INTERCULTURAL RHETORIC ANALYSIS OF THE DAILY GRAPHIC AND THE NEW YORK TIMES: A MICRO-GENRE ANALYSIS

Albert Agbesi Wornyo[1]* and Ernest Kwesi Klu[2]

[1]Mr. University of Education, Winneba, Ghana, awornyo@yahoo.com
[2]Prof. University of Venda, South Africa, asongkwesi@gmail.com

*Corresponding Author

Abstract

This study seeks to analyze the editorials of the Daily Graphic newspaper as texts constructed in English as a Second Language (ESL) setting (Ghana) and the editorials of the New York Times of America as texts constructed in Anglo-American English speaking environment. The objective of the study is to discover the differences and the similarities that exist between the rhetorical strategies used to report the news in the two newspaper editorials. The study investigates the effect of culture on journalistic style and strategies used to present the news in the two newspaper editorials. The study seeks to find out whether there is significant micro structural variation between the New York Times as a newspaper published in the socio-cultural environment of Anglo-American English speakers and the Daily Graphic as a newspaper published in an ESL setting. The analysis focuses on the demarcation of micro-genres of the selected editorials. The study examines the micro-genres of the newspaper editorials and how the two newspaper editorials create and frame public opinion. On the basis of the categorization of expositions and media commentaries, the analysis classifies the newspaper editorials into micro-genres and traces the social functions they seek to perform. The results of the analysis of the micro-genres of the two newspapers show some similarities and differences in the way the two newspapers frame the information that they communicate to the public. The study concludes that there are significant differences in the rhetorical strategies used to present information by the Daily Graphic and the New York Times in the two socio-cultural environments. The Daily Graphic frames its editorial mainly by appealing to state institutions and individuals involved in the issues that the paper discusses while the New York Times criticizes and questions state institutions and individuals for their role in the issues that the paper discusses.

Keywords: intercultural rhetoric, newspaper editorial, micro genre, media commentaries, social functions. .

1 INTRODUCTION

Intercultural rhetoric is the current trend of contrastive rhetoric. The basis of intercultural rhetoric is that different speech communities and different cultures differ in the way they organize their thought and ideas in writing. The various ways that each speech community organizes ideas in writing reflect the thought patterns of that culture or speech community. There is therefore a close link between how language is used to organize ideas into text and the culture of the people who use the language.

The foundation of intercultural rhetoric is that a person's native language influences the thought pattern of the person. This means that even when one acquires a second language, one's use of the second language is still conceptualized in the native language. Under the influence of the Sapir-Whorf hypothesis, Robert Kaplan conducted a study to show that the way his students express themselves in their writings is a reflection of their cultural thought patterns.

Kaplan's study established the field of contrastive rhetoric in 1966. He studied the expository essays of his students who were learning "English as a Second Language (ESL)" and discovered that the native language background of each student tend to reflect a unique paragraph order. The term ESL is used in this thesis to refer to people who speak other languages and have to learn English as a Second Language). This reveals that every language has its own logical system of organizing ideas. The findings of Kaplan led him to coin the term contrastive rhetoric which has become a field of study which Connor (2004) has suggested to be broadened as intercultural rhetoric.

Many of the studies that were initially conducted in the field of intercultural rhetoric were devoted to the study of the expository essays of ESL learners who were mainly students. The focus of these studies was to discover writing problems that are linked to the rhetorical strategies of the native language of the students (Kubota and Lehner 2004)   However, studies within the field of intercultural rhetoric have gone beyond studying ESL students, expository essay to the study of different genres. Connor (2004:293) points out that since "1966 when Kaplan's original work on contrastive rhetoric appeared, many new trends have appeared in research approaches and method" in the field of contrastive rhetoric. According to Connor, "written texts that are considered second language writings" have expanded beyond the expository essays of ESL students. All over the world, written texts such as job application letters, business proposals, academic research articles, research reports, grant proposals newspaper reports, newspaper editorials and newspaper commentaries constructed within ESL environments are all considered ESL writings to be studied with the aim of improving upon ESL pedagogy.

