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Style in the Print Media: Perspectives from the Editorials of a Ghanaian Newspaper

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ABSTRACT

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The study employs linguistic stylistic analysis, specifically, Leech and Short's (2007) stylistic categories to identify the stylistic features used predominantly in selected newspaper editorials. The corpus used is made up of thirty editorials which are randomly selected. It employs the qualitative research design to analyse selected texts. The analysis reveals that the editorial of the *Daily Graphic* abounds in the use of stylistic features through the use of lexical items. Among others, the study discusses that the editorial makes use of major lexical items such as nouns, adjectives, adverbs and verbs, with nouns dominating the lexical choices and adjectives, the least. It adds that the use of different linguistic and stylistic features in the packaging of information is motivated and purposeful, because the features help in the interpretation and meaning of the editorial. The analysis of lexical items has helped to provide an interpretation to the editorials in addition to showing the communicative relationship between author and reader. Pedagogically, the study is significant in the sense that it provides an avenue for students and teachers of language to observe how the appropriate selection of lexical items helps in text construction and meaning creation. The study recommends that stylistic features are helpful in the packaging and interpretation of texts (editorials included), therefore, language users: writers, teachers, students and other users of language, especially in ESL and EFL contexts, should be guided in authentic use of linguistic items in the packaging of information in the language classroom and in other contexts. This study makes a modest contribution to understanding the relationship between collective action and collective identity in CBNRM and similar institutions.

Introduction and Background

In Ghana, and many other parts of the world, English Language is used as the official language. English Language is used for communication in various domains of the society such as education, commerce, media, and in governance. It is the foundation of academic work, and students' survival in the knowledge acquisition depends largely on the mastery of the English Language. The Ghanaian public sector (and especially other ESL countries) is essentially designed for an English reader and speaker. Most signs are printed in English, newspapers are printed in English, and most television and radio news are read in English. In Ghana (and elsewhere), many people read the newspapers to get adequate updates concerning events and happenings in the society.

The editorial, which is the opinion of the paper, is one newspaper content with an absolute difference. It is the only write-up credited to the newspaper as its opinion. For Ukonu (2005: 56), "the distinctive nature of the editorial is a testimony of its importance and place within the domain of journalistic writings. Editorial writing has its own class, nature, tone, characteristic and aura."

Stylistics is a discipline which has been approached from many perspectives. If the editorial which has great impact on newspaper readers is to be studied, then there is no better way to study it than through its language use.

To study the media is to study society and there have been some studies in media in different contexts and from different perspectives

(Yang, 2001; Reah, 2002; Ukonu, 2005; Alonso, 2007; Adjei, 2010, etc). Editorials are arguably, perhaps, the most important elements of a newspaper. They express the ideological outlook of a news organization and try to make sense of current events for their reading public, and advise state authorities. Editorials are also a form of public discourse which reproduces existing opinions, values, ideologies, and power structures.

People who study style, do not apply it to the editorial but to poems especially, and other literary texts as seen in Adjei and Ewusi-Mensah (2016), Mwinwelle (2017), Opoku-Mensah (2019), and others. Again, studies conducted on the editorial do not look at style but at grammatical aspects of writing such as modals and stance verbs, (Logogye, 2013), themes and rhemes, (Adjei, 2010; 2013a&b), clause structure and expansion relations, (Adjei & Opoku, 2017), among others. Style in the editorial is the least studied yet, style can enhance a better understanding of texts. This study therefore uses stylistics as a tool to examine and bring to the fore some of the stylistic features and their communicative implications in the selected Ghanaian newspaper editorial.

Study Objectives

The specific objectives of this study are to:

- i. Examine the stylistic features that are predominantly used in the selected editorials.
- ii. Explain the communicative implications encoded in the particular stylistic features identified.

Related Literature

The consistent appearance of certain structures, items and elements in a speech, an utterance or in a given text is one of the major concerns of stylistics. Stylistics requires the use of traditional levels of linguistic description such as sounds, form, structure and meaning. It then follows that the consistent appearance of certain structures, items and elements in speech utterances or in given texts is one of the major concerns of stylistics. Linguistic stylistic studies are concerned with the varieties of language and the exploration of some of the formal linguistic features which characterize them. The essence and the usefulness of stylistics is that it enables the immediate understanding of utterances and texts, thereby maximizing our enjoyment of the texts.

