The Scottish Independence Referendum 2014 in the British Press: For and Against from a Linguistic Point of View

Patrik Vlach

Univerzita Tomáše Bati ve Zlíně

Fakulta humanitních studií

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děkanka

L.S.

PhDr. Katarína Nemčoková, Ph.D.
ředitelka ústavu

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ABSTRAKT

Tato bakalářská práce se zabývá články v britském tisku, které pokrývají téma skotského referenda pro nezávislost z roku 2014 z lingvistického pohledu. Práce je rozdělena do dvou části. Teoretická část vysvětluje prvky novinových textů a použitých způsobech ovlivňování. Dále jsou představeny vztahy mezi Skotskem a Anglií a jejich historie. Praktická část obsahuje analýzu čtyř článků z britských národních novin. Tyto články byly vybrány jako myšleny jako vzorové a jsou rozděleny nejprve na články před a po referendu a zároveň podle témat, kterými se zabývají. Konečné závěry se sdílenými prvky a hlavními tématy článků jsou zdůrazněny po každé analýze.

Klíčová slova: nezávislost, referendum, budoucnost, noviny, Skotsko, lingvistika, přesvědčování

ABSTRACT

This Bachelor thesis deals articles in British press covering Scottish Independence Referendum 2014 form the linguistic point of view. The thesis is divided into two parts. Theoretical part explains features of newspaper texts and means of persuasion which are used. Moreover, Scottish relationship with England is introduced as well as its history. Practical part consists of analysis of four articles from British national newspapers. These articles are meant as samples and they are divided firstly as articles before and after referendum and secondly according to topic they cover. The conclusions with emphasis of shared features and main topics of articles are offered after each analysis.

Keywords: independence, referendum, future, newspapers, Scotland, linguistics, persuasion

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CONTENTS

INTRODUCTION

Scottish Referendum for Independency in 2014 was one of the main events in the UK in recent years. British press covered this topic widely and some authors of newspaper articles probably used persuasive strategies to influence the decisions of voters. This statement can be labelled as truthful for those articles which were published before the referendum. Articles which were published after the referendum, offer reactions and comments on the outcome of the referendum. The linguistic features of articles, which consist of voices for and against independency, can be recognized and are presented and analysed in the practical part as this thesis consists of two parts, theoretical and practical.

In theoretical part of this thesis, newspaper language and introduction of selected British newspapers is explained as well as history of Scottish-English relationship. Moreover, the explanation of persuasive strategies is presented as well. The theoretical part helps readers to better understand the analysis which were made in the practical part.

The practical part offers analysis of sixteen articles which were chosen and taken from four British national newspapers and are considered as samples. Namely, selected articles are from newspapers Daily Record, The Guardian, The Independent and Scotsman. The analysed articles are present on the CD which is attached to this thesis. The articles which were selected for linguistic analysis were divided into those which were published before and after the referendum.

In my opinion, sample articles which were published before referendum give certain evidence for persuasion of voters which was done via newspaper texts, namely through persuasive devices. On the other hand, analysed articles published, after the referendum were offering reactions on the outcome of the referendum. All analyzed articles, however, gives support for argument, that Scottish Independence Referendum 2014 was a widely covered topic that was rather emotional for many British which is going to be proved by practical part of this thesis.

I.   THEORY

1 Newspaper texts

1.1 Journalistic style

According to Knight (Knight 2010, 251) journalistic style is typical for use of active voice and active verbs. Moreover this style of writing is recognized by "*word economy*". As Lynch notes (Lynch 2012, 93) the style of writers differ, each writer can have his or her own style of writing which readers may find intriguing. However, Lynch continues to emphasize the fact that styles of journalists is somehow similar because they have to follow certain consistency of writing in order avoid reader's confusion.

Majority of newspapers, as Lynch notes, (Lynch 2012, 93-94) use "*Associated Press style*" in their texts. Writers follow this style in order to maintain consistency. By following Associated Press style, both printed and website newspapers, share tendency to avoid unnecessary words or meaningless phrases which do not provide texts with simplicity. Lynch additionally states that it is desirable to have sentences with active verbs and obvious subjects. Each sentence should provide only one thought and paragraphs should be brief.