As part of the expansion of intercultural rhetoric studies beyond students' essays, genre analysis is incorporated into intercultural studies. Swales (1990) theorized genre analysis as a methodology in the study of English for Specific Purposes (ESP) research. The work of John Swales led to the use of genre analysis in intercultural rhetoric. The inclusion of genre analysis in intercultural rhetoric resulted in intercultural rhetoric researchers studying new types of writing produced within ESL domains. This partly led to the studying of newspaper as a professional rhetoric studies.

The view of rhetoric in intercultural rhetoric as text organization and style has also expanded. Connor (2008) calls for a change in the definition of rhetoric in intercultural rhetoric. According to her, the definition of rhetoric needs to be expanded to broaden the scope of intercultural rhetoric as a field of study. Intercultural rhetoric now incorporates other views of rhetoric beyond text organization and style. An example is Sullivan and Porter (1997) who define rhetoric as "an act of communication or utterances made for a purpose." This definition of rhetoric for example helps one to consider the goal the author wants to achieve in any analysis of the text. Also, an analyst can assess the impact of the text on the receiver. There is also the view of rhetoric that considers what compels the author to produce the utterance. For example, Kennedy (1998) sees rhetoric as "a form of mental and emotional energy." This view of rhetoric paves way for intercultural rhetoric studies to analyze the emotion behind author's text.

It is important to explain why professional genres within ESL settings constitute written texts that fall within second language writings and therefore contribute to the goal of intercultural rhetoric in promoting pedagogy. English is learnt in ESL countries as a second language. That is what Kachru (1986) refers to as English in the Outer Circle. Since English is learnt as a second language in these settings, professional genres in these settings fall within second language writings. On the basis of this, genres such as newspaper editorials, news reports, and job application letters could be compared with those composed in native speaker settings to find out the differences and similarities between them.

2 INTERCULTURAL RHETORIC ANALYSES OF NEWSPAPER EDITORIALS

The use of professional genres in IR studies as specific genres has led to the use of newspaper editorials in IR studies across cultures. The analysis of newspaper editorials has been pointed out as a useful source of study relevant to ESL writing pedagogy. Newspaper editorials are powerful pieces of persuasive writing. Connor (1996: 144) writes:

> Research on editorials cross – culturally is significant even it ESL students do not become editorial writers for, in most cases, they are readers of editorials. Good editorials are considered some of the best examples of persuasive writing in all countries; they set standards for written

persuasion. At the present time, little is known cross-culturally about the genre.

Genre analysis is an area of research that has been conducted using newspaper editorials. Genre analytical study was theorized by John Swales in his 1990 publications. The genre approach has been used to analyze research articles and other genres. Newspaper editorials have also been analyzed using genre analytical approach. In the analysis of general rhetorical patterns that exist in specific genres, it is not only Swales analytical model that has been used to investigate the existence of general prototypical patterns in texts.

For newspaper editorials, various models have been used to analyze their rhetorical patterns. From the intercultural rhetoric studies that have been conducted on newspaper editorials to find out their general rhetorical patterns across cultures, newspaper editorials generally follow similar rhetorical patterns across cultures but there are interesting differences in how the subgenres are distributed between editorials that are published in Anglo-American settings and those published in ESL settings (Giannoni, 2006).

In the analysis of the general rhetorical structure of newspaper editorials there are a number of models or frameworks that have been proposed for the analysis of their general prototypical rhetorical pattern. There is the Systemic Functional Analysis which is used to analyze the generic structural integrity of newspaper editorials. The Systemic Functional analysis lays out the Generic Structure Potential (GSP) of newspaper editorials was proposed by Halliday and Hasan (1989). It spells out certain characteristics that newspaper editorials possess which form the bases for the analysis of newspaper editorials. Apart from the Systemic Functional analysis, Hoey (1983) proposed that newspaper editorials follow a problem-solution structure which is also an analytical framework that is used to analyze the general rhetorical structure of newspaper editorials. There is also McCarthy (1991) model of newspaper editorials proposes that editorials follow claim-counterclaim pattern. In addition, Bolivar (1994) also proposed a model called "Triad". This model consists of three elements, the Lead, Follow and Valuate.