The study employs Leech and Short's (2007) linguistic stylistic categories as a framework. The Linguistic and Stylistic Categories Framework is a textual analytical framework which identifies and stratifies linguistic items into their respective categories in order to analyse and identify their functions and effects in texts. At each level, the framework studies one aspect of the way in which language is organized. Since the personal qualities of all writers and their literary qualities differ, we might not be able to find a hard and fast technique to apply for the analysis of styles of all writers.

This idea is vividly stated in Leech and Short (*ibid*, p. 60) as follows:

Every analysis of style, in our terms, is an attempt to find the artistic principles underlying a writer's choice of language. All writers, and for that matter, all texts, have individual qualities. Therefore, the features which call themselves to our attention in one text will not necessarily be important in another text by the same or a different author.

There is no infallible technique for selecting what is significant. We have to make ourselves newly aware, for each text, of the artistic effect of the whole, and the way linguistic details fit in to this whole.

Leech and Short's (2007) model undertakes linguistic description and/or comparison of texts using the categories of the language as a whole, and by using the linguistic tools and techniques in effect. This stylistic analytical approach involves careful observation and detailed and consistent description of the language phenomenon. First, the approach identifies linguistic forms in a given text and finds out the patterns they form. It then goes on to describe and interpret the linguistic forms. Therefore, the approach in essence, deals with the identification, description and interpretation of stylistically significant linguistic forms present in a given text, in a given context.

As a general classification of features of style as a tool of analysis which can be applied to any text, Leech and Short's (2007) stylistic approach devises a checklist of stylistic categories which is, though not exhaustive, likely to yield stylistically relevant information, enabling us to collect data on a fairly systematic basis. The categories are placed under four general headings: lexical categories, grammatical categories, figures of speech and cohesion and context. Under each category, smaller-scaled categories are enumerated and placed under further scrutiny to give a range of data which may be examined in relation to the literary effect of the text. Semantic categories are not listed separately, since, according to Leech & Short (2007), it is easier to arrive at these through other categories; for example, the lexical categories

can be used to find out how choice of words involves various types of meaning and communicative implications. This study looks at the lexical categories with a special focus on the major word classes only, with a view to find their stylistic value in the selected texts. This is because most traditional grammarians refer to lexical items as major word classes (Mwinwelle, 2017).

Lexical Category

The Lexical Category covers the lexical items of a text in a general sense. It is the first of the four categories under the selected framework. This category is also used to find out how the choice of words involve various types of meaning. They may contain a general description of vocabulary choice, and examinations of nouns, adjectives, verbs, adverbs, etc.

Lexical items have different names in grammar. They are sometimes called major word classes, open-class group or content words. For Quagie (2009, p. 14), these items are called content words because “their meanings can be derived from the contexts in which they are used”. They are also called open-class group because new members can be added to the group every now and then. Lexical items are made of nouns, verbs, adjectives and adverbs.

Chan (2007) avers that the questions under each subheading in the lexical categories are basically regarding their frequency, functions and other typical associations of these lexical items. The analyses of the lexical items in this study employ the use of the frequency and percentages of lexical items as well as the contextual function of such

lexical items to determine their stylistic values in the selected texts

There are some questions that help us to know the features of lexical items a text. For instance, questions such as: “Are the nouns abstract or concrete? What kinds of abstract nouns occur (e.g. nouns referring to events, perceptions, processes, moral qualities, social qualities)? What use is made of proper names? Collective nouns? etc. In a similar manner, dealing with questions like: Are the adjectives frequent? To what kinds of attribute do adjectives refer? Physical? Psychological? Visual? Auditory? Colour? Referential? Emotive? Evaluative? etc. Are the adjectives restrictive or nonrestrictive? Gradable or non-gradable? Attributive or predicative?”, etc, would help us to have detailed information about adjectives used in particular texts. Same can be said of adverbs in terms of the information they give, such as whether they tell the time, whether they describe a process or procedure, whether they point to a location/place etc.