As Crystal mentions (Crystal 1968, 174) journalists segment their articles into paragraphs in order to separate text in smaller units, whereas the length of paragraphs may vary as each writer possess certain style of writing. The division of text into paragraphs is essential due to the fact that readers appreciate that they can rest their eyes.

1.2 Language of newspapers

Language of newspapers is somehow different from other genres. It has a typical features that can be distinguished. As Crystal notes (Crystal 1968, 173) one of the shared feature is their main function which is to report about some event. But newspapers have limited space and therefore texts should be clear and obvious. (Crystal 1968, 174) Authors of the text that are published in newspapers must keep certain given maximum length of their text. The author therefore needs to consider the language and create text in a way that would meet requirements for limited space. Such texts are therefore different from the texts in books, because there is no such space limitation. According to Rao (Rao 2011, 21) style of language in national and regional newspapers also differ. National newspapers are more likely to use universal English, not with any regional aspects such as dialect. On the other

hand regional newspapers may consist of regional elements and are more influenced by geopolitical and social state (Rao 2011, 21)

Even though newspaper language shares mutual features, one should not anticipate that texts written in newspapers are all similar (Crystal 1968, 173). Language also changes with various types of target audience. But Crystal continues to emphasize the fact that texts in newspapers are composed in a way that would attract readers.

1.3 Headlines

Another typical distinction of newspaper texts are headlines. As Crystal states (Crystal 1991, 174) headlines in articles are highlighted by different use of font and the size of letters. Therefore the beginnings of the texts in newspapers are quite distinct when compared to other genres.

Headlines should be brief and should contain engaging information, the goal is to attract the reader (Crystal 1968, 174) It is expected that if the headline will be attractive and interesting enough it may provoke readers to continue reading the article up to the end.(Franklin and Rafferty 2008, 212) There is another reason why the headlines are written in different style with compare of the rest of the articles. It is probable that readers will notice the attractive headline when they quickly look through the newspaper, so called "*eye-catching effect*" (Crystal 1968, 174)

1.4 Types of newspaper articles

According to BBC website (BBC 2015) there are many types of texts in newspapers such as news articles, where readers can find the information about important news. Other types are feature articles which deal with issues presented in news articles in more detail. These articles usually offer important problems that are going on for a while, such as wars and others. Other type of newspapers articles are editorials, columns and opinion pieces which main function may not be only informative but also entertaining. (BBC 2015)

1.5 Journalistic morphosyntax

As Crystal states (Crystal 1968, 183) adverbials are often used in text of newspapers. They main function is to inform about the time and place and their position in sentence is somehow engaging. In terms of obligatoriness, only limited number of adverbs,

as Crystal states, precedes verbs. But for other adverbials, there is a tendency to follow the verb. But if adverbials, which typical place is after the verb, are transferred to the beginning of the clause, it will, according to Crystal, create emphasizing effect. Writers usually select if they wish to highlight the information, and if they do, they will operate with the position of adverbials.

When considering nouns or noun phrases, as Crystal notes, (Crystal 1968, 186) these are being more often either pre-modified or post-modified which is not usual in ordinary writing. The purpose of such modification is to add certain information to nominal phrases which would address the issue in more detail and depiction.

To introduce prevailing use of verbs or verb phrase, as Crystal notes (Crystal 1968, 187) there is a strong tendency to predominantly use simple paste tense and modal verbs. There is an exception concerned with, for example, scientific articles which may consist of increased number of verbs in present tense. Crystal continues to add that quality newspapers tend to apply active voice.

As Crystal states (Crystal 1968, 187-188) vocabulary of newspapers usually tends to create original compounds. Vocabulary of newspapers also contains more "shocking words" which bear emphasis. Authors of articles are prone to use idioms and employment of colloquial language depends on formality of given newspaper. Crystal also highlights the fact that *"word-play"* is possible to detect in newspaper vocabulary.