Using the Systemic Functional Analysis Ansary and Babaii (2005) examine the editorials of the Washington Times and identified four obligatory structural elements and three optional elements in the editorials of this newspaper which is an English newspaper. They indicated that another study could be conducted to (dis)establish whether the characteristics they found in Anglo-American newspaper editorials are maintained in newspaper editorials in other cultures or in ESL varieties of English across other cultures. Their study which establishes the rhetorical structure of Anglo-American English newspaper editorials is a stimulating point for more research to be conducted on newspaper editorials in ESL settings to find out the extent to which they conform or differ from the characteristics found in Anglo-American English newspaper editorials.

Probably, as a response to the remarks of Ansary and Babaii (2005) that other studies could be conducted on editorials of newspapers in other cultures and ESL settings, Katajamaki and Koskela (2006) conducted a study on the editorials of business newspapers in English, Swedish and Finnish. They sought to find out if there was a typical rhetorical structure for the editorials irrespective of national and cultural features. They concluded that the business newspaper editorials across the three cultures followed a common rhetorical structure.

Giannoni (2006) investigated how cross-cultural variations may blur the rhetorical structure of newspaper editorials written by EFL Spanish writers. The study concluded that there is a common generic framework across the editorials written by Spanish writers and Anglo-American English writers. However, concerning the subgenres, the study concluded that the way the subgenres in the Spanish editorials differ greatly from how they occur in newspaper editorials written by Anglo-American writers. Yen and Chen (2008) investigated the differences and similarities in the rhetorical features of English business newspaper editorials and Chinese business newspaper editorials. In conclusion, they pointed out that the result show that editorials in both Chinese and English business newspapers have common rhetorical structure but differ in the way they present their news. These studies therefore confirm that newspapers editorials tend to display similar rhetorical structures but differ in the way the subgenres are presented.

There are other studies that report how newspapers across cultures show similar organizational structure but differ in other features. For example, Fartousi and Dumanig (2012) attempt to identify the rhetorical structure of English editorials published in a Malaysian newspaper titled 'The New Strait Times'. The findings of their study show that the newspaper editorials have obligatory moves as well as optional moves which confirm the findings of (Ansary & Babaii, 2005: Ansary and Babaii, 2009: and Babaie, 2010). Sadeghi (2015) analyzes the schematic structure Persian and English newspapers and report significant differences and similarities between the editorials of the two newspapers. The similarities between the newspapers from the two cultures point to how the editorials are organized while the differences manifest in the way they present their news. Barrios (2013) examines the organizational structures of the editorials of Philippine local newspapers and

concludes that the editorials follow Hoey's (1983) problem-solution structure of newspaper editorials as well as McCarthy's (1991) claim-counter claim pattern. Sabzevaril and Sadeghi (2013) studied news reports written by American and Iranian writers and concluded that their findings confirm previous findings that establish that irrespective of the socio-cultural context, specific genres follow the same rhetorical pattern.

The studies reviewed so far, show that newspapers across cultures are similar in the way they are organized. They all generally start by identifying an issue and progresses to discuss the issue and offer some recommendations. Irrespective of the analytical framework used, newspapers across cultures display similar rhetorical structure. However, the studies point out that despite the similarities in the organizational structure of newspaper editorials, newspapers across cultures vary tremendously in the way they report the news. The differences therefore exist in the subgenres.

3 MICRO-GENRE ANALYSIS OF NEWSPAPER TEXTS

Several studies that have used genre analytic approach in analyzing newspaper editorials have concluded that newspapers across cultures tend to follow a similar generic or rhetorical organization. What has been found to vary greatly across different cultures is that the strategies that writers from different cultural backgrounds use to realize the rhetorical moves across cultures. Micro-genre analysis goes beyond putting the entire text into segments to examine the text in terms of the functions it performs and how it is constructed to convey it message. Some of the subgenre analyses conducted on newspaper editorials are micro genre and thematic analyses.

