has to do his best to secure himself. Some pieces of advice are given to readers to increase their awareness towards the virus that threatens the whole world. It is found that suggesting, recommending and warning are more frequently used to increase public awareness of readers towards Covid-19. Most writers use some speech acts like recommending, suggesting, blaming and criticising in an attempt to warn people from the spread of the virus. Writers provide some suggested solutions through the use of this directive speech act. Questions are usually used to be directed to the government which is responsible for securing people in America and Britain from this virus. It is noticed that the use of command or order is used in some quotes by political leaders only. Writers should save readers' face and this way of addressing readers is not accepted in these editorials.

8.1. 3. Commissives:

Commissives are used for accepting or refusing a proposition because they are only performed in specific contexts and settings. The writer uses a comissive speech act of rejection as in the following excerpt: "it's not a cause for despair". He rejects despair if there are some symptoms of the infection and people must stop spreading the virus to other people. The speech act of rejecting as a type of commissives is used to express a refusal since he is against the idea of despair. The writer expresses his fears towards this crisis and issue and stresses that protecting others from the virus is the most important action that should be taken, to prevent the spread of this epidemic to his people.(editorial 1)

The writer uses a speech act of vowing to direct the attention of the American administration to the big loss which may take place because of the failure on stopping the spread of the epidemic. But failure would mean devastating loss of life and prolonged, widespread economic pain. The writer is worried concerning this crisis and attempts to express his expectations and fears towards this issue.(editorial 4)

The following types of commissives are more frequently used than other types: acceptances, agreements, rejecting and vowing. The most frequently used sub-types of commissives are rejecting. Some types of commissives such as

undertaking, offering, promises, threatening and pledging, acceptances, agreements, and vowing are not used in these analyses editorials.

Writers use some commissives to make a commitment towards readers concerning some future actions. Commissives are not used at the confrontation and at the opening stages. They are used to achieve some roles in the argumentation stage and at the concluding stage for rejecting some ideas or rejecting a standpoint in this editorial.

8.1. 4. Expressives:

Expressives are used to convince readers of standpoints through their emotional impact. Their use gives much strength and vitality to of argumentative discourse. Expressives are not used at the four stages of argumentation. The results show that they are the least category of speech acts that is used in the selected editorials because they express feelings and emotions while this type of discourse is rational.

The writer uses a speech act of blame to criticise Mr. Williamson's late decisions, the cabinet minister for education in England as in the following excerpt: "better decision-making by politicians at the start of the year could have spared them – and their teachers – this disruption". He is against the late decisions and assumes that the education secretary should be more decisive and make the required appropriate steps in the right time because any delay causes big problems. The writer expresses his feelings towards the polices and decisions of the cabinet minister for education through the use of this speech act of blame. (editorial3)

The writer uses an expressive speech act of worry in which he expresses his feeling as in the following excerpt: "Hospital beds are a major worry". He illustrates that hospital beds, intensive care units and life-saving ventilators may not be enough in the case of the high spread of the virus.(editorial 5)

Expressives are used to indicate the inner psychological state of the writer, his views and his feelings towards an issue. Expressives attempt to convince readers of standpoints through their emotional impact that is added to rational discourse. Their use gives much strength and vitality to of argumentative discourse. Expressives are not used at the four stages of argumentation. The

results show that they are the least category of speech acts that is used in the selected editorials.

Expressives are the least types of speech acts that are used in the corpus of the study because much use of expressives makes the argument weak since they express emotions and feelings while argumentative discourse is a type of reasonable and rational language that is based on logic and evidence. Other types such as greeting, congratulations, condolences, expressing anger, or regret, commiserating, apologizing and regretting are not used in the analysed editorials. These types of expressives are not used because there is no need for example; to express congratulating or even condolences and these types are more frequently used in face-to-face situations or in spoken discourse. It is noticed that expressives are used for blaming, accusing and expressing disappointment towards some actions or activities by governments which don't do their best to solve the problem of the virus or covid-19.

8.1. 5. Declaratives

The results of the analysis of these editorial show that some declaratives such as hiring, imploring, declaring, baptising, resigning, blessing are not used because their use requires specific settings and contexts. The employed declaratives in these editorials are only some quotes by other people not by the writers.

