

Persuasive Appeals in Editorial Discourse

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Abstract

This paper considers the application of the persuasive/rhetorical appeals system of language to newspaper editorial and op-ed articles, and letters to the editor. The paper discusses, in particular, the pragmatic use of presuppositions and implicatures as rhetorical devices strengthening the function of the appeals system to persuade readers of newspaper editorial and op-ed articles of certain opinions. In other words, the paper describes the importance of the pragmatic presuppositions and implicatures which are used as rhetorical devices and persuasive means to manipulate peoples'/ readers' social cognition, through strengthening the affect of the appeals on the rational side of the readers, to construct mental models preferred to accept without challenge the editor's/ writer's opinions and attitudes that are implicitly presented in the text (in our study, encouraging US strong and rapid response against attackers involved in the events of Sept. 11, 2001). The paper discusses the use of the pragmatic presuppositions and implicatures embedded in the application of the persuasive appeals system to newspaper editorial and op-ed articles. The aim of the paper is to analyze the mechanisms used in newspaper editorial and op-ed articles, and letters to the editor that underline manipulation of social cognition of readers and opinions to save one's own aims or interest, encouraging US strong response against those involved in the events of Sept. 11, as this the context of the editorials, op-ed articles and letters to the editors under study. The paper first describes the method used to set up a persuasive/rhetorical appeals system. Second, it will provide the results of the application of the persuasive appeals system to 15 newspaper editorials, followed by the conclusion of the study.

1. Introduction

Persuasion is a group of linguistic choices available to speakers and writers who intend to change or affect the behavior of others or who aim at strengthening the existing beliefs and behaviors of those who have already been persuaded, the beliefs and behaviors of persuaders included (Virtanen and Halmari, 2005:3). "All language use can be, in a sense, regarded as persuasive". The situational and socio-cultural context affects the persuasive process in which it takes place and at the same time it helps to shape that context in distinctive ways.

Swales (1990:34-37) argues that persuasion is, directly or indirectly, widely used as an important and integral part of everyday human interaction and communication and that learning to understand it better will always be meaningful. He adds that learning more about persuasion is learning more about human nature. Virtanen and Halmaria (2005:7) suggest that a text should be identified as persuasive if its "persuasive intention" can be taken for granted. The interactive dynamic nature of persuasion affects to a high extent the choice of any particular linguistic strategies that have the text persuasive. They quote from Jucker (1997):

the persuader, with the intention to cause an effect, will monitor and gauge her or his linguistic choices based on the sometimes immediately obvious and sometimes estimated and inferred reactions of the audience or multiple audience.

2. Social cognition and Mental Models

According to van Dijk 1995 (Cited in Sheyholislami Jaffer (p.4), (www.carleton.ca/~jsheyhol/cda.htm.) what relates discourse to society is social cognition. Sheyholislami quotes Van Dijk's definition of social cognition as " the system of mental representations and processes of group members". Thus, " ideologies ... are the overall, abstract mental system that organize ... socially shared attitudes".

Social cognition is mental representations constructed as a result of experiences received from discursive events. Van Dijk (1993a: 258) adds that it is agreed that mental models have an important role in social cognition as they represent the interface between the reception of text and talk and the cognition of social structures.

As far as mental models are concerned, Van Dijk (2000: 26-27) states that discourse contains general group ideologies and the specific group attitudes, for example, discourse may contain general expressions of opinions such as 'women are less competent' in male chauvinist ideology. Much opinion discourse of the press is characterized of being specific and expresses not only group opinions, but also personal knowledge and opinions about specific people, events and situations. Thus, socially shared opinions or attitudes as well as people's personal experiences and evaluations, forming personal and specific opinions, are represented in the so-called mental models. Mental models are formed as a result of people's everyday experiences, such as the observation of or participation in actions, events or discourse. Accordingly, events of everyday lives including the communicative events people engage in, or the news events they read about in the press are modeled to serve one's own interests.

It is widely agreed that the content or the semantics of discourse is controlled by the people's mental models which represent what they know and think about an event or situation Van Dijk (2000: 26-27). Van Dijk (2004: 12) says "people understand a discourse if they are able to construct a model for it. Thus, news on the war in Iraq is typically produced and understood on the basis of the subjective models of writers and readers about this war". In addition, concrete text production and interpretation wholly depends on mental models, that is, mental representations of experiences, events or situations, as well as opinions we have about them (Van Dijk 1993a: 258). Similarly, in addition to describing our understanding and comprehension of text and talk (by representing what a discourse is about), mental models function in defining and describing the understanding of the communicative event as a whole. These understandings are represented in 'context models' which in turn simultaneously help speakers plan their speech (Van Dijk 2005: 13-14).