Variations in the micro structure of news reported in different cultures have been found. Wang (2007: 86) points out that "micro-genres characterize texts in terms of rhetorical functions such as exposition, discussion and problem-solution." On the basis of this, Wang conducted a study on the micro-genre of newspaper commentaries in Chinese and Australian newspapers. The study reveals that argumentative exposition does not occur in Chinese newspaper commentaries while it happens to be the most frequent subgenre in the Australian newspapers. On the other hand, explanatory exposition does not occur in the Australian texts but happens to be the subgenre that is frequent in the Chinese text. The differences in the micro-genre of the texts from the two settings were attributed to differences in the linguistic and cultural perspectives of the writers from the two different settings.

 Generally the rhetorical structure of newspaper editorials examined by some studies show that newspaper editorials tend to have some rhetorical elements found in newspaper editorials across cultures. However, the style used to compose newspaper editorials tend to differ from one culture to the other. It is for this reason that the analysis of the style used to compose newspaper editorials is worth investigating to establish the different styles across cultures and the social functions they perform in the various cultures. The study of newspaper editorials using different analytical tools would also help unearth the reasons for the variations that exist across cultures.

3.1 Statement of the Problem

Newspaper editorials may look very similar in terms of their general organizational structure. They may all follow a similar pattern of introducing an issue and then progress by discussing the issues in detail and offering a conclusion, this may be the same for newspaper editorials across cultures. However newspaper editorials vary greatly in their micro-genres.

More importantly, the writing problem of university students in Ghana that is very relevant to intercultural rhetoric analysis is the observation that the social and cultural contexts in which the students write is responsible for the way they write. Adika (1998; 2012) Links university students' writing inadequacies to the social and cultural contexts in which the students write. According him, there is a socio-cultural dimension that partly accounts for the lack of a critical voice in the writing of university students in Ghana. This finding by Adika makes intercultural rhetoric analysis of texts from Ghana as an ESL country relevant to intercultural rhetoric research to find out how the socio-cultural environment of Ghana make English texts constructed in Ghana different from that of Anglo-American English environment.

Moreover, if it has been found out that the social and cultural context of university students in Ghana shape the way they write, then, it would be interesting to find out how this reflects in professional texts constructed in Ghana. This is because graduates from the university work in various capacities in the country after graduation. Some of these graduates become public servants, civil servants and others work as public relation officers, journalists and people who work in the media. The work of journalists and others who work in the media engage in writing stories and news reports published in the media houses that they work for. One would like to find out the extent to which the social and cultural context in which they write make their

text construction or rhetorical patterns different from that of Anglo-American English environment.

3.2 Objective of the Study

The objective of the study is to find out whether there are significant micro structural variations between newspaper editorials published in the environment of Anglo-American English speakers and the newspaper editorials of Ghanaian newspapers. The focus of the study is to investigate the approaches used by the Daily Graphic and the New York Times to frame the way they present their editorials as information that seek to influence public opinion. The study seeks to find out the micro genres that are commonly used in the two newspaper editorials and the functions that they are used to perform. The study aims at finding out the role culture plays in the way the two newspaper editorial frame their presentations to influence the public.

3.3 Research Questions

1. What are the micro-genres that are dominant in the editorial of the Daily Graphic?

2. What are the micro-genres that are dominant in the editorial of the New York Times?

3. Do cultural differences influence the way information is presented in the two newspaper editorial?

4 RESEARCH METHODOLOGY

4.1 Data collection

The focus of intercultural rhetoric is to compare texts from two different socio-cultural settings. Because of this, there is the concern for intercultural rhetoric research to compare like with like. As a result of this concern, Connor (2004) suggested the need to establish equivalence or *tertium comparationis* so that items that are comparable are studied. She proposed twelve points as steps towards the establishment of *tertium comparationis.* The aspects of the steps suggested by Connor (2004) which fall under data collection could be summarized into three steps. The three steps modified from the twelve steps suggested by Connor are presented below as a guide in the collection of data for this study.

Step 1**.** Define the population of an accomplished, or expert, L1 texts that can be considered comparable to texts of same genre and specify the basis for the comparison. For the purpose of this study, the accomplished expert text is the editorials of the New York Times of America and the comparable text is the editorials of the Daily Graphic of Ghana.

