

**APPLICATION OF APPRAISAL THEORY  
IN ANALYZING CONTRACTION RESOURCES  
OF ENGLISH AND VIETNAMESE EDITORIALS**

HUYNH THI THU TOAN\*

**ABSTRACT**

*The paper studies the use of Contraction resources in the English and Vietnamese editorials based on Appraisal Theory. Firstly, the paper presents Appraisal Theory, especially Contraction. Then, it is about the data and methods. The findings denote that both English and Vietnamese editors make use of a variety of strategies in Contraction. However, in the English editorials, there is a much lower frequency of Contraction which makes the English texts sound less affirmative and authoritative but more dialogically expansive than the Vietnamese ones.*

**Keywords:** Appraisal Theory, Engagement, Contraction, Disclaim, Proclaim.

**TÓM TẮT**

***Vận dụng Thuyết đánh giá trong việc phân tích các yếu tố Thu hẹp  
trong các bài bình luận chính trị tiếng Anh và tiếng Việt***

*Bài báo nghiên cứu việc sử dụng các yếu tố Thu hẹp của các bài bình luận chính trị tiếng Anh và tiếng Việt theo thuyết Đánh giá. Đầu tiên, bài báo trình bày về thuyết Đánh giá, đặc biệt là chiến lược Thu hẹp, sau đó trình bày dữ liệu và phương pháp nghiên cứu. Kết quả cho thấy các nhà bình luận của hai ngôn ngữ đa dạng trong cách sử dụng các chiến lược Thu hẹp. Tuy nhiên, trong báo bình luận tiếng Anh, tần số xuất hiện của các yếu tố Thu hẹp ít hơn so với báo bình luận tiếng Việt, làm cho báo tiếng Anh ít áp đặt nhưng mang tính đối thoại hơn so với báo tiếng Việt.*

**Từ khóa:** Thuyết Đánh giá, Thỏa hiệp, Thu hẹp, Phủ nhận, Công bố.

**1. Introduction**

The editorial belongs to the news genre, but in English, the editorial has received much less attention than news reports. The research of the editorial as linguistic discourse was neglected until the final decade of the 20th century. The researchers have mainly focused on the generic structure of the editorial. Van Dijk [13] studies rhetorical structure of the editorial which consists of three canonical categories defining the functions of the respective parts of the text: summary of the event, evaluation of the event-especially actors and actions, and pragmatic conclusion (recommendation, advice, or warning). Vestegaard [14], in examining persuasive genres in press, makes out the macro-generic structure of newspaper structure editorials as problem-solution

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\* M.A., Quy Nhon University; Email: toanthu2002@yahoo.com

pattern which includes four moves: Problem-Solution-Argumentation-Appeal. Another significant study is that of Ansary and Babaii [1] which focuses on English newspaper editorials using the Systemic Functional (SF) and the theory of genre. The authors identify the following non-optional structural moves in an editorial: *Headline*, *Addressing an Issue*, *Argumentation* and *Articulating a Position*. In Vietnamese, few studies have been made concerning the editorial. Nguyen, H. [11] studies generic structure of editorials in English and in Vietnamese as the constitution of three parts: *Opening*, *Development* and *Conclusion*. The writer describes the development of the editorial in terms of relevance, names the salient linguistic features of this genre, and finds that editorials are realized by such linguistic devices as modals and evaluative adjectives. Nguyen, H. T. T. [12] studies argumentation at schematic and linguistic levels in English and Vietnamese editorials. More specifically, the writer identifies macro-patterns and grammatical expressions of argumentation and lists the devices such as modals, conditionals, nominal clauses and to-infinitives which are frequently used in English and in Vietnamese to clearly express the editor's attitude, emotion and opinion.

Up to now, there have been some studies on the editorial from different perspectives. However, the researchers mainly center on the analysis of linguistic features. So far, it seems unlikely to find many researches on English and Vietnamese editorials from appraisal perspectives. This study is conducted within Appraisal Theory, but only centers on *Contraction* resources which are used in English and Vietnamese editorials, as well as provides a new perspective to the research of Vietnamese editorials and the contrastive research of English and Vietnamese editorials.