Thus, the process of manipulating people's social cognition involves manipulating their minds with deliberate creation of attitudes and representations. In other words, this process involves manipulating people's beliefs such as the knowledge, opinions and ideologies that have a role in controlling their actions (Van Dijk 2005: 9). He confirms this by saying " there are many forms of discourse-based mental influences such as informing, teaching and persuasion that form or change people's knowledge and opinions. He (ibid: 14) goes further to state that discursively manipulating people's understanding of a certain action or discourse is too important at times especially with such events as the attack on the World Trade Centre on September 11, 2001 or the bomb attack on Spanish commuter trains on March 11, 2004 which led Jose Maria Aznar, the conservative Spanish government, to attempt to manipulate the press

and citizens that the performers of the attack on Spanish commuter trains are ETA not Islamic individuals. Thus, Aznar tried to influence the internal structure of the mental model of the event by having the press and citizens see the preferred agent of the attack. He also confirms that the process of constructing mental models or manipulation of social cognition is an iterative process where additional information is integrated into the models which have a special place in episodic memory. In turn, this information becomes available and much later "the most influential form of manipulation does not focus on the creation of specific preferred mental models but on more general and abstract beliefs, such as knowledge, attitudes and ideologies". For example, if a certain government wants to restrict foreigners to immigrate to its country, it will affect the attitudes of the citizens, including elites, about immigration. As a result, the government does not need to use devices of multiple persuasion each case immigrants want to enter the country since it has the most influential form of manipulation on people's attitudes and ideologies (Van Dijk 2005: 15). This is clear when Van Dijk (ibid: 16) argues:

Manipulation thus focuses on the formation or modification of more general, socially shared representations – such as attitudes or ideologies – about important social issues. For instance, government may do so for the issue of immigration by associating increased immigration with (fears of) increasing delinquency, as also former Prime Minister Aznar – as well as other European leaders – did in the last decade.

As far as presupposition and implicature are concerned, both of them deal with presenting information implicitly in a text. Presuppositions and implicatures are related to mental models since, mental models, to be constructed, depend on implicit information (Van Dijk 1998). This is evidenced when Fairclough (1995: 5) asserts "the contrast between presence in or absence from texts is not a sharp one. In addition to (significant) absences from a text, what is in a text may be explicit or implicit". Similarly, Van Dijk (1998: 63) argues ideological opinions, however, are not always expressed in a very explicit way. That is, very often they are implied, presupposed, hidden, denied or taken for granted". Thus, in connection to persuasive analysis and social cognition, what is more useful is the notion of pragmatic presupposition defined by Levinson (1983: 204) as the speakers' assumptions of something which is to be taken for granted in advance without challenge.

3. Newspaper Editorials

Van Dijk (1998: 21) argues that editorials and op-ed articles express opinions which may vary in their "ideological presuppositions with the variation and the "stance" of the newspaper. In addition, this means that the journalists' opinions are somehow influenced by their ideologies leading to influencing "the discourse structures of the opinion articles". In other words, editorials, op-ed articles and letters to the editor represent a set of opinions expressing the voice of the newspaper. One of the prime functions of editorial comment is that of persuading the newspaper's readers of its point of view. Fowler (1991: 209) puts this in more linguistic terms:

What is distinctive about newspaper editorials is [...] that they employ textual strategies which foreground the speech act of offering values and beliefs.

An editorial is here defined as "an article in a newspaper that gives the opinion of the editor or publisher on a topic or item of news" (Ansary & Babaii; www.asian-efl-journal.com/Sept_04_ha&.pdf).

4. Framework of the Persuasive Appeals System

Editorials, in their nature, have a certain degree of persuasion. The purpose of this paper is to employ a working system of appeals. Such a system was found in Connor and Lauer's (1985) work on persuasive writing (Cited in Connor and Gladkov2004:259). "This system of persuasive strategies was designed and successfully used for teaching and evaluating college level student's argumentative essays" (ibid). It includes 23 persuasive appeals with 14 rational appeals (logos), 4 credibility appeals (ethos), and 5 affective appeals (pathos). To achieve its goal, this research works on a corpus of 15 English American newspaper called from the daily electronic version (www.Americanpressinstitute.org/conent/285.cfm). All of them are talking about the event of September 11, 2001. The Connor and Lauer's (1985) system is shown in Figure 1.

Rational Appeals

1. Descriptive Example
2. Narrative Example
3. Classification, including definition
4. Comparison, including analogy
5. Contrast
6. Degree
7. Authority
8. Cause/Effect
9. Model
10. Stage in Process
11. Means/End
12. Consequences
13. Ideal or principle
14. Information

Credibility Appeals

15. First Hand Experience
16. Showing Writer's respect for Audience's Interests and point of view.
17. Showing Writer-Audience Shared and Points of View.
18. Showing Writer's Good Character and/or Judgment.