According to Leech & Short (2007), using qualitative data in the form of the frequencies of lexical items in stylistic analyses serves as ‘hard evidence’. This implies that the rough indication of frequency is therefore needed to check affective observations in stylistic analysis.

Materials and Methods

The qualitative research approach is employed in this study. This approach involves what Creswell (1994, p.157) calls “explanation building”, in which the the casual links are identified and explored for plausible or rival explanations and attempts to

build an explanation about patterns. Vanderstoep & Johnston (2009, p. 183), say that, “the qualitative research approach is more descriptive than predictive”. This means that the goal of the qualitative approach is to understand in depth, the description of elements in the data.

According to Creswell (2007, p. 36), “qualitative research is interpretative and naturalistic in its approach”. He thus adds a new dimension to Vanderstoep & Johnston’s (2009) assertion on qualitative research by suggesting that qualitative data occurs in natural settings. These natural settings refer to the social or political occasions that call for the writing of texts (in our case, the selected editorials). The sampled texts were originally written to meet the socio-political demands of the occasion(s) that necessitated their writing. In qualitative research, data is therefore collected in its original and natural forms and subjected to analyses.

Textual analysis is the design for the study since it deals with the analysis of texts. The rhetorical perspective of textual analysis suggested by Vanderstoep & Johnston (2009) is employed in the study. This perspective is found suitable for the study since its underlying assumption is that texts have meanings, and meanings are capable of influencing people.

The data used in this study are thirty (30) selected editorials from editions of *Daily Graphic* from January to May 2015. This was done without any special reason, since the study is not interested in the socio-political themes in the text. The focus of the study is purely linguistic and stylistic in nature, therefore, any editions of the newspaper could be selected to still provide the needed data for the study. The *Daily Graphic* was chosen it is the

longest existing newspaper in the Ghanaian print media. It is published daily and has a wide readership. It also has a high probability of influencing a large number of the newspaper reading public, (Adjei, 2013).

For Dornyei (2002), qualitative research involves procedures that result in open-ended non-numerical data analysed by non-statistical methods. The analysis in this study is therefore non-statistical, and purely linguistic, though some tables are used to offer concrete factual evidence of frequency counts. The analysis thus, involved looking out for the stylistic features specifically, lexical categories, that were prominent in the editorials. The identified features were classified and presented in tables. These stylistic features were grouped under the major word classes of English Language. The investigation of the communicative implications that were encoded in the stylistic features was also done. This was done by examining the roles played by the stylistic features and devices in context. Assumptions based on the evidence of the frequency of the stylistic features recorded were used to explain why one feature is used more than the other.

Results and Discussions

Lexical Categories

As mentioned in the theoretical framework of this study, lexical categories consist of general comments on nouns, verbs, adjectives and adverbs. Each of them is discussed below in relation to the editorials.

Table 1.1 Frequency of Occurrences of Major Word Classes

Nouns	Freq.	Adjs.	Freq.	Advs.	Freq.	Verbs	Freq.
Concrete	992	Attributive	636	Manner	1208	Main	1,284
Abstract	1012	Predicative	156	Time	604	Auxiliary	276
Total	2004		792		1812		1,560
Percentage	33%		13%		29%		25%

Nouns

In the editorials, different kinds of nouns have been used such as concrete nouns, abstract nouns, and proper nouns. Table 1.1 shows that nouns take the highest number of the major word classes -33%. Abstract nouns outnumber concrete nouns. Below is a list of some examples of the concrete and abstract nouns identified.