Step 2. Select a representative sample of that population in each writing culture. For the purpose of this study, editorials published in 2016 were selected for the study. The first quarter of the year 2016 was chosen as the pool from which samples were selected for the study. Editorials published in the two newspaper editorials within this period were selected to avoid any influence that may be due to generational changes in the way the two newspapers present their editorials. The first quarter of the year 2016 covers a period of four months (January, February, March and April). In order to ensure that the editorials selected form a true representation of features present in the two newspapers, all the editorials published within this period were collected as the population for the study. The total number of editorials that constitute the population for the study is one hundred and eighty-four (184) editorials. For the selection of the sample that represents the two populations, random sampling was adopted to select forty (40) editorials for analysis. Twenty (20) editorials were selected from the on-line version of the New York Times and twenty (20) from the Daily Graphic.

Step 3. Identify comparable textual units to be analyzed. For this study the unit to be compared is the micro-genre of the two editorials and the social functions they perform in the two different cultures in which they are composed.

4.2 Data Analysis

The selected editorials from both the Daily Graphic and the New York Times were read through. The editorials were classified into micro-genres and the social functions that they seek to perform. The classification of the editorials into various micro-genres and social functions they perform was done following the categorization of expositions and media commentaries proposed by Martin and Peters (1985), Hoey (1983) and White (2002) and used by Wang (2007) and Homayounzadeh and Mehrpour (2013).

Figure 1 below shows the micro-genres and the social functions they seek to perform.

Figure 1

Micro-genres and Functions of Newspapers Commentaries (based on Martin and Peters, 1985; Hoey, 1983; and White, 2002)

Micro-genres		Functions
Media **Exposition**	Explanatory exposition	To explain what, how/why
	Argumentative exposition	To persuade that something is the case
	Hortatory exposition	To persuade that something should be the case or should be done.
Problem/Solution		To illustrate a problem and propose solutions to it.
Media Challenge		To question, argue against or challenge an existing opinion on an issue of public interest.
Media Discussion		To survey, or present (at least) two points of view about an issue of public interest.

5 FINDINGS

Based on the framework of classification used - the categorization of expositions and media commentaries, the editorials from the two newspapers were analyzed to identify the micro-genres that are dominant in each set of newspaper editorials.

5.1. Results of the Daily Graphic

Figure 2 below shows the micro-genres of the Daily Graphic.

Figure 2

Micro-genres of the editorials of the Daily Graphic of Ghana.

Micro-genres	No. of Editorial
Explanatory exposition	1
Argumentative exposition	0
Hortatory exposition	10
Problem /Solution	4
Media Challenge	0
Media Discussion	5
Total	20

The analysis of the editorials of the Daily Graphic reveals that most of the editorials (10 out of 20) fall under hortatory media exposition micro-genre. Four editorials fall under media discussion genre, two were identified as media problem/solution genres and one editorial falls under media explanation exposition.

Two micro-genres were found missing in the editorials of the Daily Graphic analyzed. The two are media argumentative exposition and media challenge micro-genres. Most of the editorial texts in the Daily Graphic classified as media hortatory exposition micro-genre seek to persuade the public that some kind of action needs to be taken. These texts attempt to address issues of public concern by persuading the addresses in the text to consider the propositions put forth in the text; often the parties involved in the issues raised. These maybe individuals or state institutions addressed in the text who are persuaded to reconsider their actions or inactions. This is done in a manner that their actions or inactions are reviewed by discussion the positive and the negative sides of such actions. After the review of their actions or inactions, the newspaper expresses its view by suggesting or proposing what the paper feels is the best step or action to be taken.

One thing that is striking about the majority of editorials in the daily Graphic is that the discourse seeks to appeal to the addresses in the text by exhorting them to see in line with the suggestions offered by the paper. The tone of the language is that of encouragement and not compulsion. The voice of the paper does not command or seek to dictate to the addressees to take the action proposed by the paper. Rather, the paper urges the addresses to see the need to act in a certain way.