Affective Appeals

19. Emotion in Audience Situation
20. Empathy with Audience
21. Vivid Picture
22. Charged Language.

Figure (1) Connor and Lauer's (1985) System of Persuasive Appeals

5. Discussion

Rational Appeals (logos)

Connor and Gladkov (2004:257) state that when we demonstrate the truth, real or apparent, the arguments play a crucial role in achieving persuasion. Rational arguments are designed to appeal to the sensible and rational aspect of the reader's mind. Connor and Gladkov add that the first step of argument in persuasion is to argue *by descriptive and/or narrative Examples*. "This means of persuasion corresponds to the process of induction and induction is the basis of all reasoning". By induction, Connor and Gladkov mean deriving a general assumption from a particular case (ibid).

There are those times when everyone seems to remember what they were doing when they heard the news. The day President John F. Kennedy was shot, I was home ill from school. My family and I were at the beach when Flight 255 crashed. Today, however, I saw the most horrible thing I've ever seen on TV -- the World Trade Center buildings crumbling, the Pentagon burning, thousands of frightened and injured people -- and my own situation somehow dissolved without record.

Detroit News Letters to the Editor/ Sunday, September 16, 2001

The author of this narration of events (or narrative example) is trying to have the reader portrait the horrifying situation to the World Trade Centre buildings. Moreover, reading this example describing one thing in question (the destruction of the World Trade Centre) the reader, according to the logical rule of induction (Connor and Gladkov, 2004.:262) and Grundy (2000: 80), and according to Grice's maxims of cooperative principles (Thomas 1995) in which the speaker overtly or blatantly flouts the maxim of quantity by providing as much information than is required (giving two narrative examples), infers a general conclusion or an inductive inference that such an example (the destruction of the World Trade Centre) is true of a number of other things and events that happened or may happen in future as it is clear from the previously two mentioned example that the writer presented to strongly support his idea or viewpoint reflected in the second example. Thus, because implicit information is directly related to the construction of mental models (Van Dijk 1998), the speaker, by providing implicit information getatable through induction, is trying to manipulate the social cognition of his readers to construct the preferred mental models to support what is contextually intended in the speaker's utterances (the speaker's viewpoint). Thus, the speaker, by depicting an action or event of a certain type, he intensifies the effect of the appeal by conversationally implicating that the number of this type of event or action is actually bigger than just one and this is clear when the writer, according to his viewpoint, listed more than one example of the same type.

Another type of argument found in The Connor and Lauer's (1985) system is to argue by **Classification**, including definition. Here, the person or thing is classified to be under a certain class by defining him/it with certain features. Connor and Gladkov (2004: 257) assert "that a man defines himself as being akin to certain class of noble people so that his deeds would see more noble". One example of classification is as follows:

If the strongest nation in the world is not safe, are any of us safe? What do you tell your children? How do you explain man's capacity for such evil? This is an event whose scope is immeasurable at this time. *It is a sad day for all of us who respect and treasure human life, who enjoy the freedom that a democratic society affords us and wish only to live in peace.*

Toronto Star Letters to the editor/ Sunday, September 16, 2001

By making this rational appeal, the speaker achieves the rhetorical function of this appeal to persuade his readers with his opinion through, first, using the pronoun (us) which classifies and then defines the speaker and the reader as members of a noble nation and, second, pragmatically presupposing that he speaker and the reader, being members of a limited circle of distinguished individuals, respect and treasure human life, enjoy the freedom that a democratic society affords us and wish only to live in peace. By pragmatically presupposing this, simultaneously and deliberately not observing the maxim of quantity, the speaker flouts this maxim to conversationally implicate that those who attacked us do not respect and measure human life, do not enjoy the freedom that a democratic society affords us and never want to live in peace. Thus, the speaker, through arguing by **Classification** which is designed to appeal to the sensible side of the readers' mind, and through using the strategies of conversational implicatures and pragmatic presupposition, he, consciously and unconsciously, manipulates the readers' social cognition and directs it to serve his viewpoint implied in his utterances.

comparison and contrast are two rational appeals helping in building "a logical argument on the relationship of *like to like*" Connor and Gladkov (2004: 257).

Those who killed Americans still uncounted, obliterated a great landmark, cleared the skies, closed the markets and damaged the national defense command center did more harm to the continental United States in a day than did all the enemies in World War II.