## 2. Theoretical background

Appraisal develops out from Systemic-Functional Linguistics (SFL) which is a theory of grammar and approach to discourse analysis pioneered by Halliday [7]. According to Halliday [7] supported by Bloor and Bloor [2] and Eggins [5], within SFL, language in use is classified broadly into three metafunctions: the experiential, the interpersonal and the textual. The first is concerned with the way we use language to build a logical and comprehensive picture of the way we and others experience the world. The second is dealt with the way we use language to negotiate participant positions and to establish a particular relationship between participants. The last expresses with the logical organization that makes texts function coherently as the whole. However, White [15] classifies SFL into two key systems to relay meaning: the system of transitivity concerning with relaying of experience; and the system of Appraisal concerning with relaying emotion. The writer claims that Appraisal analysis is used to explore the interpersonal metafunction of texts, specifically the ways in which language is used to communicate attitudes, evaluations, feelings, judgements of others and appreciation of entities, as part of a process of aligning an audience and

creating a “community of feeling”. In the text analysis, Appraisal focuses on both the rhetorical function of evaluation words and the relationship between interpersonal meaning and social connection. Martin and White [9] indicate within the Appraisal system, language is a means to access a language user’s feelings, attitudes or appreciation of the objects, events or human beings. In other words, Appraisal not only analyzes the apparent meaning of the language, but also tries to understand the sentiment of the language in depth. The theory comprises a system of options for encoding semantic categories of Attitude which enables an exploration of emotions and judgements; for grading meanings (Graduation) which enables an investigation of how things are valued by degree; and finally for expanding or contracting space for other voices in discourse (Engagement) which enables an investigation of the dynamic management of other voices by the speaker. Engagement, can be divided into two sub-categories, namely **Expansion** and **Contraction**. The first one is concerned with resources introducing outside voices into the text via quoted (direct speech) or reported utterances (indirect speech) while the second is concerned with the internal voice of the writer or speaker. It involves two main aspects of analysis: **Disclaim** which refers to the ways in which “*the textual voice positions itself at odds with, or rejecting, some contrary positions*”. [9, p.97] and **Proclaim** which refers to the way in which “*the textual voice sets itself against, suppresses or rules out alternative positions*”. [9, p.98].

### 2.1. Disclaim

Under Disclaim, there exist two subsystems, namely Deny and Counter. Deny dialogically rejects alternative positive position after having been introduced in the dialogue, and hence acknowledging it. As observed by Martin and White [9, p. 118], “*the negative is not the simple logical opposite of the positive, since the negative carries with it the positive, while the positive does not reciprocally carry the negative, or at least not typically.*”

Deny is linguistically sourced through negating words: *no, not, never...* or through some verbs: *neglect, ignore...* It differs from ordinary negation in that its function is not just to deny a proposition, but to deny an expectation or assumption which the naturalized reader is construed as holding. Counter serves to replace the denied expectation with an alternative opinion that the authorial voice presents as preferable or more correct/justified. As described in Martin and White [9, p.121], Counter includes “*formulations which represent the current proposition as replacing or supplanting, and thereby “countering”, a proposition would have been expected in its place.*”

The main meanings that Counter conveys are concession and counter-expectation. Counter is realized by means of contrastive conjunctions: *although, however, nonetheless, but, yet...* and certain adjuncts: *even, only, just, still...* and a small set of comment adverbials: *surprisingly, strangely enough...*

Counter and Deny often occur together but when authors choose to deny, they introduce an external voice so as to acknowledge it, and then present a negative

orientation to reject it. Through Counter, authors also invoke a contrary position to the one introduced, but unlike Deny, they do so by introducing a proposition which replaces or substitutes the one expected.

## 2.2. Proclaim

Proclaim is used to agree with a proposition from an external source, including the instances which “*act to limit the scope of dialogistic alternatives in the ongoing colloquy*” [9, p.121]. Proclaim involves three subtypes: **concur**, **pronounce** and **endorse**.