2 Division of Newspapers

Newspapers can be divided into broadsheets and tabloids. Both of these types of newspapers have its typical readers whose expectation, characteristics or education may differ. This chapter will introduce these two types of newspapers and their characteristics. Types of Scottish and English newspaper will be also presented

2.1 Broadsheets

Suitable description of this type of newspaper is to compare it with tabloids. Broadsheets are larger in size then tabloids and are connected with seriousness. (Sterling and Lewis 2009, 223) The more formal language is used, with extensive articles and details explanation of the described issues. (Media Know All, 2015) The readers of broadsheets are more educated and cultivated, (Sterling and Lewis 2009, 224) and usually spent considerable time with reading.(Budge et al. 2013, 301) Articles of broadsheet predominantly include less evaluation.(Bednarek 2008, 203) The main focus of this type of newspaper is politics, international issues and culture-connected events. (Media Know All, 2015)

2.2 Tabloids

Tabloids are type of newspapers which inform about news in a different way than broadsheets. They language is usually less formal, articles can be briefer and pages may contain greater number of pictures. (Media Know All, 2015). This type of newspapers aims at triggering emotions in readers. (Sterling and Lewis 2009, 224) But the audience of tabloids usually do not trust their newspaper as much as audience of broadsheets.(Budge et al. 2013, 301) and they are mainly working class citizens.(Rowman and Littlefield 2008, 181) The other distinctive feature of tabloids is that they use graphically altered headlines which should attract readers. (Sterling and Lewis 2009, 224) The truthfulness of news presented in tabloids can be questionable.(Franklin 2005, 29) Moreover tabloids can be associated with gossip about celebrities.

2.3 Selected British newspapers

In this chapter, four selected national newspapers, which are published in UK, are introduced below.

2.3.1 Daily Record

Scottish tabloid-like newspaper, which covers typical genres such as news, politics, opinion and sport. In 2011, Daily Record and Sunday Mail merged together which created influential media in Scotland. (Daily Record, 2015)

2.3.2 Scotsman

Broadsheet-like newspaper founded in 1817 was firstly Edinburgh paper. After 1865 it became British national newspaper. Its newspaper sister is Evening New and Scotland on Sunday. (Scotsman, 2015)

2.3.3 The Independent

Broadsheet/tabloid quality newspaper founded in 1986, after four years, the Independent Sunday started to publish. In 2003 tabloid edition is made alongside broadsheet. In 2005, the size of the newspaper changed from broadsheet to compact. (The Guardian, 2015)

2.3.4 The Guardian

Broadsheet quality newspaper was founded in 1821 in Manchester. Later, moving to London helped The Guardian to obtain better position among newspapers. In the end of 20th century, The Guardian established as newspaper of the left-wing. (The Guardian, 2015)

3 History of Scottish – English relationship

This chapter deals with the history of relationship between Scotland and England. Only main events which helped to develop their relationship are mentioned.

3.1 From 1st to 5th century

Relationship between people living in Scotland and England was not always ideal. In the 1st century Romans invaded the land which is now called Great Britain and settled on the Island. They ruled the England but there were troubles with the north of Britain which was back then called Caledonia, where the main tribe of Picts was based.

As Ishaan Tharoor noted in the Washington Post article on September 19, 2014, Romans considered inhabitants of today's Scotland as wild, barbarian people and therefore decided to build a wall which would separate Romans from tribes living in the north of Britain. In fact, there were two walls, Antonine wall, which was based further north and ran across the middle of Scotland, and Hadrian's wall which was built around the area of today's Carlise. But Romans often fought with Picts north of the Hadrian wall and after some time, Romans decided to transfer its troops south of the Hadrian wall. (Scotland, 2015) This decision of Romans was made because Romans wanted to shield the English colony from Caledonian tribes. (Telegraph, 2015)

3.2 From 5th to 11th century

After the Romans left Britain, in the 5th Century, the territory of North-West Scotland was attacked by Gaels, also known as Scoti who came to Scotland from the area of Northern Ireland. (Scotland, 2015) At that moment, there were two main tribes, Scoti and Picts.