The writer uses a usage declarative which is explication as in the following excerpt: "such as fever and cough, that clear up in two to three weeks. For some, especially older adults and people with existing health problems, it can cause more severe illness, including pneumonia and death". The writer uses the phrase "such as" to provide some detailed information and some examples to inform his readers about the symptoms of coronavirus. He illustrates that old people may suffer from severe illness, which may cause death while healthy people and youth may have fever and cough, that last from two to three weeks. Through the use of this type of speech acts, the writer paves the way for some suggested solutions such as wearing face masks, isolation or staying home as quick response from the side of the government. The writer employs this usage

declarative of explication to give more details to his readers about some ideas in his critical discussion. (editorial 1)

The writer (editorial 3) uses a clarification as in the following excerpt: "Children miss their friends, teachers, routines. Their education is suffering". The previous clarification is used to clarify the following excerpt: "But there are also social reasons to push for a return to normal". He attempts to mention the reasons that make return to school better than closure. He states that pupils miss their peers, teachers and their education is suffering. So, returning to the normal case is the best scenario that should be applied. This clarification is used to point out and provide some details in argumentation.(editorial 3)

It is clear that usage declaratives are the most frequently used types of speech acts. They are used to give examples, justify, elaborate, define, explain and clarify claims, arguments and standpoints. The results show that they occur at the four stages of the critical discussion in these editorials to resolve the differences of opinion. Their use helps in avoiding misunderstanding or ambiguity in argumentative discourse. Their function is to facilitate the role of other types of speech acts.

Declaratives are the least type of speech acts that are used in the data for analysis and this is due to that their use requires specific constitutional contexts. The following declaratives: declaring, baptising, resigning, blessing, firing from employment, hiring and arresting are not used in the data under study. The use of declaratives depend on the authority of the speaker or writer. The relation between writers as representatives for their newspapers and readership is not the one that is suitable for using this type of speech acts. Usage declaratives are the most common used in the editorials under study. They include definitions, clarifications, amplifications and explications.

Finally, the results of the current study show that every type of speech acts is used in these editorials to fulfill specific functions. It is found that some speech acts are used more frequently than others for example; assertive are used more than other types of speech acts. Furthermore, some speech acts are not used; for example, thanking, congratulating, threatening, begging, condolences, commiserating, apologizing, challenging, inviting and daring. It is noticed that directives are the most frequently used types in these editorials especially recommending, suggesting, advising, commanding, warning and asking questions. They reflect the opinion of the writer concerning the global epidemic.

It is noted that some speech acts are more frequently used, others are rarely used while some types are not used.

Among the five categories of speech acts are assertives, directives and declarative usages which are the most frequently used. Then comes the use of commissives and expressives which are little frequently used in argumentative discourse in the selected editorials.

Besides, editorials employ assertives and usage declarative more than commissives and directives for the sake of providing points of view, opinions, in argumentation. Most speech acts that are used in these editorials are direct ones to avoid ambiguity or misunderstanding.

The tone of language is very serious with much use of suggestions, recommendations, warnings, vowing with no hedges or indirect use of language or manipulation. Arguers and journalists express their point of view through the use speech acts which focus on the big picture, the intended meaning, the target action, the writer's end, the needs and wants behind the literal meaning. The writer's proposition, standpoint or argument is introduced by assertives directly and is more enhanced and clarified by employing some usage declaratives that give definitions examination, accounting, detailed information and description in argumentation.

8.2. Argumentative indicators:
8.2.1. Premises Indicators

Augmentative indicators are joining or connections that link ideas, views, and statements in arguments and connect the sentences to make the whole text cohesive and coherent. Writers use argumentative indicators to present premises or reasons and conclusions in argumentative discourse. They present views, and support claims, conclusions or arguments.

The writer uses the premises indicator "because" as in the following excerpt: "because these countries are already overwhelmed". This argumentative indicator is used to introduce some premises or reasons that justify the proposition or the standpoint. The premises indicator" because" is employed to

introduce the reasons for the claim which reads: "The state response in East Asia looks more dramatic precisely". (editorial 2)

The writer uses the premises indicators "<u>Whenever</u>" to express some premises as in the following extract: "Whenever schools reopen". He clarifies an expected scenario in other countries when they return to the normal case. He thinks that there will be some plans to protect these nations, therefore, he mentions the following conclusion: "their leaders will need clearly presented information to share with staff and parents".(editorial 3)