Through Concur, authors assume the audience will share the same view because it is the conventional wisdom or at least widely accepted in the current context of communication. As observed in White [15, p.4], Concur is presented as “*something that is given, as being in accord with generally known or expected*”. Concur can be realized textually by two ways: affirming and conceding. Concur can be conveyed with such locutions as *obviously, of course, naturally, admittedly, certainly*, or through certain types of “*rhetorical*” questions in which the writer assumes no answer is needed because the answer is so obvious. The second subcategory within Proclaim is Pronounce which refers to an item in which the author emphasizes or asserts the value of the proposition. By using Pronounce, authors may intervene explicitly to express that their opinion is firm, without referring to other voices. Martin and White [9, p.127] note that “*the category of Pronounce covers formulations which involve authorial emphases or explicit authorial interventions or interpolations.*”

Pronounce can be linguistically realized through certain phrases: *I contend/insist that...*, *The fact of the matter is that...*, *you must agree that...*, and intensifiers with clausal scope such as *really, indeed...*

The last sub-category of Proclaim is Endorse which refers to propositions from external sources presented by the writer as correct, unquestionable and valid. According to Martin and White [9, p. 126], Endorse refers to “*those formulations by which propositions sourced to external sources are construed by the authorial voice as correct, valid, undeniable or otherwise maximally warrantable*”.

The major lexico-grammatical realizations that are employed to realize Endorse include verbs: *show, demonstrate, prove, indicate, point out, find...*

## 3. Research methodology

Sixty political editorials in English and Vietnamese; thirty from each language were observed and examined. These editorials were collected from two newspapers with high prestige and wide circulation rates - the New York Times and the Nhan Dan. The editorials selected were issued on the same period of time from April, 2013 to July, 2014. They were randomly chosen with respect to their content, only taking into account their length, so that there could be some balance between the two languages.

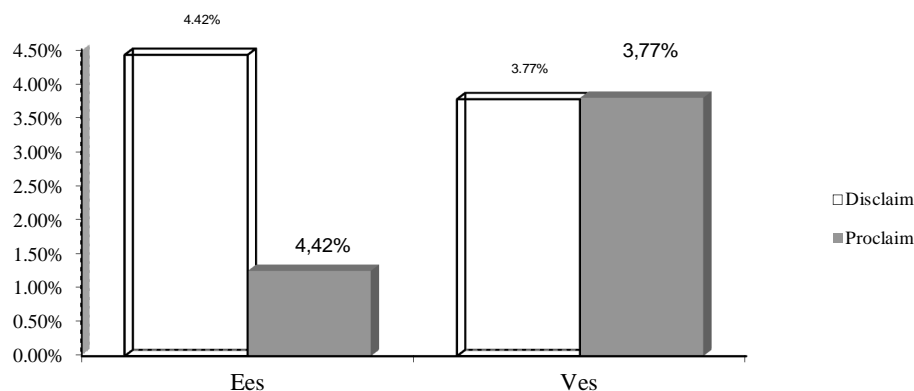
The thirty English editorials were coded from EE1 to EE30 and the thirty Vietnamese editorials were marked from VE1 to VE30 according to the date of publication.

In the research, the quantitative method was employed through systematizing the frequency of the occurrence of each feature of the Engagement resources. For the quantification, manual checking was applied due to the small amount of data and various kinds of Contraction devices. The qualitative strategy was chosen as the basic data analysis method in the research. This method was utilized to identify linguistic features of Contraction in the editorials by a close analysis of each editorial and to explain how the writer employs these features to establish solidarity with his/her audiences.

## 4. Findings and discussions

### 4.1. Contraction

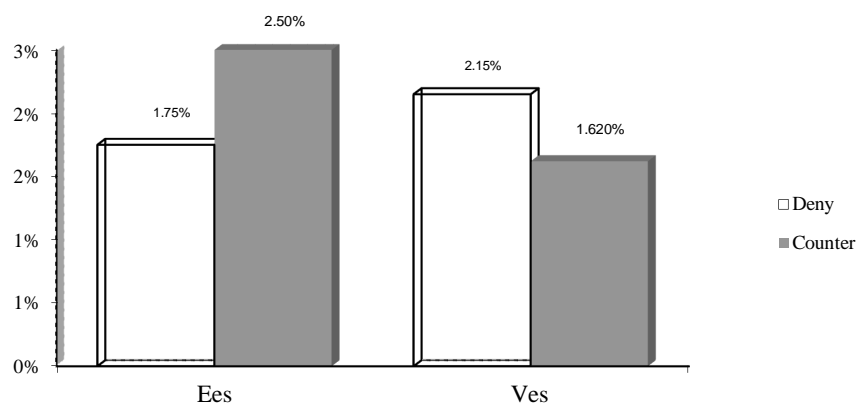
#### 4.1.1. Overall usage of Contraction