Calendar		Independence	Industry
Forest		Gallantry	Safety
People		Campaign	Duty
Drivers		Prediction	Strategy
Buses		Society	Leakage
Water		Grants	Principle
		Declaration	

Table 1.2 Distribution of Nouns

Concrete Nouns		Abstract Nouns	
Garbage		Fortune	Delays
Trees		Time	Subventions
Lands		Inflation	Health
Policemen		Integrity	Policy
Students		Truth	Gains
Chocolate		Electricity	Conditions
Road		Power	Uncertainty
Rifle		Economy	Dividends
Cocoa		Months	Bravery
Gangsters		Euphoria	Fact

Out of the two thousand and four (2004) nouns recorded, nine hundred and ninety two (992) are concrete nouns. The concrete nouns refer to the description of the things and people discussed in the editorials. These are common concrete elements and people that are part of our everyday lives, eg. *road, trees, students, garbage, chocolate*, etc. These are the elements and people that play important social (lands, roads), security (policemen, gangsters), educational (students), economic (cocoa, chocolate) etc roles in human lives, and thus, form the topical issues discussed in the editorials. The concrete nouns are used probably to evoke our emotions through the use of the five senses: sight, smell, hearing, taste, and touch, which are evident in the words. This is so since concrete things are meant to be seen, felt or touched. The editorial uses concrete nouns to bring

tangibility and reality to issues and situations discussed and experienced. An example is seen in ED11 where we read: *In Accra and many other cities in the country, for instance, days pass in a week or month when garbage is not collected from homes.* Here, 'garbage' appeals to the sense of sight and smell. Readers are able to picture the item in their minds' eye and at the same time smell the stench that comes out of the 'garbage'. With such concreteness, the editorial is able make readers aware of the realities of the insanitary situations being discussed in the editorial. Readers may thus feel the need to play their respective roles in addressing poor sanitation in their environments. Also in ED 4, we see the use of concrete nouns as forest, trees, lands, in the sentence: *We also appeal to the public to join the campaign to green our environment by protecting what is left of the forest cover and planting trees to reclaim degraded lands,* to also appeal to sight and mind. The concreteness of these nouns is presented before the reader as a call for the necessity to protect the forest cover and the environment.

Also, it is seen that more of the concrete nouns used refer to human entities, topographical features of the environment, food items, ammunition, etc. For instance, *policemen, people, drivers, students, gangsters, buses, cocoa, lands, trees, rifle, forest, and chocolate.* This implies that the editorials are concerned more with the varied issues of man and his environment. Appealing to the senses of readers through the use of concrete nouns in this way, enables a physical connection as if getting them to touch and interact with the subjects of discourse. The concrete nouns are used as metaphors for ideas, helping readers to envisage what is being conveyed. Concrete nouns help us to clearly understand the issues which

occur in all spectra of life. If we can communicate with others in terms of concrete things, then our communications can be more effective, and this ensures comprehension. For instance the mention of *'rifle, calendar, buses, cocoa* etc, creates mental pictures in the mind of the reader. Even though abstract nouns outnumber the concrete nouns, which gives the impression that abstract events, qualities and perceptions are discussed, it is also seen that these abstract events and perceptions are discussed in a concrete manner through the use of the concrete nouns.

As seen from table 1.1, the editorials use a lot of abstract nouns that represent events, perceptions, qualities, ideas and concepts. Examples of abstract nouns can be found in the sentences below:

1. ED12 *Is it the truth?*
2. ED3 *Uncertainty and disorganization have also become the bane of the teaching staff that have to reschedule their plans to match the new school calendar.*
3. ED1 *Our compatriots who were of age at the time of independence saw the euphoria that greeted the declaration of independence at the Old Polo Grounds in Accra on that historic day.*
4. ED4 *We also appeal to the public to join the campaign to green our environment by protecting what is left of the forest cover and planting trees to reclaim degraded land.*
5. ED26 *The bravery and gallantry exhibited by the policemen, who were able to arrest six of the armed robbers is worth commending.*

From the examples, it is seen that *truth, euphoria, bravery and gallantry,* portray qualities and states. These are qualities expressed by citizens or qualities expected to be exhibited by people in the also portray perception while *independence,*

campaign are events. The abstract nouns depicting qualities are more than those depicting events. This implies that the editorial discusses issues relating to the socio-political, economic and cultural aspects of the society, and that people are expected to exhibit good qualities geared towards the improvement of the society. For instance, "...join the *campaign* to green our environment" (ED 4) calls people to exhibit certain qualities that encourage afforestation or tree planting for a greener environment. Similarly, *independence* and *euphoria* show qualities such as the sense of freedom and its associated excitement expressed by people in relation to some socio-political issues, while *uncertainty* and *disorganization* are also two abstract nouns that are used to depict the qualities shown in the people, especially school teachers, parents and students regarding the situation they found themselves in at a time when a new school calendar was introduced. These nouns depict the challenges and the frustrations faced by the people who are involved in education at the time that a new school calendar was introduced in the country.