The writer uses another premises indicator "<u>WHEN</u>" as in the following excerpt: "WHEN THE novel <u>coronavirus infection </u>advances through the body in more severe cases". The writer uses this indicator to explain what happens for patients who were infected by the virus. He clarifies the symptoms and the side effects of the disease which causes difficulties in breathing and death. The conclusion is as follows: "the lungs begin to fill with fluid and breathing becomes difficult. In a hospital intensive care unit, life-saving ventilators can help a patient survive by pumping oxygen into the impaired lungs".(editorial 5)

It is found that writers use premise indicators to introduce some ideas and views and arguments. Although they connect the sentences and the parts of the text, they do not support arguments directly. Their role is to facilitate the transition from one argument to another and to simplify the move from one element in an argument to another, and in the critical discussion. Writers use these indicators to express the premises that support some conclusions.

8.2.2. Conclusion Indicators

Writers use indicator words of conclusion to expresses their main standpoints or conclusions which are proceeded by some premises. The writer (editorial 2) uses an argumentative conclusion indicator as in the following excerpt: "So, it is right that the Government is taking bold but proportionate steps to prepare". The causal conclusion indicator "So" is employed to introduce the main point of view or the outcome which is a result or consequence from something else. It is called a closure unit that leads to a specific end. He stresses that the British Government makes the required plan to face the spread of the virus. This

conclusion comes after the premises which reads: "The coronavirus has the potential to affect the lives of millions, not just via infection but economic disruption, closed schools and disrupted travel".(editorial 2)

The writer uses some conclusion indicators to expresses the views and standpoints that represent the newspaper's position. He uses some argumentative conclusion indicator as in the following excerpt: "So", it is right that the Government is taking bold but proportionate steps to prepare". The causal conclusion indicator "So" is employed to introduce the main point of view or the outcome which is a result or consequence from something else. It is called a closure unit that leads to a specific end. He stresses that the British Government makes the required plan to face the spread of the virus. This conclusion comes after the premises which reads: "The coronavirus has the potential to affect the lives of millions, not just via infection but economic disruption, closed schools and disrupted travel".(editorial 2)

Throughout the analysis of the selected editorials, it is found that writers uses little number of conclusion indicators because they present more premises, reasons, examples and sources of evidence to support specific conclusions. It is found that premises indicators and conclusion indicators don't support arguments directly but they are used to facilitate transition from one argument to another in the critical discussion. Writers use varied types of argumentative indicators in the analysed editorials to express their premises and to support their conclusion. In addition, the use and distribution of argumentative indicators stresses their great importance as linguistic and argumentative devices in resolving the differences of opinions effectively.

To sum, it is found that writers use a little number of argumentative indicators in this type of argumentative discourse. They have a specific space to express their ideas in these editorials which occupies a limited space in the newspaper. Writers express their standpoint without using many argumentative indicators. Most argumentative indicators that are used in these editorials are additives like "and", adversatives like "but", and temporal like "when" to provide evidence, to give accurate information, to indicate contradiction and to express facts. They are used in arguments and in counter-arguments.

8.3. Cohesive Ties
8.3.1. Reference

Writers use reference in these editorials to give much strength to the meaning and to make argumentative discourse more persuasive. The writer uses a comparative reference "more" as in the following excerpt: "it can cause more severe illness". He refers to the fact that the virus may lead to a severe illness. He attempts to show the severity of the illness due to COVID-19. Writers use some comparative references to give much strength to the impact of the message on readers and to make discourse persuasive. (editorial 1)

The writer uses a comparative reference "so", as in the following excerpt: "a nationwide shutdown of more than a few weeks could be so severe as to effectively cancel out the benefits of the lockdown". This reference is used to give much strength to the meaning and makes this type of argumentative discourse more persuasive. The use of "so" reflects the high degree of severity that is caused by the harms and problems due to the lockdown. In other words, this reference is used to stress the troubles and disorders of shutdown and to indicate the big losses of closing schools. The use of comparative references the "so" adds much strength to the meaning and creates a preferred impact on readers. (editorial 3)

The writer uses the comparative reference "better" and "much more" as in the following extract: "Point of sales, much better, much more direct if you can get it yourself." The writer uses these two following comparative references to give much strength to the impact of the message on readers. The use of "better" gives much strength to the meaning and reflects the required high degree of quality. The use of "much more" adds much force to the argument. The writer mentions some words by the American president in which he stresses the importance of bringing a high variety of equipment to be used in hospitals in the war on Covid(19). These comparative references make argumentative discourse more effective and persuasive. (editorial 5)

Writer use comparative references to direct readers' attention, to increase the force of meaning, to deliver arguments well, and to make argumentative discourse more powerful, effective and persuasive.