The Baltimore Sun/ Thursday, September 13, 2001

Connor and Gladkov (ibid) state "comparison supports a conclusion about a subject from a description of a related subject". In our example, the conclusion damage/destruction in the World Trade Center, September 2001 can be made clear to the readers from a description of the destruction resulted from other horrible action the readers know about as the World War II. Here, at the beginning of the example, the speaker, pragmatically presupposes that Americans had been killed by their enemies and that they did more destruction to their country than those who did in world war II. Thus, by using pragmatic presuppositions as a rhetorical device, the rational appeal "comparison" does its rhetorical function through controlling the social cognition of his readers to persuade them that their enemies who killed the Americans did much destruction to USA in one day as compared to that happened in world war II. "Unlike comparison, the appeal of *Contrast* supports a conclusion on a subject by describing its counterpart". For instance:

Moment by moment, there are new developments. Freedom is something we sometimes take for granted. *This event not only reminds us how lucky we are, it also reminds us how fragile we are.* The damage at this point is severe, the extent is beyond belief. This is a well-organized attack.

Toronto Star Letters to the editor/ Published: Sunday, September 16, 2001

In this example, the writer presupposes that American people are lucky, and contradictorily he presupposes that they are fragile. Thus, the writer, here, exploits presupposition to have readers recognize that although they are lucky because of their being a free nation and belonging to a limited group of distinguished individuals, they, because of this, are subject to such types of attacks. So, the writer manipulates the reader's social cognition by having them agree that because they are a noble and free nation, they are subject to attacks. This, in turn, constructs the mental models preferred to persuade them that, according to the aim or the context of the editorial and op-ed articles, America should do all the arrangements required to protect itself against against the performers of these actions.

Rational appeal of *Degree* in Connor and Lauer's (1985) system (Cited in Connor and Gladkov ibid.:203) is expressed by the following example: if the less frequent things occurs, then the more frequent thing would occur.

Ideally, any response also would be more than military: bringing allies and other major nations into a global alliance to wage war against terrorism. Every nation, even those with which the United States has major differences, must know today that its cities, its landmarks, its centers of commerce and government are just as vulnerable as ours. *Little in this is satisfying, and much is dangerous.* But living in fear is no option at all.

USA Today / Wednesday, September 12, 2001

Here, the writer employs the rational argument of "Degree" to appeal the reader's social cognition by stating his utterance " little in this is satisfying and much is dangerous" in which the speaker flouts the maxim of manner and quantity where it conversationally implicates that all nations should not stop doing nothing against what they call terrorism as being (little of) it taking place in the united states of America only because, according to the writer, much of it will exist and will certainly involve all other nations as this is clearly and pragmatically presupposed in the first line of the example when the writer says "ideally, any response would be more than military", and in the last utterance of his example when he says "But living in fear is no option" which presupposes that American people live in fear, and at the same time conversationally implicates through flouting the maxim of quantity that there should be war against terrorism.

Connor and Gladkov (2004:263) state that one type of argument is the appeal of **Authority**. "The argument of authority relies on the consistency between a person and his/her activities". Here, in this type of argument Connor and Gladkov argue that persons always imitate acts and deeds of authoritative and prestigious people. In newspaper editorials, mentioning a certain name, known or unknown, will have great effect in making readers act under the influence of someone who is authoritative.

People want to make sure we're dealing with Sept. 11 and terrorism," insists Sen. John Kerry, D-Mass. "For example, if Iraq had nothing to do with what happened, we can't use this as a pretext to attack Iraq.

Arizona Republic/ Sunday, September 16, 2001

Here, the name of "John Kerry" is used without explaining, in sufficient details, who this person is, what does he work, what is his relation with the event in question. The readers, consciously or unconsciously, will try to know something about "John Kerry" and then will imitate his action because of being authoritative. Thus, the writer pragmatically presupposes that Sen. John Kerry is an important figure bringing authoritativeness to the discourse and make readers act under the influence of this authoritativeness which makes the discourse more persuasive. Accordingly, the writer, by mentioning a prestigious name, direct readers' social cognition towards persuading them of the necessity of making an attack or announcing war against Iraq because they think that Iraq has something to do with Sept. 11 events as it is pragmatically presupposed in Sen. John Kerry's quotation " if Iraq had nothing to do with what had happened, we can not use this as a pretext to attack Iraq" which in itself presupposes that Iraq had something to do with what happened and that Iraq will be surely attacked.

It should be noted that though Conner and Lauer's system of persuasive strategies was developed for persuasive essay writing, it was decided to combine three of Conner and Lauer's rational appeals-*cause/ effect, means/ end, and consequences*-into one, where in editorial discourse, these three appeals frequently merge and are similar to each other. As for *consequence*:

This is a sad and sickening tragedy. By any means necessary, the United States has no choice but to put an end to what has happened here

Detroit News Letters to the editor/ Sunday, September 16, 2001

Here, the writer implies that as a result or consequence for what had happened for the World Trade Center, the united states of America should respond militarily. In other words, the writer deliberately flouts the maxim of manner "U.S.A. has no option but to put an end to what has happened here" in an attempt to tell his readers that the united states of America has no option just to take the necessary arrangement (military) to stop what has happened as this is the aim or the context behind writing these editorials and letters to the editor under study.

and as for Cause/ Effect:

As we are known as the country with the open-door policy; our unprotected borders make us vulnerable to such attacks. We are the strong and the free, and are hated by many for this. We care about our global neighbors, and it is a shame that some of our global neighbors hate us so much that they would assault America in this way.