The editorials in the Daily Graphic generally aim at educating the public on the issues raised and urge the parties involved to see what is good and what is wrong with their actions or in-actions and urges the parties involved to reconsider their action by proposing away out

The editorials in the Ghanaian Daily Graphic newspaper generally are written about issues of public concern by stating the facts of the issue, discussing the issue and offering a suggestion or a solution to the issue discussed. As a result of this general structure that the majority of the editorials in the Daily Graphic follow, the other micro-genres found are those that are closely related to media hortatory exposition. The other micro-genres common in the editorials of the Daily Graphic are media problem/solution and media discussion genres. These micro-genres also follow a similar pattern of raising an issue discussing it and proposing a solution.

On the whole, the micro-genre that is predominant in the editorials of the Daily Graphic is media hortatory exposition. This dominant genre to follows a general pattern of raising an issue, discussing the issue by considering the things that are good and bad about the issue and ending the editorial by putting forth a suggestion, a solution or proposing the way forward.

5.2 Results of the New York Times

Figure 3

Micro-genres of the editorials of the New York Times of America.

Micro-genres	No. of Editorial
Explanatory exposition	1
Argumentative exposition	12
Hortatory exposition	1
Problem/Solution	1
Media challenge	2
Media Discussion	3
Total	20

From the table above, it shows that in the analysis of the New York Times editorials into micro-genres, the media argumentation exposition genre is dominant. This is followed by media challenge and media discussion genres with three editorials each. Media problem /Solution genres are two and only one editorial each follows the media explanation and media hortatory expositions.

The editorials of the New York Times of America are characterized by contesting or criticizing or judging the actions taken by the parties involved in the issues that the newspaper editorials raise. The editorials of the New York Times generally follow the structure of presenting an issue, criticizing the actions taken, offering arguments in favour of the stance taken, providing a counter arguments and offering another argument in favour of the stance taken. The actions taken either by individuals or state institutions are questioned and even in some instances condemned.

As the majority of the editorials of the New York Times are mostly media argumentative expositions, they seek to perform the function of persuading the public that the stance that the paper advances should be the case. The parties involved in the issues raised by the paper are persuaded to realize that they had not acted well or they are not acting well.

The general aim of the New York Times editorials is to persuade readers to side with the stance of the paper. To achieve this, the structure of the editorials unfolds in such a way that the actions in the issues raised are criticized in order to make the stance advanced credible.

6 DISCUSSIONS OF FINDINGS

The analysis of the micro-genres of the Daily Graphic reveal four micro-genres in the Ghanaian newspaper editorials analyzed. The four micro-genres found are explanatory exposition, hortatory exposition, problem / solution and media discussion. None of the editorials analyzed was found to be argumentative exposition and media challenge. Among the four micro-genres, hortatory exposition is the micro-genre that is dominant. On the other hand, six micro-genres were found in the New York Times of America. The six micro-genres found in the American editorials are explanatory exposition, argumentative exposition, hortatory exposition problem/Solution, media challenge and media discussion. The dominant micro-genre of the New York Times is media argumentative exposition.

The editorials of the Daily Graphic seem to follow a general pattern of raising an issue of public concern, reviewing the actions taken on the issue and offering a solution or a suggestion about how to resolve the issue. The editorials of the New York Times on the other hand raises issues of public concern, criticizes the actions taken and puts forth arguments trying to prove what the case should be as far as the issue raised is

concerned.

The difference in the approach to how the two newspapers construct their editorials is that while the Daily Graphic avoids criticizing the actions taken about the issues raised, the New York Time is characterized by criticizing actions taken about the issues raised and going further to argue what the paper feels should be the case. The difference that exists between the editorials of the two newspapers is that the Daily Graphic of Ghana offers solutions or suggestions about how to resolve the issues raised without arguing a particular stance. The New York Times of America on the other hand offers arguments and sharp rebukes before establishing what the paper feels should be the case.

The two newspapers from two different social and cultural backgrounds display differences in the social functions that they seek to perform in terms of how they construct their editorials. It could be seen that the editorials of the Daily Graphic generally perform the social function of appealing to the parties involved in the issues raised to take a particular action or re-consider an action they had taken. The New York Times on the other hand uses its editorials to question certain actions taken by the parties involved in the issues raised and argue against certain actions taken.