The area of Scotland under the Antonine wall started to be occupied by Anglo-Saxons who declared this territory as their Kingdom which was later part of the kingdom of Northumbria.(Scotland, 2015)

At the end of 8th century, the Viking tribes started to invade the area of Scotland. The Picts and Scots reacted and in order to be stronger created the Kingdom of Scotland.(Scotland, 2015) Other sources claim, that the king of Scots, known as MacAlpine played a crucial role in uniting two tribes together and from the 10th century, this part of the island was started to be known as Scotland.(Heritage of Scotland, 2015)

3.3 From 11th to 16th century

British Isles were invaded by Normans who helped to feudalises Scotland. (Scotland, 2015) Later in 1296 Edward I who was English king invaded Scotland. (Visit Scotland, 2015) Scottish people wanted to be independent so they entered into war with English. The war of independence began. At the Battle of Stirling Bridge, the English army was defeated (Telegraph, 2015) Later the Scottish king Robert the Bruce finally defeated the English army in 1314 which meant the independence for Scotland. (Visit Scotland, 2015) Later in 1328 both Scottish and English king recognized Scottish independence by signing the treaty.(heritage of Scotland, 2015) In 1326 the Scottish parliament is established.(Telegraph, 2015)

3.4 From 16th to 18th century

In the 16th century, there was a war between England and France. Scotland made an alliance with French. Scottish troops invaded England as they were supporting France.(Telegraph, 2015) French sent some weapons to Scottish.(Lynch 2007, 12) However Scottish army was defeated by English in 1513 in the battle of Flodden where Scottish king James IV was killed.(Visit Scotland, 2015)

Scotland was a Roman Catholic country but England was Protestant. The reformation to Protestantism started to develop in Scotland as well and in 1560 Scottish parliament adopted Presbyterian church.(Heritage of Scotland, 2015) Mary the queen of Scots, was also Catholic and due to her religion, she was forced to flee to her cousin Queen Elisabeth I who later in 1578 had the Scottish queen Mary executed. (Telegraph, 2015) She was executed because Queen Elisabeth I discovered that she was a part of a plot to take over English throne from her. (Telegraph, 2015)

The union of crowns of Scotland and England happened in 1603. (Heritage of Scotland, 2015) The English Queen Elisabeth I had no heir. (Telegraph, 2015) The power was handed to the son of Mary, James, who was Scottish. It is important to notice that Scottish king inherited the English throne. (Heritage of Scotland, 2015) Hence Scotland and England were ruled under one Scottish monarch.

3.5 From 18th century to present

Act of Union in 1707 united Scotland with England and Wales in one kingdom with one parliament. (Scotland, 2015) However many Scots were unhappy with the union. Some Scottish nationalist claimed that Scottish signatories for the Act of Union received some valuables in exchange for their signature. (Telegraph, 2015)

Industrial revolution and British colonies helped to generate income for Scotland. (Heritage of Scotland, 2015) As Ishaan Tharoor states in the Washington Post article on September 19, 2014, Scottish started to be a part of British achievements and some of them felt the *"sense of shared identity"*, unity with England could be valuable for them.

In the 20th century many more Scots desired greater independency even though Scotland has its own legal and education system.(heritage of Scotland, 2015). Later in 1999 the Scottish parliament was established in Edinburgh. (Visit Scotland, 2015)

4 Scottish Key Points in Independency Referendum 2014

As it was mentioned in the previous chapter, Scottish showed their desire for independency many times over history. In spite of this, Scotland decided in referendum 2014 that at this moment they will stay within union. But the rivalry between Scotland and England is likely to continue.(Time, 2015) This chapter will present the main elements which probably influenced voters with their decision making.