Detroit News Letters to the editor/ Sunday, September 16, 2001

In this example, the writer pragmatically presupposes the cause that America is a country with open door policy and that its borders are unprotected, and the effect that they are subject to such types of severe attacks like Sept. 11. He adds that some other nations hate America since it is a strong and free nation though America cares to a high extent about global neighbors and they hate America for this. Thus, by employing this rational appeal and its

embedded presupposition, the reader is urged to mentally react and to be persuaded of the effect of living in this way without security precautions.

The appeal of **Model** provides the reader with a description of the way a proposed end can be achieved. For example:

Media in the U.S., riveted by the attacks on the World Trade Center and the Pentagon, have given very little space or time to coverage of world reaction. In particular, they have given no space at all to the generous, immediate, and warm-hearted response of our Canadian friends and neighbours. I am personally aware, from CBC coverage, that Canada's response has included strong messages of support from the Prime Minister, the head of the RCMP and the premiers of Ontario and Quebec. I would like the people of Canada to know that some of us are aware of the efforts made by Canada to receive our diverted aircraft, to supply blood for our wounded and to help us get through this tragedy.

Toronto Star Letters to the editor/ Sunday, September 16, 2001

Here, the writer pragmatically presupposes that Canada made a very good response (Canada's response) as a result of the attacks against America and that Canada's response is a generous, immediate and warm-hearted one and that Canada's people made great effort to help American people get through this tragedy (... *made by Canada to receive our diverted aircraft, to supply blood for our wounded and to help us get through this tragedy*). Moreover, in this example, the writer flouts the maxim of quantity by explaining much information than is required just to urge other countries to view Canada and its people as a model to be followed. Similarly, the writer, by stating "that Canada's response has included strong messages of support from the prime minister ..." flouts the maxim of manner through providing ambiguous information "strong messages of support" in an attempt to have readers understand that this support may be a military one.

The next rational appeal, **Stage in Process** is also an important argument in achieving persuasion. According to Connor and Gladkov (2004:264), this appeal is used "when a gap exists between the concept accepted by the audience and the proposal the writer is defending. The gap is closed by showing how the proposed action can be a stage in a process." They add that "instead of going from A to D, one offers to lead the interlocutor first to B then to C and finally to D". Thus, they go further to say that when the audience might think that the distance between the initial and final stage or goal of the process is impossible to cover, the writer creates one or more middle stages or transitional goals, which, in audience's opinion would be easier to reach.

Never before -- even in war -- have innocent American civilians or the heart of the nation's military machine been so assaulted. But fear is not new to the nation, nor has controlling it proved difficult, no matter the scale. Instead, shock and tears dominated TV screens as the scale of the horror unfolded -- a picture of an America mourning for countrymen slaughtered by zealots of unknown stripe. *When the mourning ends, the tears will turn swiftly to anger, and how that anger is managed may define the way America lives for years to come.*

USA Today / Wednesday, September 12, 2001

Thus, the author before stating openly and clearly the proposed goal, which in this case would be "the way America lives for years" after Wednesday, September 12, 2001, he puts the proposed goal as a final stage in a group of processes that will be taken to obtain the proposed goal or aim. In other words, he creates transitory stages that pave the way to have the final stage performed : *When the mourning ends, the tears will turn swiftly to anger, and how that anger is managed*. Pragmatically and rhetorically, for the rational appeal "stage in process" to

do its rhetorical function well and to gradually persuade readers by the final decision America may take against the performers of Sept. 11, the writer flouts the maxim of manner by providing figurative utterances making use of the conversational implicatures to have readers understand that America will take an important decision against attackers and to have them ready to hear and accept this decision without objection and without being surprised since they were already mentally modeled to approve this whatever hard decision it is as this the aim or the context of the newspaper editorial and op-ed articles under study.

The rational appeal of *Ideal or Principle* also helps persuade readers. Connor and Gladkov (2004:265) quotes, from Perlman (1932) "A convincing discourse is one whose premises are universalizable, that is, acceptable to all members of the universal audience". In order to persuade the audience, the writer should show that his/her argument is based on a universal principle that is accepted by all members of the audience. In newspaper editorials, an example of this appeal occurs as follows:

The outrageous attacks must not be defined solely in terms of America. They drag down the whole global family.