**Figure 1.** Contraction resources in the English and Vietnamese editorials

The figure reveals that the English editorials use more Disclaim resources than the Vietnamese ones. Disclaim and Proclaim instances make up 4.42% and 1.25% in the English editorials and 3.77% and 3.79% in the Vietnamese ones. It is surprising to note that in the Vietnamese data, the two subtypes occur with a similar frequency. There is only 0.02% difference between the former and the latter. This finding collaborates Miller [10] who suggests that Disclaim and Proclaim resources are similar in usage in editorials but seems to contradict in the English editorials because Disclaim items are over three times and a half as many as Proclaim items.

#### 4.2. Disclaim



**Figure 2.** Disclaim resources in the English and Vietnamese editorials

In consideration of the figure, the English data have by far the highest number of Counter instances with the proportion of 2.5%. In the Vietnamese data, these resources amount to 1.62%. Meanwhile, the opposite order is applied to the number of Deny elements. In the Vietnamese data, they account for 2.15%, which have a slight edge over Deny elements in the English data, occupying 1.75%. This finding corresponds exactly Nguyen, H. T. T. (2009)'s observation, indicating that Vietnamese editors frequently make use of denials while English editors often associate with countering words.

In the English editorials, the disclamation by Deny is mostly realized by the denials *no*, *not* and *never*. Sometimes, it is realized by the verbs *neglect*, *fail*, *ignore*... In the Vietnamese editorials, the disclamation is performed by the words *không*, *thất bại*, *hủy bỏ*, *chưa*, *không biết*, *chưa bao giờ*... By means of these resources, the writers want to reject or dismiss when introducing an external voice. As Martin and White [15] mark, negation, unlike modality, which opens up heteroglossic space, closes down or rejects other potential voices. What is more, these resources help convince the reader a certain point of view and see the reader as someone who needs convincing or to emphasize the importance of the writers' contributions by forming a contrast with what the reader may not achieve. By this way, the writers made a clear effort to enhance solidarity.

1. *We are talking about Mr. Kim's behavior, **not** just focus on nuclear weapons.*  
(EE1)

2. *The prudent move is to eliminate the imminent military threat in self-defense and maintain allied unity for stability - **not** forced regime change - in the region.*  
(EE26)

3. *Các chính sách của các chính quyền B. Clinton, G. Bush rồi đến B. Obama đều hướng tới việc Triều Tiên phải **hủy bỏ** hoàn toàn chương trình hạt nhân.* (VE5)

4. ... Các nước tham gia như Hàn Quốc, Nhật Bản, Nga và Trung Quốc **chưa bao giờ** đạt được sự thống nhất thật sự trong vấn đề Triều Tiên. (VE30)

In 1, 2, 3 and 4, the writers align their interactants and reject the possibility of *just focus on nuclear weapons, regime change, chương trình hạt nhân* and *sự thống nhất thật sự trong vấn đề Triều Tiên*. The denials *not*, *hủy bỏ* and *chưa bao giờ* act to correct some misunderstanding on the reader's part; for example, in 1 and 2 if the reader only understands that the writers only focus on nuclear weapons and the regime change, it is not correct because in 1, the writer pays attention both on Mr. Kim's behavior and nuclear weapons and in 2, the writer refers to the elimination of the imminent military threat and the unity maintenance for stability. Or in 3, the writer attempts to share with the reader that all American presidents want North Korea to give up its nuclear program. Or in 4, the writer wants to indicate that South Korea, Japan, Russia and China cannot come to an agreement about North Korea's problem.

Counters are a common feature in the editorials. The most well-known case is *but* in English and its equivalence *nhưng* in Vietnamese. This finding is consistent with Martin and Rose [8]'s finding that *but* is "*the most common conjunction to signal concession*". In the editorials, the presuppositions which are contracted through use of Counter are connected to the dealing with nuclear weapons and missiles of North Korea. It may mean that countering instances tend to align rather than to disalign; as a result, the writers and the readers form a community of shared values. Counter resources "*project onto the addressee particular beliefs or expectations*" [9, p.121]. They are also considered as a deference politeness strategy because they avoid imposing a contrary evaluation without reference to the expected stance of the readers; therefore, add an element of solidarity between writers and readers.