The differences in the social and cultural environment in which the two newspapers operate could help explain the differences in how they construct their editorials. The Daily Graphic editorials are constructed in Ghana, a social cultural environment where it is generally not accepted for an elderly person or authority to be criticized. This may account for why the editorials of the Daily Graphic avoid criticizing the actions taken by the parties involved in the actions that the editorials discuss. The lack of critical voice in the editorials of the Daily Graphic could be explained with reference to what Adika (1998; 2012) refers to as the "do not question authority principle" imposed on the exercise of critical voice by traditional norms of communication in the Ghanaian society. The exercise of critical voice against an authority is regarded as an act of disrespect. This cultural preference in the Ghanaian culture does not encourage criticisms especially in the face of power. This could explain why the editorials of the Daily Graphic avoids criticisms but only appeals to the parties involved in the issues that editorials are written about.

In the Ghanaian culture, when it comes to instances where one has to exercise critical voice, one has to do this in a manner that is polite to mitigate the face threat that it poses. Several politeness strategies are therefore employed to avoid sounding too harsh. This is done to the extent that in some cases, where one has to criticize an action taken by an elderly representative, one first says "please" before proceeding with one's criticism. This could account for the editorials of the Daily Graphic using phrases such as "we urge the police to increase the patrols", "the Daily Graphic appeals to all", "we pray that state prosecutors are put on the heels of officials", "the Daily Graphic wishes to entreat the government", "we appeal to government", "we, therefore, plead with the many task forces" etc. This makes majority of the editorials of the Daily Graphic to fall under media hortator exposition; trying to persuade that something should be done.

The existence of critical voice and argumentation in the New York Times of America confirms previous intercultural rhetoric studies that established that American text in general is direct and argumentative. In an intercultural rhetoric study that compared American editorials with Persian editorials, Homayounzadeh and Mehrpour (2013) found out that majority of American editorials fall under media argumentative exposition.

7 CONCLUSION

The editorials of the Daily Graphic are mostly hortatory exposition by the way they are written. The dominant micro-genre prevalent in the Ghanaian newspaper is media hortatory exposition. On the other hand, majority of the editorials of the New York Times fall under media argumentative exposition micro-genre. Most of the editorials of the Daily Graphic therefore perform the social function of exhortation by encouraging and urging individuals, institutions and government to take certain actions while most of the editorials of the New York Times perform the social function of questioning the actions of individuals, institutions and government and pointing out what they should have done.

It is noted that there is lack of critical voice in the Daily Graphic. This is explained with reference to the social and cultural environment in which the editorial texts of the Daily Graphic are constructed. The traditional norms of communication frown upon the exercise of critical voice against authority. This explains why most editorials of the Daily Graphic adopt hortatory position by appealing to government and other state agencies and institution to take certain actions. The argumentative stance of majority of the editorials of the New York Times is also explained with reference to previous findings that have established that American texts are known to be direct and argumentative.

REFERENCE LIST

Adika, G.S.K. (1998). Traditional Models of Communication and the Acquisition of Academic Literacy.The challenges to the Ghanaian undergraduate.*Working papers in Language Teaching 2*, 1-11. University of Ghana, Legon, Language Centre.

Adika, G.S.K. (2012) Language Centre Teaching, Critical Voice, and the Construction of Knowledge.In   H. Lauer & K. Anyidoho (eds). *Reclaiming the Human Sciences and Humanities through African Perspectives Vol. II* (pp. 1493-1502).Accra:Sub-Saharan Publishers.

Ansary, H., & Babaii, E. (2005). The Generic Integrity of Newspaper Editorials: A Systemic Functional Perspective. *Asian EFL Journal*, 6 (3), 1-28.

Ansary, H. & Babaii, E. (2009). A cross-cultural analysis of English newspaper editorials: A systemic-functional view of text for contrastive rhetoric research. *Regional Language Centre(RELC) Journal*, 40, 211-249.

Babbie, E. (2010). The Practice of Social Research. Wadswoth: Cengage Learning.

Barrios, A. L. (2013). Organizational framework in editorials of two Philippine local newspapers. *Philippine ESL Journal*, 11, 86-114.