8.3.2. Substitution

Substitution refers to using some lexical items to replace others to create cohesion and coherence in the discourse. The writer uses substitution as in the following extract: "Mr. Trump has the authority to order a national lockdown, much less advocating that he attempt to enforce one". The word "one" is used as a nominal substitution to replace the noun phrase "a national lockdown". The writer uses a verbal substitution as in the following extract: "Once he does, and governors follow his request". The verb "does" refers to "call for a two-week shelter-in-place order".(editorial 4)

Substitution is used to avoid redundancy or repetition of some lexical items which may cause boredom. Writers use this device to decrease the number of words in a text and for the sake of brevity or to save space, time and effort. Using substitution makes the style of writing interesting, effective and persuasive. It makes the style of writing interesting. It creates cohesion and coherence in these editorials through linking ideas together in a logical way.

8.3.3. Repetition

Repetition is a cohesive tie in which some words are used more than one time to stress a point of view, meanings and ideas. It clarifies meanings through the use of the same lexical items again and via stressing some important ideas. The writer uses the word "schools" ten times to indicate the importance of schools in the educational process. The writer uses the word "children" thirteen times to reflect that the human resource is the most important asset which deserves care and protection. (editorial3)

The writer repeats some important lexical items such as the word "pandemic" seven times throughout the whole editorial to indicate the great danger caused by the virus which spreads all over the world. It is weeping in most countries and causes high death rate daily. The word "pandemic" is the nightmare scenario that faces the United States and which may lead to a dilemma in the whole world in general and in the United States in particular. (editorial 5)

In these editorials, repetition plays varied roles such as strengthening the intended meaning, facilitating areas of difficulty, clarifying ambiguous meanings, simplifying difficult ideas and highlighting some concepts. Through

repetition, writers stress some premises, conclusions, reasons, facts and information in argumentative discourse. This device enables the writer to clarify and defend his main standpoint. Repetition is used to reveal ambiguity and confusion. Through the use of repetition, meanings are clarified by restating the same lexical items again. It directs reader's attention to some important points of view, claims, propositions and arguments.

8.3.4. Synonyms

Writers use synonyms to refer to the same lexical items in different ways. Synonyms are used in these editorials to present premises, conclusions and views in attractive and persuasive ways. The writer uses three synonymous as in the following three words: "COVID-19", "the coronavirus" and "the virus" to refer to the same epidemic, the dangerous virus that attacks humans and causes disease and death. He attempts convince his people that the whole nation should co-operate to face and solve this urgent crisis. (editorial 1)

Besides, the writer uses synonyms as in the following examples: "Reopen", return", "send children back" and "back to school". These are the counter argument or the matter of debate that concern all British citizens who are classified into two divisions: with the idea of reopening and against that idea. These terms stress the importance of the counter argument which presents the opposite views in Britain. (editorial3)

It is noted that synonyms have positive connotations and images which create a preferred impact on readers. They use synonyms to show their style variation that create some sort of enjoyment. The use of this tool plays a role in persuading readers. They are used to shed much light on some important meanings and concepts in these editorials. Writers use synonyms to refer to the same lexical items in different ways. Synonyms are used in these editorials to present premises, conclusions and views in attractive and persuasive ways. The use of synonyms explains the discussed issue from different dimensions and illustrates the writer's points of view on the epidemic. They express the same concept using different connotations that create varied positive impacts on readers.

8.4. Some Differences Between British and American Editorials

Among the features of the language of the British editorials is that it is characterized by using short, direct and simple sentences. A good example of

the language of the British editorials is from editorial 1. The writer uses short, direct and simple sentences to introduce a piece of advice directly using clear and simple words as in the following excerpt: "The only way to stop that spread is for everyone who possibly can stay home to do so". He expresses his ideas in a few words to express clear obligation and direct advice as in the following excerpt: "But we must make sure we don't spread the virus to other people". The above sentence is very clear, direct and expressive. Another example of the language of the British editorials is as in editorial 2 in which the writer uses short, direct, clear and simple sentences to introduce his points of view directly as in the following excerpt: "The coronavirus will be a test of the public services and the Government's abilities, as well as the everyday common sense of our citizens". Through these brief words and simple structures, he summarises the whole situation in his country. He stresses that the British government should do its best to get ready for the virus or the test. All the concerned parties, the public services, the British government and the British people should co-operate to overcome the crisis. The writer presents his argument briefly, in editorial 3, as in the following excerpt: "safety must come first". He uses the words "safety" and "first" to express the views of the editorial board and the newspaper in a few and clear words. He uses decisive words to clarify and stress that "safety" is the first priority.