5. *His father and grandfather suggested, at times, that they might be willing to negotiate to end their nuclear program. **But** Mr. Kim arrived in power with a small nuclear arsenal... "He may think he has more running room than the rest of the family did," one administration official stated this week.* (EE7)

6. **Though** under the new Kim Jong-un regime, North Korea has accelerated development of nuclear weapons and long-range missile, there are no good reasons to think that North Korea's young dictator would want to commit suicide; he is known for his love of basketball, pizza. (EE9)

The countering word *but* in 5 is employed to allude to share knowledge that Mr. Kim's grandfather and father are willing to end their nuclear weapons by negotiations and with a small nuclear program, Mr. Kim cannot menace the world; therefore, he has to finish his nuclear arsenal like his grandfather and father. Or, the countering word *though* in 6 invites the readers to share the writer's point of view that the new Kim Jong-un accelerated his nuclear weapons. Also noteworthy is the fact that by using these countering words, the writers want to imply implicit criticism of the way North Korea's leader behaves, which is created through a juxtaposition of what happens

(Mr. Kim's grandfather and father might be willing to negotiate to end their nuclear program in 5 and Mr. Kim arrived in power with a small nuclear arsenal in... and development of nuclear weapons in 6) and what would happen (Mr. Kim will end his nuclear program in 5, North Korea's young leader would not want to kill himself in 6). Additionally, the writers seem to encourage the readers to align with negative evaluation that Mr. Kim does not dare to continue his nuclear weapons and to attack America or positive implicit evaluation that there will be no nuclear program and no war between North Korea and America.

7. *Dù* đều hiểu mức độ nguy hiểm nếu để tình trạng căng thẳng leo thang tới chiến tranh, cả hai vẫn tiếp tục triển khai các hoạt động quân sự. (VE8)

8. *Mặc dù* chưa nhận thấy những động thái di chuyển quân đội tương ứng với những tuyên bố cứng rắn của Triều Tiên, *nhưng* Mỹ đã thổi phồng thêm mối đe dọa chiến tranh từ Triều Tiên. (VE10)

In 7, the second proposition *cả hai vẫn tiếp tục triển khai các hoạt động quân sự* is in a countering relationship with the first proposition *đều hiểu mức độ nguy hiểm nếu để tình trạng căng thẳng leo thang tới chiến tranh*. The second proposition is presented as defeating what is considered as normal expectation coming from the strained relation between the two countries, namely that both would stop army activities.

In 8, the writer uses *mặc dù* and *nhưng* to signal he is countering an expectation about the action of North Korea's army and at the same time implicating the possibility of its opposite. He acknowledges the positive feature about *những tuyên bố cứng rắn của Triều Tiên* but ends in a negative evaluation about the matter. In this way, these countering words are "aligning rather than disaligning in that they construe the writer as sharing this axiological paradigm with the reader. [9, p.121]

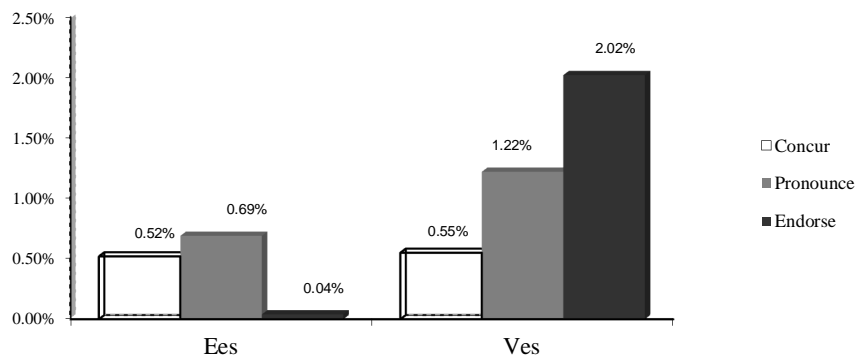
It can be noticed that Deny and Counter often occur together in the English and Vietnamese editorials. They can be used to acknowledge a contrary viewpoint and to steer the readers away from a point of view which they may hold and can have either positive or negative consequences for the propositions. Nonetheless, Deny elements are employed to directly reject an alternative position. Counter elements act to overrule it by referring to some contrary evidence. The options under Counter act to limit the possibilities of alternative voices. They invoke, not reject, as in the case of negation, a particular expectation. Counter, therefore, creates more dialogic space, in relation to negation, for the alternative position [15] as can be seen in 9 and 10.