The acts are strikes against inalienable rights, religious freedom, individualism, commerce, productivity and democracy. Anything less isolates America from the world, as if this is only our problem

The cult of annihilation, anti-life and hate embraces the Dark Ages and assaults the progress and achievements of all mankind, not just of America.

Detroit News Letters to the editor/ Sunday, September 16, 2001

Here, the writer pragmatically presupposes facts, values and knowledge that are unchallengeable since their premises are universalizable and acceptable to all members of the universal audience. Thus, presupposing universal values allow the writer to present specific values as more determined and logical. Thus, the writer presupposes that these attackers are outrageous assaults the progress and achievements of all Mankind not only of America. In this example, the writer establishes a specific value: "*They drag down the whole global family*" under a universal value ", a specific value "*The outrageous attacks must not be defined solely in terms of America*"... "*The acts are strikes against inalienable rights, religious freedom, individualism, commerce, productivity and democracy*" under a universal value ", and a specific value "*Anything less isolates America from the world, as if this is only our problem*" ... "*Ages and assaults the progress and achievements of all mankind*" under a universal value "*not just of America*".

The last rational appeal, *Information*, also helps to a high extent in the process of persuading readers of editorials in the viewpoints presented. The speaker should have a special selection of facts at his disposal because these facts will help him make points easily. Connor and Gladkov (2004: 265) argue that the appeal of *Information*, means "to present facts and spastics and give definiteness to the writer's argument" where accurate and meaningful numbers and statistics should be provided to readers to persuade them that the argument is not based on vague generalities which in turn achieve persuasion in the rational aspect of the reader's mind. The writers of editorials and op-ed should persuade the audience by providing the reader with accurate and meaningful numbers (ibid.). For example:

Closer to home, Chicago firefighters respond to almost 200,000 calls a year--about 5,000 of which, or more than 10 a day, involve burning structures, from one-stall garages to massive warehouses of toxic chemicals.

And while attention on police officers here often focuses on those accused of mistreating citizens, two have been slain while on duty this summer, and another clings to life with severe gunshot wounds. Through July, according to the Chicago Police Department, 878 cops had been victims of battery.

Chicago Tribune/ Sunday, September 16, 2001

Again, the writer presupposes and makes his readers presuppose that he is a man of accurate and knowledgeable information. Thus, the writer mentally models his readers toward accepting his viewpoint through using accurate numbers as a persuasive strategy.

Credibility Appeals (ethos)

Connor and Gladkov (2004:266) state that speakers are not only convinced through the argumentation of the discourse, but that ethos, the character of the writer, also play a role in persuading public in the sense that "discourse should create a trustworthy image of the speaker/writer". In editorials, the writer plays an important role because the goal is that of persuading the newspaper's readers of his point of view. they add that the speaker/writer should make the audience portray him/her as a person of three basic characteristics: intelligence, virtue, and good will (ibid.). In editorials, the four credibility appeals are widely used in one way or another to have audience see the writer as a person of intelligence, virtue and good will.

The first credibility appeal is the appeal of ***First Hand Experience***. Here, for the writer to be viewed as a credible person, he should provide rich information on subject he/she is writing about. He depends on his/her experience in providing information which in turn helps him/her to be knowledgeable and versed on the subject in question. An example follows:

In each case, humans programmed to protect their own lives above all else instead decided to place themselves in situations that were almost predictably deadly.

What's truly extraordinary is how ordinary this reaction can be. In World War I, soldiers climbed out of trenches and into hails of enemy bullets with no more provocation than a shouted, "Over the top!" In World War II, during the D-Day assault on Normandy, the rational choice would have been to huddle at the base of cliffs, not climb them.

Chicago Tribune/ Sunday, September 16, 2001

In this example, the writer deliberately flouts the maxim of manner and quantity by introducing a philosophical utterance "*In each case, humans programmed to protect their own lives above all else instead decided to place themselves in situations that were almost predictably deadly*" in an attempt to persuade those who are responsible of USA that America's reaction should be a rapid one and not an ordinary one. The writer's opinion is later evidenced when the writer pragmatically presupposes "*What's truly extraordinary is how ordinary this reaction can be*" that the reaction may be ordinary and that it should not. Then, to have the appeal do its persuasive function, to create in the audience a positive attitude towards himself as a person of first hand experience showing intelligence, virtue and good will, and to support what is first conversationally implicated and what is secondly pragmatically presupposed, the writer flouts the maxim of relevance by, instead of talking on Sept. 11, recalling people's strong reaction towards events of World I and World II. Thus, the writer tries to manipulate people's social cognition by constructing mental models preferred to accept that America's response should be military against attackers.