Adverbs

Three one thousand eight hundred and twelve (1,812) adverbs were identified. These adverbs are used to specifically express how, when, or where certain events happened. Adverbs make the description of actions more specific in the editorials and further add information to, not only verbs, but also adjectives and other adverbs. Below are examples from the data.

1. ED 3 *What the "Daily Graphic" finds very worrying is the fact that we do not seem to be learning from our past mistakes as a country,*

hence the cyclical delays in the payment of grants and subventions to the school.

2. ED 4 *Elsewhere in many European countries that do not grow cocoa, chocolates have been so popularized and attractively packaged as well as made affordable that there is a very big industry for it.*

3. ED13 *Others too have had to drastically cut down on production, thereby reducing the quantum of tax paid to the state.*

4. ED10 *Currently a good number of institutions have no occupational health and safety policy or guidelines to protect the health of their workers.*

5. ED10 *We cannot work hard to earn some dividends only to allow insanitary conditions to erode our gains.*

From the examples, it is seen that *very* describes worrying to show the degree to which *Daily Graphic* is worried about something which Ghanaians are also expected to be worried about learning from past mistakes. *Attractively* on the other hand, is explaining how chocolates are *packaged*, giving us a vivid picture of the action of packaging. *Drastically* also shows the degree with which production has been *cut down*. *Currently* depicts the time of writing and the state of institutions on occupational health and safety policies. It also refers to the present times and seems to suggest that institutions have not done well in times past, up to the present in terms of safeguarding the health of their employees.

The identified adverbs are grouped into four such as found in the table below:

Table 1.3 Distribution of Adverbs

Manner	Place	Frequency	Time	Degree
drastically	here	always	currently	very
Well	here	again	early	highly
attractively	there	constantly	now	
hard	elsewhere	mostly	almost	
fully		hardly	when	
unlawfully			time	
successfully				
quite				
properly				
completely				
admittedly				
appropriately				

The most notable classes of adverbs are those of manner followed by time. They emphasize the actions of the entities discussed in the editorials and the time that those actions occurred. Topics discussed usually tell how and when things happen, hence the high number of adverbs indicating manner and time. The adverbs *properly*, *completely*, *fully*, *attractively* etc, are informing readers about how actions described in the topics are made. The time adverb is also useful. Stylistically, it gives information on when actions took place and when actions are expected to be complete. Time adverbs show that the topics discussed or events presented in the editorials are associated with time or periods of occurrence. The times of occurrence of the events are important in the presentation and discussion of issues since the issues affect the economy and the citizens at different times. Changes in the economy are thus reflective of the issues that occur. The improvement or otherwise of the economy is a result of the issues and their times of occurrence. The editorials therefore do not only focus on the entities behind the events, issues or actions, but also the times of these actions in relation to their effects on the economy.

The focus of the editorials in the use of adverbs is in the description of happenings in different ways. For instance elsewhere in ED4 tells where the attractive packaging of chocolate occurs, and by extension, also shows a comparison between what happens in Ghana and what happens *elsewhere* in terms of cocoa production and processing. The other adverb of place that occurred in the data, *here*, is used to make reference to Ghana as a country, and her peculiar circumstances.

