

Abstract

Media genres express or constitute power and ideology. This research treats genre types and their generic structures, *appraisal* choices as representations of ideology, power and solidarity represented in the editorial data. The data consist of thirty-five editorials on education published in *China Daily* from 2005 to 2011. The analysis involves the sub-genres and generic structures and realization of evaluative functions in editorials, aiming to explore how meanings are realized through the positioning and co-articulation of interpersonal resources across the phases of editorial discourses. The analysis then moves to the interpretation of power, ideology and solidarity embedded and represented from political, social and cultural contexts in China.

The generic structure of the thirty-five editorials has been examined in detail and functions of each generic stage have been interpreted to see how they have been used to achieve social functions of editorials in specific contexts. This study identified five types of editorials according to their main communicative functions: ten hortatory editorials, eight analytical editorials, seven problem-solution editorials, five discussion editorials and five challenge editorials. Chinese editorial writers of the data tend to develop the editorials in a linear manner to convey ideologies of education, reflect the ideological changes, supervise and guide the development of education. The variety of sub-genres of editorials are adopted to reflect problems related with education in China, indicating changes of ideologies in running the newspaper, power of the editorial writers endowed by the social status, and group solidarity in the media

organization *China Daily*.

Interpretation of appraisal resources indicates that editorial writers employ the full repertoire of attitudinal values to co-articulate their views, among which authorially-sourced *judgement* and *appreciation* are foregrounded. In particular, resources of *propriety*, *capability* and *valuation* occur much more frequently in the data than the other values. Editorial writers also prefer ranking *attitudes* highly to win over putative readers. Most of the resources for *force* fall into the type of up-grading. *Monoglossic* and *heteroglossic* expressions are deployed to realize those dialogic functions and build solidarity in the writer-reader relationship in the editorial data. However, *monoglossic* and *dialogic contraction* resources are preferred. Formulations of *entertainment* are foregrounded to involve alternative voices, but with high values they also narrow dialogic space. The patterns indicate the authority and power of editorial writers and their advantageous position in social relations, especially in the country where collectivism is emphasized. Therefore, it could be said that expressive and emphatic resources representing strong attitudes and commentator voice are one feature of overly-ideological-oriented editorials.

Dominant ideologies of education in China are represented and transmitted in editorial discourses. They also evolved in different development stages in the history of China for different reasons and these ideologies also shaped English education.

Editorial discourses express or constitute ideologies and power. The selection of topics by editorial writers reflects the values and views which they wish to encourage in their readers because the topics are related to important educational policies and problems.

The editorials in the research mainly cover educational development in the education quality, education equity and quality education in China. They reflect educational problems and give warning or suggestions in time to shape or to evoke educational ideologies with power, to improve education and to promote social solidarity in China.