The next two appeals are ***showing Writer's Respect for Audience's Interests and points of view*** and ***Showing Writer-Audience Shared Points of View*** appear similar to each other in editorial discourse. Thus, the researcher combined these two into one. According to Connor and Gladkov (2004:267), the aim of these appeals are to create a good image of the writer in the audience's mind where they lead to create, in the reader's mind, the impression that the writer is a man of a good will. For example:

This is an event whose scope is immeasurable at this time. *It is a sad day for all of us who respect and treasure human life, who enjoy the freedom that a democratic society affords us and wish only to live in peace.*

Toronto Star Letters to the editor/ Sunday, September 16, 2001

Similarly, to have these appeals rhetorically and persuasively function well, to show the writer's respect for audience interests and points of view, and to show writer-audience shared viewpoints, the writer pragmatically presupposes that they, the people whom the writer is a member, "respect and treasure human life, who enjoy the freedom that a democratic society affords us and wish only to live in peace" which in itself flouts the maxim of quantity to conversationally implicate that those attackers are the opposite. Thus, readers are mentally modeled to recognize that because they respect and reassure human life, enjoy the freedom that a democratic society affords, the opposite people attack them. The same thing for the example below:

As we are known as the country with the open-door policy; our unprotected borders make us vulnerable to such attacks. We are the strong and the free, and are hated by many for this. We care about our global neighbors, and it is a shame that some of our global neighbors hate us so much that they would assault America in this way.

Detroit News Letters to the editor/ Sunday, September 16, 2001

Showing Writer's Good Character and/or Judgment is the last of the credibility appeals. Connor and Gladkov (2004:267) argue that this appeal corresponds to the same Aristotelian ideas of intelligence, virtue and good will, "but is focused on the creation of the image of the writer". They add that, in this appeal, the writer may give his judgment by presenting subjective stances. In editorials, this appeal takes the form of subjective questions produced by the writer to draw the reader's attention to certain points. For example:

There will of course be tightened security and pointed questions. *Why was our intelligence so sorely lacking? Why was an air-safety system long familiar with terror still so vulnerable?* But those responses are too familiar to match the scale of Tuesday's violence.

USA Today/September 12, 2001

Actually, there are many possible answers to these questions. But no matter what answer is given, the presupposition "our intelligence was so sorely lacking", "air safety system was familiar" are presupposed and are likely to be unchallenged. Accordingly, the writer strengthens the function of this credibility appeal to have readers see him as a person of good intentions through embedded pragmatic presuppositions. And the same thing for examples listed below:

Why did passengers on at least one airplane challenge their hijackers, knowing that to do so probably would get some of them killed?

And why did firefighters, who intimately know that structural steel will collapse when exposed to intense heat, trudge up stairwells of the World Trade Center after an airliner hit it with the explosive power of a cruise missile?

Why do people put themselves anywhere near death's path?

Chicago Tribune/ Sunday, September 16, 2001

Mr. Bush wants to strike back not only at those who sponsor and harbor terrorists, but at terrorism itself. Where, then, does he start? And where does he end?

Times Union (Albany, NY)/ Sunday, September 16, 2001

Thus, according to Connor and Gladkov (2004:268), this appeal tries to have readers contribute to the positive image of the writer in the reader's eye. In other words, by employing this appeal the writer pictures himself as a positive helping character and make the reader view him/her as a person of good intentions, as a result of the positive commands that the writer makes about the readers.

Affective Appeals (pathos)

Connor and Gladkov (2004:268) suggest that the state of emotion, in which the audience have been brought by the speech, plays an important role in making persuasion effective. Thus, people take different decisions under the sway of pain or joy, liking or hatred. Emotions are considered as an important motif which have people take a certain action, and very often will

look at the presented case through the prism of their emotions. The following are the four affective appeals that are used in editorials to be directed towards the emotional aspects of the audience's mind.

Emotion in Audience Situation and **Empathy with Audience** appear similar to each other in editorial discourse. Accordingly they were merged together to be one. These appeals provoke the reader through targeting his/her emotions and his/her attitudinal and moral values. In editorials, this appeal takes the form of communicating people's pain, sufferings, sadness for lost lovers, etc. For example:

I would like to send my condolences to the families that have lost their loved ones in Tuesday's bombings. My prayers and my family's prayers are with them.