Verbs

One thousand five hundred and sixty (1,560) verbs constituting 25% are identified as seen in table 1.1. This makes them the third dominant lexical group in the data. The verbs play an important part in the creation of meaning in the texts as they contribute a lot by, mainly, showing actions, and to a certain extent, playing static roles in the editorials. The verbs (both lexical and auxiliaries) express the main actions or states of being of the subjects in the sentences and change form according to the subject (singular, plural, 1st person, 2nd person, 3rd person). Below are some examples of the main verbs used in the selected editorials:

1. ED 15 *We all owe it a duty to keep our country clean.*

2. ED 27 *To that end, a workable timeline with a detailed implementation strategy, will help industry and indeed all consumers to organize properly and plan their productive activities.*

3. ED 8 *We do not want to sound like prophets of doom, but a little spark or leakage at such stations forebodes disastrous consequences from which we may not be able to wake up for a long time.*

The main verbs represent actions, events and states. When they show action, we see a transfer of action from the subject to the object. In ED 8, the action *forebodes* is transferred from the actor *a little spark or leakage* to the object *disastrous consequences*. When verbs show state, no action is transferred from the actor to the object.

Two major types of the auxiliaries are identified: the modal and the primary. The use of the auxiliaries has some important stylistic purposes in displaying modes of reassurance or possibility, obligation, necessity, prediction, permission, volition, ability or mixed modes. The mixed modes refer to the situation where any of the aforementioned modes can mix with any other mode as a text seeks to hide its purpose or has more than one purpose. In ED7, the auxiliary *must* is used to show the mode of obligation of showing respect to the dignity and privacy of all human beings, most especially children and women in the country. Similarly, in ED3 the auxiliary *would* is used to make prediction of a second reopening of schools as a result of the government's delay in the payment of grant which prevented schools from reopening on the scheduled time.

Below are examples of sentences which contain some of the auxiliaries:

1. ED15 *A professor at the University of Ghana last Tuesday said poor sanitation cost the country \$300 million yearly and added that that amount could be used to purchase 500 megawatts of power to address the current energy crises in the country.*

2. ED27 *To that end, a workable timeline with a detailed implementation strategy, will help industry and indeed all consumers to organize properly and plan their productive activities.*

3. ED8 *We do not want to sound like prophets of doom, but a little spark or leakage at such stations forebodes disastrous consequences from which we may not be able to wake up for a long time.*

4. ED7 *We must respect the sacrosanct principle of the dignity and privacy of all human beings especially children and women.*

5. ED5 *That is to say that the individual has all the rooms to operate, write or disseminate information but, like the four-way test of the Rotary Club, some pertinent questions ought to be asked.*

Could in ED15 above shows possibility of the nation's ability to deal with poor sanitation and also improve the energy situation in the country. Will in the above sentence shows the certainty in the hope that the country is expected to have in relation to an expected improved industry sector, while may in ED8 depicts a degree of uncertainty and seemingly lack of ability to deal with a future event. May shows that because the anticipated future event is not with us in the current times, we can not be sure of how we will deal with it when it eventually occurs.

The auxiliaries thus bring specific and clearer interpretations to messages contained in the editorials, making it easier for readers to be clear in their understanding.

Adjectives

The data provides seven hundred and ninety two (792) adjectives with six hundred and thirty-six being attributive and one hundred and fifty-six predicative. In language use, adjectives are vital elements of sentences. Two main types of adjectives were identified, namely; attributive and predicative adjectives. Below are examples of attributive adjectives used in the editorials:

1. ED 1 *We have come a long way from independence with a rich history of ups and downs but that is to be expected of any society of divergent backgrounds and with diverse opinions.*
2. ED 27 *The water in the Akosombo Dam continues to be at a very low level.*
3. ED 27 *Currently, there seems to be no clear plan for the path being pursued in the quest to defeat this 'dumsor' monster.*
4. ED 10 *Access to potable water is also a problem.*
5. ED 10(ii) *we cannot work hard to earn some dividends only to allow insanitary conditions to erode our gains.*

From the examples, it is seen that *rich, divergent, diverse, low, potable and insanitary* describe history, background, opinions, level, water and conditions respectively. These adjectives help make the writings more visual and vivid, giving readers clear mental pictures of the entities being described. For instance *insanitary* gives a vivid picture of the conditions presented in ED10 as not

clean or tolerable but insanitary conditions. Such picturesque presentation of the described entities, helps to draw the described entities closer to the reader. Again it is realised that most of the adjectives do not refer to physical descriptions but rather refer to psychological descriptions. This implies that the topical discussions in the data are related to human mind and change in behaviour and not physical description of persons, places or items. Thus, adjectives like, *freedom-eccentric period, poor sanitation, health institutions, preventable conditions, economic fortunes, opinions, diverse, rich*, etc are identified in the data.