Boliver, A. (1994). The structure of newspaper editorials. In M. Coulthard (Ed.), Advances in written text analysis (pp. 276–294). London: Routledge.

Connor, U. (1996). *Contrastive rhetoric: Cross-cultural aspects of second language writing.* Cambridge: Cambridge University Press.

Connor, U. (2004). Intercultural Rhetoric Research: Beyond Texts.[Electronic version] *Journal of English for Academic Purposes*, 3, 291-304.

Connor, U. (2008).Mapping Multidimentional Aspects of Research: Reaching to Intercultural Rhetoric. In U. Connor, U. Nagelhout& W. Rozycki (eds), *Contrastive Rhetoric: Reaching to Intercultural Rhetoric* (pp. 299-315). Indiana: John Benjamins.

Fartousi, H. & Dumanig, F.P. (2012). A rhetorical analysis of a daily editorial: Another turn at recycling. World of Applied Sciences Journal, 20 (4), 487-495.

Giannoni, D. S. (2006). Disciplinary and linguistic identities in the journal editorial genre. Paper presented at the Conference on Identity and Culture in English Domain-Specific Discourse, University of Naples, 19-20 October, 2006.

Halliday, M. A. K., & Hasan, R. (1989).*Language, Context, and Text: Aspects of Language in a Social-semiotic Perspective* (2nd ed.). Oxford: Oxford University Press.

Hoey, M. (1983). *On the surface of discourse*. London: Allen and Unwin.

Homayounzadeh, M. &Mehrpour, S. (2013). A contrastive Analysis of the Persian Newspaper Editorials. [Electronic version] *Journal of Pacific Association of Applied Linguistics*, 7(2), 1-22.

Kachru, B. B. (1986). *The Alchemy of English: The Spread, Functions and Models of Non-native Englishes.* London: Pergamon Press.

Kaplan, R. B. (1966). Cultural thought Patterns in Inter-cultural Education. In T. Silva & P. K. Matsuda (Eds.), *Landmark Essays on ESL Writing* (pp: 11-25). New York: Erlbaum.

Katajamaki, H., & Koskela, M. (2006).The Rhetorical Structure of Editorials in English, Swedish and Finnish Business Newspapers. [Electronic version] *Teoksessa Proceedings of the 5th International AELFE Conference*, 215–219.

Kennedy, G.A, (1998). *Comparative Rhetoric: An Historical and Cross-cultural Introduction.* New York: Oxford   University Press.

Kubota, R., & Lehner, A. (2004).Toward Critical Contrastive Rhetoric [Electronic   version].*Journal of Second Language Writing*, 13(1), 7-27.

Martin, J. R., & Peters, P. (1985). On the analysis of exposition. In R. Hasan (Ed.), *Discourse on discourse: workshop reports from the Macquarie Workshop on Discourse Analysis*(pp.61-92).Sydney:Applied Linguistics Association of Australia.

McCarthy, J. (1991). *Discourse analysis for language teachers*. Cambridge: Cambridge University Press.

Sabzevari, A. & Sadeghi, V. (2013). A contrastive rhetorical analysis of the news reports in Irania and American newspapers. *IJRELT*, 1 (2), 21-31.

Sadeghi, M. (2015). Contrastive rhetorical analysis of English and Persian news. *IJRELT*, 3 (1), 48-59.

Sullivan, P & Porter, J.E. (1997).*Opening Spaces:Writing Technologies and Critical Research Practices*.Grenwich, CT: Ablex.

Swales, J. M. (1990). Genre analysis: *English in Academic and Research Settings*. New York, NY: Cambridge University Press.

Wang, W. (2007*). The notions of genre and micro-genre in contrastive rhetoric research: Newspaper commentaries on the events of September 11th*. University of Sydney papers *in TESOL*, 83-117.

White, P. (2002). Appraisal and journalistic discourse. Retrieved 29th July 2015, from www.grammatics.com/Appraisal/.

Yen, A. & Chen, L. (2008). Enhancing business language skills through editorial reading: A genre analysis appraoach. In A. M. Stroke (ed) JALT 2008 Conference Proceedings. Tokyo: JALT.