Detroit News Letters to the editor/ Sunday, September 16, 2001

I feel blessed that I, along with other employees from the Port Authority -- including my friend Nancy -- survived the attacks at the Trade Center. *But the pain of those who were lost will forever be with me, especially the rescue personnel who gave their lives unconditionally.*

USA Today letter to the editor/ Sunday, September 16, 2001

My condolences go out to the families of those who have lost their lives. My thoughts are with those who are injured. When this happened, although I am far removed from it, I called my wife just to hear her voice. Tonight, we should all take a good look at what we have and appreciate the true gifts life affords us: friends, family, life and love. *My prayers go out to every caring person on this planet.*

Toronto Star Letters to the editor/ Sunday, September 16, 2001

In his process of persuading readers of his opinion and the opinions of the editorial and letters to the editor, the writer pragmatically presupposes that America has lost beloved people. Thus, by employing this emotional appeal, the writer arouses people's emotions towards a certain case which in turn lead them to be emotionally in agreement and support with the writer's voice for which the editorial is written. At the same time, in targeting the people's emotions, pain, and sadness for their lost lovers, the writer is dealing with common universal human values which are impossible to be neglected by people in general. Thus, according to Connor and Gladkov (2004: 268), the writer used a premise which is universalizable, that is, acceptable to all members of the universal audience.

Vivid Picture is the effective appeal used to persuade people where it helps the reader imagine himself present as a member in a situation depicted by the writer. Connor and Gladkov (ibid.) assert "It is when suffering seems near to them that men pity; as for disasters that are ten thousands years off in the past or the future, men cannot remember or anticipate them and either feel no pity at all for them". They go further to state that the more temporarily and spatially close the event is to the audience, the more emotionally involved the audience will be. For example:

...The damage at this point is severe, the extent is beyond belief. This is a well-organized attack. *If the strongest nation in the world is not safe, are any of us safe? What do you tell your children? How do you explain man's capacity for such evil?* This is an event whose scope is immeasurable at this time.

Toronto Star Letters to the editor/ Sunday, September 16, 2001

At the beginning, the writer paves the way to have the reader present in the picture through flouting the maxim of manner "*the extent is beyond belief*" to conversationally imply, and have the reader close to the event, that the damage in future will be incredible if, as this is the aim or the context of the op-ed articles and letters to the editor, America's answer will be ordinary one. Then, the writer pragmatically presupposes that the matter of being safe is not sure for America, and that Man has a capacity to do evil. Connor and Gladkov (ibid:269) add that putting the statements in the form of questions provokes the reader and have the picture

vivid in front of him to make him feel responsible and present at the event that took place long ago where he feels that he is obliged to find answers for the questions.

The last appeal in the system, **Charged Language**, is usually used to arouse emotions and indignation (ibid.) where the purpose of the language used is to stimulate readers' emotions and to reflect negative connotations. They add that the writer should "heighten the effect of his description with fitting attitudes, tones and dress". For example:

*When the twin towers of the Trade Center crumpled to the ground like so much dust, **at a cost of countless lives**, something less tangible was **lost** as well -- a uniquely American sense of freedom and security. That is a loss the nation can endure only temporarily, lest it hand the terrorists the victory they seek and diminish the essence of who we are.*

USA Today/ Wednesday, September 12, 2001

*More than symbols of American power were attacked. Americans - doubtless in the thousands - were **maimed and killed**.*

The Baltimore Sun/ Thursday, September 13, 2001

Thus, the writer arouses readers' emotions and indignation by using presupposition embedded with charged language that there is a countless number of lost lives and a great number of Americans killed aiming at manipulating readers' social cognition to construct the preferred mental models for justifying and legitimizing the way America lives in future.

6. Conclusion

It is concluded that editorials and op-ed articles are one of the genres in which certain persuasive techniques of writing take much space. Writers of newspaper editorials and op-ed articles, whether consciously or unconsciously, write in a purposive way for the sake of arousing and provoking public opinion for a certain case and towards a certain direction. It is also concluded that presuppositions and implicatures are two linguistic structures that writers of editorials and op-ed articles heavily depend on to have readers gradually persuaded through allowing them inferring what is implicitly presented in the text. In other words, writers of editorials and op-ed articles depend on presuppositions and implicatures as an intermediate element functioning, first, at achieving the persuasive power of the appeals system when applied, and, secondly, (through) manipulating the readers' social cognition to construct mental models controlled to accept without challenge what is implicitly presented in the text. Thus, in the application of their system of persuasive appeals, the writers exploit presuppositions and implicatures to support and strengthen the persuasive power of their system by controlling their readers' minds through mentally modeling them, by deliberate creation of attitudes and opinions, to accept without challenge the newspaper opinions, in this case, decision America may take against attackers of World Trade Centre. Thus, encouraging the Bush administration to react strongly and rapidly towards Sept. 11 attacks, persuasiveness worked as a speech act which is implicitly recognized through presupposition, and deliberately flouted in an attempt to provoke readers to read, in addition to what is absent in the text, what is "in" a text that is implicitly mentioned which in turn have readers rationally react to the appeals used.

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