9. *But (counter)* so far, Mr. Kerry's continuing trip does **not (deny)** make us confident that the administration has a fully thought out strategy that will be **any (counter)** more successful than the current one (EE15)

10. Mỹ và đồng minh... **không chỉ (counter) loại trừ (deny)** cái gọi là nguy cơ **mà còn (counter)** điều chỉnh thực lực, tăng cường trở lại khu vực châu Á - Thái Bình Dương. (VE10)



### 4.3. Proclaim



**Figure 3.** Proclaim resources in the English and Vietnamese editorials

It is apparent from the figure supplied that Proclaim instances in the Vietnamese data are much greater than those of the English data. Within which, Endorse resources are prominent features with the proportion of 2.02%, followed by Pronounce resources, amounting to 1.22%. The last position is Concur, accounting for 0.55%. In the English data, Pronounce resources rank the first with 0.69%, strictly followed by Concur with 0.52%. Endorse resources occur with almost negligible percentage with 0.04%.

#### 4.3.1. Concur

Regarding Concur resources, we see that they are not the popular ones in the English and Vietnamese editorials. The expressions such as *certainly*, *of course*, *naturally* in the English editorials and *đĩ nhiên*, *chắc chắn là* in the Vietnamese editorials sometimes occur with the aim of signaling the writers' assumption that a proposition carries the status of mutual pre-existing knowledge, and the effect of this is to strategically align one's claim with the knowledge of the field. In other words, by these resources the writer assumes the audience will share the same view or belief because it is the conventional wisdom or at least widely accepted in the current context of communication.

11. *Of course*, the average South Korean's calm indifference is understandable: he or she has been through similar "crises" many times. (EE11)

12. *Đĩ nhiên* những cuộc tập trận Mỹ - Hàn, cho dù là thường niên, nhưng vẫn đặt Triều Tiên trong tình trạng căng thẳng. (VE9)

Here, the writers use the locutions *of course* and *đĩ nhiên* to project beliefs on to the reader and to construe the reader as sharing the writers' point of view that the South Korean's indifference and the North Korean's tension are understandable. These Counter words "overtly announce the addresser as agreeing with, or having the same knowledge as, some projected dialogic partner." [9, p.122]

Surprisingly, in the Vietnamese editorials, there emerge some rhetorical questions which require no answers. In other words, by these questions, the writer is “*presented as assuming that no answer needs to be supplied for a particular question on account of that answer being so “obvious”*” [9, p.123]. However, there are no such questions in the English editorials.

13. ...**Ai mà không biết hậu quả khủng khiếp của chiến tranh hạt nhân?** Vì vậy, rất nhiều chính khách cũng như các chuyên gia vẫn bảo lưu ý kiến rằng sẽ không thể nổ ra một cuộc chiến tranh, đặc biệt là chiến tranh hạt nhân. (VE6)

14. ...**Ai lại không sợ vũ khí hạt nhân?** Cho nên Triều Tiên thường dùng “chiêu bài” thử vũ khí hạt nhân để đe dọa Mỹ và các đồng minh. (VE12)

These rhetorical questions lead the reader to “unavoidable” answers. They operate under the assumptions that the reader will reply “*Ai cũng sợ vũ khí hạt nhân*”, “*Hậu quả của chiến tranh hạt nhân thì khủng khiếp*”.

#### 4.3.2. Pronounce

The Pronounce items found in the English editorials are *affirmed, agreed, really, it can be concluded that, indeed* and in the Vietnamese editorials *khẳng định, vì thế, sự thật là, chúng ta có thể kết luận là, đúng vậy, do thế*. These items are realized through the explicit interpolation of the authorial self. They involve the writers explicit intervention into the text in order to emphasize the validity of the supported position and directly challenge alternative viewpoints.