The language of the American editorials includes some features such as using compound or complex sentences. A good example is from editorial 4 as in the following excerpt: "President Trump needs to call for a two-week shelter-in-place order, now, as part of a coherent national strategy for the coronavirus to protect Americans and their livelihoods". He uses the above compound sentence to express his ideas about the required procedures to protect the American people from the virus. He also uses a compound sentence, in editorial 4, as in the following excerpt: "Once he does, and governors follow his request, there will be time to debate how soon some controls might be lifted, or how soon certain people, like those under a particular age, might be free to resume something like normal life". It is clear that the sentence is long and it includes various ideas, premises and conclusions to deliver his chains or series of arguments.

The writer uses a complex sentence in editorial 5 as in the following excerpt: " But an epidemiological study published Monday by Imperial College,

London, focusing on Britain and the United States, makes the point that all the non-pharmaceutical measures now being proposed — social distancing of the entire population, case isolation, household quarantine if one member is sick and school closures, a so-called suppression strategy — will have to be undertaken to reduce the stress on <u>hospitals</u>". He attempts to convince his readers of social distancing and isolation through explanation and elaboration".

8.5. Concluding Remarks on the Findings of the Study

After analysing these editorials, it is noticed that there are some general features of argumentative discourse in the selected British and American electronic newspapers editorials. The use of some tools such as speech acts, argumentative indicators and cohesive ties is shared in these editorials to express views and claims in arguments.

It is noticed that all the selected newspapers use the same tools, but the amount differs from one to another. The British and American editorials include different numbers of tools in their argumentative discourse to deliver their arguments persuasively, effectively and positively. Speech acts, argumentative indicators and cohesive ties are used as shown in the bellow table:

Tools	Assertives	Directives	Commissives	Expressives	Declarative	Premises Indicators	Conclusion Indicators	Reference	Substitution	Repetition	Synonyms
Editorial 1	6	14	2	2	4	4	4	8	3	12	7
Editorial 2	12	4	2	3	5	4	3	8	1	6	14
Editorial 3	8	4	2	4	8	6	2	9	2	10	12
Editorial 4	13	11	4	4	8	8	4	7	4	9	16
Editorial 5	7	7	0	3	5	4	2	9	0	16	10
Average in British Editorials	8.6	7.3	2	3	5.6	4.3	3	8.3	2	9.3	11
Average in American Editorials	10	9	2	3.5	6.5	6	3	8	2	12.5	13
Total per Tool	64.6	56.3	14	22.5	42.1	36.3	21	57.3	14	74.8	83

Table1

The above table indicates the total average number of the employed tools in the analysed British and American editorials. It is clear that the American editorials employ higher number of speech acts, argumentative indicators and cohesive ties. Speech acts are used to show the pig picture of the ideas, views,

claims and arguments. Argumentative indicators link between the various parts of arguments and their main functions are to introduce the premises and conclusions in argumentation. Cohesive ties are used in higher rates in the American editorials because these texts include more explanation and elaboration. These ties link the parts of the critical discussion to make the discourse coherent and percussive. They connect ideas, views, assumptions, propositions and conclusions in the four stages of argumentation.

Assertives are more frequently used than the other categories of speech acts because they are used to introduce the writer's views and arguments. Commissives are the least category of speech acts that are used in these editorials, since their use requires specific setting. They include some sort of commitment from the side of the arguer. It is found that the five writers use little number argumentative indicators because they have limited space in the newspaper. It is clear that premises indicators are more frequently used than conclusions indicators as they introduce the writer's reason that justify his arguments. Synonyms and repetition are more frequently used than other cohesive ties to stress some ideas, claims and arguments. Synonyms are the highest employed tools to express some ideas, claim and concepts in different interesting ways without redundancy.