With reference to the psychological descriptions, we see for example, that in ED1, the adjective *rich* is used attributively to describe the nature of Ghana's political and developmental history in relation to the fact that it has not been, and it is still not stable, but *rich* in its instability (ups and downs). In this way, readers are made to understand that the *rich history* is possible also because Ghana is made up of different kinds of people (divergent backgrounds) who have different mindsets (diverse opinions). These differences have thus, together, given Ghana the quality of historical richness in both diversity and instability. The use of adjectives helps the writers to express ideas and, phenomena, their own opinions about national issues, etc in very clear and descriptive terms.

In the editorials, predicative adjectives are used to help describe the subject or subjects in a sentence by giving information about the state, appearance, and feeling of the subjects.

Let us look at this sentence in ED4 for instance: *'Elsewhere in many European countries that do not grow cocoa, chocolates have been so popularised and attractively packaged as well as made affordable that there is a very big industry for it'.* 'Affordable' is used to describe the state of chocolate in some European counties. These are other examples of predicative adjectives used in the editorials:

1. ED20 *That, he described as "reckless spending" and an indication that "Ghana is broke."*
2. ED2 *We are not saying that there should not be any adjustment in utility prices but that the timing is wrong as we are still grappling with an energy crisis and already carrying a heavy burden of resorting to alternative means to power our homes and industries at great cost.*
3. ED3 *What the "Daily Graphic" finds very worrying is the fact that we do not seem to be learning from our past mistakes as a country, hence the cyclical delays in the payment of grants and subventions to the school.*

It is clear that the adjectives function as agents to convey writers' perception of issues, as well as to help readers create their own perceptions of what they read. From the examples, it the predicative use of adjectives helps in the specification of the connection between a trait in a predicative position and an element in the subject position, making it possible for readers to be aware of the important elements in clauses and their predicated information. The difference in adjective use has discourse interpretation of their distinct semantic impact (Meltzer-Asscher, 2012; Kartal, 2018) on utterances from the point of view of where they apply and to what they apply.

Conclusions

The aim of the study was to identify the lexical stylistic features used in selected editorials of the Daily Graphic. The linguistic stylistic analysis framework by Leech and Shorts (2007) was used for the study. The analysis revealed that editorials make use of the major lexical items - nouns, adjectives, adverbs and verbs. Nouns dominated the choices made followed by adverbs, verbs and adjectives respectively. The study therefore is in line with Leech and Shorts' (2007) stylistic categories which include lexical categories, grammatical categories and figures of speech which yield stylistically relevant information which may be examined in relation to the stylistic effects of the text. The analysis of the lexical items has helped to provide interpretations to the editorials by showing the communicative relationship between the editorial writer and the reader.

From the discussions, the conclusions drawn are:

1. editorials discuss a wide range of issues;
2. there are stylistic features present in editorials;
3. stylistics can help reveal the communication implications present in texts.

The study is pedagogically significant in the sense that it may help students and teachers of English language (both linguistics and literature) to observe how the appropriate selection of lexical items helps in text construction and creation of meaning. This study provides an avenue for the creation of interest and exposure to students of language, and to equip them with the needed tools and knowledge to perform in any literary or linguistic stylistic study. This is an addition to the study of literature with linguistic knowledge.

It is important for non-native English Language learners, teachers and writers to be aware of the use of lexical items and their use. Thus, both ESL and EFL learners and users of English should be guided in authentic use of linguistic items. To conclude, providing a list of most frequently used lexical items and their functions as has been done in this study, would be an effective way of helping learners in the appropriate use of lexical items.

Though the study is conducted in Ghana with data from Ghana, the results are of significance to every English Language teaching and learning situation beyond the Ghanaian setting. This is because the study provides insights that are useful for text composition in the English Language classroom, especially in non-native settings.

The study is stylistic in nature. It is a step from where students and future researchers extend the task of linguistic exploration and interpretation. Further studies may focus on the semantic and syntactic functions of the major or minor lexical items.

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