15. **It can be concluded that** his father and grandfather were willing to negotiate to end their nuclear program. (EE1)

16. What Pyongyang’s leaders **really** want their near-farcial belligerence to achieve-a reminder to the world that North Korea exists. (EE5)

17. ...**thể hiện tinh thần quốc gia, phô trương lực lượng, khẳng định** uy tín của nhà lãnh đạo trẻ Kim Jong Un. (VE2)

18. ...**thì những hệ lụy của cuộc khủng hoảng lần này thật sự** là điều làm Liên hiệp quốc quan tâm. (VE8)

In the above excerpts, the locutions *it can be concluded that, really, khẳng định* and *thật sự* may signify that the writers rely too much on pronouncing their own viewpoints and aim at challenging some assumed or directly referenced alternative viewpoints. Therefore, the ideas *willingness to negotiate of his father and grandfather, the belligerence to get a reminder about the existence of North Korea, Mr. Kim’s prestige* and *the interest of the United Nations* are considered as non-evaluative, unproblematic opinions.

However, it can be taken into account that the resources concerning Pronounce are not among the popular ones in the English editorials; nevertheless, in the Vietnamese editorials, these resources occur more often. This more use of Pronounce

would suggest that the focus is on forwarding the writer's point of view rather than communicating with the reader and enhancing solidarity.

#### 4.3.3. Endorse

In the English and Vietnamese editorials, Endorse resources are employed to align the reader with the writer's value position. They serve to reinforce the validity of claims made because the evidence provided is highlighted by the usage of the statements. These resources are realized by the words *show*, *demonstrate*, *prove* and *find* in the English editorials and *cho thấy*, *chứng minh*, *chỉ ra* and *suy ra* in the Vietnamese ones.

19. This **shows** that the use of nuclear or other terror weapons would be certain to invite overwhelming retaliation, delivering North Korea's decision makers to a fiery option. (EE3)

20. Obama administration officers **prove** that the new strategy will work if Mr.Kim stops missile tests. (EE19)

21. Thực tế **cho thấy** chính phủ Triều Tiên muốn duy trì vũ khí hạt nhân và có một hiệp định hòa bình. Người Mỹ lại coi việc loại bỏ khả năng răn đe hạt nhân của Triều Tiên là điều kiện tiên quyết cho một cam kết hòa bình. (VE5)

22. Việc gia hạn thêm hai năm các biện pháp trừng phạt Triều Tiên **chỉ ra** những lí do kinh tế mới có thể làm cho chính phủ này e ngại. (VE12)

The words *shows*, *prove*, *cho thấy* and *chỉ ra* in 19, 20, 21 and 22 mark Endorse options, introducing a much agreed upon the propositions or emphasizing their validity. By using these words, the writers align themselves with some other voice which is construed as "correct, authoritative or otherwise argumentatively compelling". [15, p.3]

The results of both data denote that Endorse resources are also not popular in the English editorials. Yet, they account for a larger part in the Vietnamese ones. The higher frequency of Endorse in the Vietnamese editorials leads to the possibility that the writers are more consistent in highlighting and endorsing the usefulness of evidence referred to and in closing further negotiation space. Martin and White [9] state the writers endorse the external authorial voice to close down the space for dialogic alternatives.

## 5. Conclusion

This study attempts to find out what linguistic elements in Contraction are used to reveal the features and realize the goals of the editorials and especially which resource is the weighting given to in the editorial writers' expression of political argument and analyze how the values of Contraction strategies are used to negotiate and align with readers to achieve the writing purposes. After a comparative analysis, it can be concluded that the English and Vietnamese editorials denote some common and different features in the usage of Contraction resources in constructing the texts. Both

the English and Vietnamese editors make use of a variety of strategies in Contraction which suggests strong emphasis on creating, enhancing and sustaining solidarity between the writer and the reader. The difference lays in the fact that the English editorials tend to use Counter elements more than Deny ones. It may denote the English editors express a higher concern of making concessions, and they may not want to adjust to their opinion; they avoid a direct claim; meanwhile, the tendency of favoring Deny resources more than Counter ones in the Vietnamese editorials may be explained that the Vietnamese writers are most frequently disclaiming against alternative views by offering more complex, refined, or accurate views. Pronounce, Concur and Endorse resources occur a significantly greater extent in the Vietnamese texts than in the English ones, implying that the Vietnamese editors are more likely to foreground their own personal views and even position themselves as an authority by interpolating directly into the editorial. Therefore, the English editors might take the role of the presenter of public opinion in which they avoid their intertextual sources; meanwhile, the Vietnamese editors work closely with their intertextual sources, thus being considered more as witnesses of the event.

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