It is found that the selected British editorials introduce simple arguments, but the American editorials usually deliver some chains or series of arguments because they give much elaboration and explanation. Writers attempt to defend their arguments through persuading readers rationally and logically. They attempt to conduct persuasive and argumentative discourse in their editorials. So, they use some linguistic tools such as speech acts, argumentative indicators, cohesive ties and other argumentative techniques such as rational language that relies on various sources of evidence, logic and reason. Writers use these various linguistic tools and argumentative techniques to support the position of the newspaper or the editorial board towards these issues that interest public opinion.

The findings of the analysis show that the total number of words in (editorial 1) is 371, editorial 2 is 403, editorial 3 is 631, editorial 4 is 1327 and editorial 5 is 577. The overall total number of words in the British editorials is 468 words, but in the American editorials is 953 words. In other words, the American editorials include higher total number of words than the British ones. The total

number of words in the selected editorials is within the limits. It is normal according to the conventions of this genre and its conditions and contexts. The number of words is suitable for the coverage of the discussed issue which should be in depth to express the proposition of the newspaper and its owners. The average total number of words varies from 250 to 1000 words, but it may differ according to the intended coverage and the type of the topic. More than 1000 words is regarded as a high number of words and it is a long editorial according to the norms of this genre.

9. Conclusion

After analysing the five selected British and American editorials, it is noticed that, there are some common linguistic features of argumentative discourse such as the use of: speech acts, argumentative indicators and cohesive ties that indicate rationalism and reasonableness. The results of the analysed editorials show that writers use these tools to deliver claims, premises, conclusions, propositions and arguments positively, powerfully and effectively. There is little use of emotional language in these editorials. Newspapers are different in the ways that they present their editorials, but the norms and the convention of the genre are the same.

Writers make claims and deliver arguments relying on logic, reason, evidence and rational discourse. The analysed editorials are written in rational persuasive argumentative discourse to convey specific claims, arguments, policies and views. Besides, the titles of the analysed editorials attract readers' interest and arouse their curiosity to continue reading the rest of the editorials. Their lexical items are dynamic and rely on logic and reason.

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الخطاب الحجاجي في بعض مقالات الرأي في الصحف الإلكترونية البريطانية والأمريكية

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المستخلص:

تتناول هذه الدراسة الخطاب الحجاجي في بعض مقالات الرأي في الصحف الإلكترونية البريطانية والأمريكية. وتهدف هذه الدراسة إلى توضيح السمات اللغوية التي تميز الخطاب الحجاجي. وكذلك تهدف أيضا إلى دراسة الأدوات اللغوية المستخدمة فى هذه المقالات مثل أفعال الكلام والمؤشرات الحجاجية الكلامية والروابط النصية. وتحاول هذه الدراسة الإجابة على بعض الأسئلة مثل: ١- ما هي السمات اللغوية المميزة للخطاب الحجاجي ؟ ٢- كيف يتم استخدام بعض الأدوات مثل أفعال الكلام والمؤشرات الحجاجية الكلامية والروابط النصية ؟ وإن المادة المختارة للتحليل هي بعض مقالات الرأي في الصحف الإلكترونية البريطانية مثل الإندبندنت والتليجراف والجارديان والصحف الإلكترونية الأمريكية هي نيويورك تايمز وواشنطن بوست. تاريخ هذه المقالات من ٢٠٢٠/٣/١ حتى٢٠٢٠/٤/١. وتتبع الدراسة مذهب تكاملي يشمل مذهب البرجماتية النقدية لتحليل الخطاب ل فان إيميرين وأخرون (١٩٩٦) وكذلك مذهب هاليداي ورقية حسن (١٩٧٦،١٩٩٤) في الروابط النصية. والأدوات المستخدمة في التحليل هي أفعال الكلام والمؤشرات الحجاجية والروابط النصية. وتوصلت نتائج الدراسة إلى أن الخطاب الحجاجي له سمات لغوية تميزه عن غيره من النصوص مثل استخدام أفعال الكلام لتقديم الحجة وعرض وجهة نظر الصحيفة. كما تستخدم المؤشرات الحجاجية لتقديم الأسباب والبراهين والحجج وإثبات وجهات النظر. وأيضا تستخدم الروابط النصية لربط الأفكار والحجج والبراهين داخل الخطاب الحجاجي في مقالات الرأي.

الكلمات الدالة:الحجة، الخطاب، الحجاجي، الصحف ، الالكترونية، مقالات، الرأى