4.1 Wealth

The UK government tried to persuade Scottish voters that being part of British Kingdom is better as Britain is wealthy country.(RT, 2015) Even the Royal bank of Scotland declared, that if Scotland were to leave Britain, its reaction would be moving to England.(Huffington Post, 2015) But some other voices claimed that if Scotland would be an independent country, its GDP per head would be 14th biggest in the developed world.(Business for Scotland, 2015) As Khan Mehreen states in the Telegraph article on September 12, 2014, this ranks Scotland among the wealthiest countries in Europe but Mehreen highlights the fact that this information is based on declaration by Scottish government, led by Alex Salmond.

4.2 Oil and natural resources

Scotland has respectable reserves of oil in the North Sea which could help to generate income which would be used for well-being of Scottish people. (Edition CNN, 2014) As Andrew Black noted in the BBC article on September 9, 2014, Mr.Salmond emphasized that oil extraction would earn £1 bn a year for independent Scotland, but forgetting that reserves will eventually vanish. As Khan Mehreen mentioned in the Telegraph article on September 12, 2014, if Scotland would became independent country, its economy would mainly rely on income generated by oil and gas even though in the following years, experts expect that revenues from these natural resources will decrease. Nevertheless, Scottish oil would still generate some income and the discovery of reserves of oil in the North Sea was one of the most significant events for Scots in 20th century.(Kemp 2013, 370)

4.3 Shared currency

Other problem that Scottish voters faced was the fact that Scotland has the same currency as Britain. The prime minister of Scotland declared that if Scotland will decide to be an independent country, he wishes Scotland to keep the pound. (Edition CNN, 2015) But as Andrew Black continued in his article in the BBC on September 9, 2014, the main UK political parties would not allow Scotland use the same currency as the rest of Britain if they became an independent country. Not only Scotland shares the currency with Britain but also the debt and if Scotland were to be independent, it is unknown how the division of debt would be made. (Edition CNN,2014)

5 Means of persuasion and their use in the newspapers

Persuasion of people as such was defined more than 2000 years ago by philosopher Aristotles. (Borg 2007, 4) He claimed that persuasion is feature that can be taught and divided persuasion into three parts, means of persuasion which nowadays are still regarded as useful. These means of persuasion are also possible to recognize in newspapers. Nowadays, this division according to Aristotles is expanded by other persuasive devices characterised in this chapter.

5.1 Ethos

This mean of persuasion is connected with the term credibility which is perceived by audience. (Borg 2007, 5) The personal characteristics of producer of text are either recognized as credible or not. (Mortensen 2004, 10) If the audience identifies the producer of text as credible, then his or her words are more likely to be believed. Among the three means of persuasion, ethos is, according to Aristotle, the strongest.(Mortensen 2004, 10) The trustworthiness of speaker or writer may be established by statement about his or her education, social status or experiences. It was proved that hearing or reading declaration by person who is intelligent, reliable and has a good reputation is helping arguments to be well accepted. (Olbricht and Eriksson 2005, 73)

5.2 Pathos

Pathos refers to the emotional appeal on listeners or readers. (Borg 2007, 5) Producer of text tries to persuade the audience by recognizing arguments that could be emotionally effective. If the producer of text discovers the current state of mind of the audience and their required state of mind, he or she can use this knowledge to present the audience the possibility how to get from the current state of mind to the required state of mind.(Mortensen 2004, 10) The producer's appeal on audiences' emotions can be done via highlighting personal participation, satisfaction or needs.(Cooley and Lubet 2003, 228)

5.3 Logos

Persuasion via logos makes reference to logic. Producers appeal to the audiences reasoning through structuring arguments and proofs in a way that would persuade readers. (Cooley and Lubet 2003, 228) According to Aristotle, people will believe and can be

persuaded by arguments that make sense. (Mortensen 2004, 11) Therefore the logical use of words and cited sources are essential in persuading the audience. (Borg 2007, 5)

5.4 Current Barriers to Persuasion

According to Mortensen (Mortensen 2004, 11) nowadays, there are three aspects that make persuasion harder task when one compares it with the past. First aspect is better education system and access to information via modern technologies such as internet. Advanced education of people makes it easier for them to find needed information in order to consider arguments that are being pronounced by persuaders. Second aspect is growing scepticism among today's population. There are many arguments presented and people find it harder to distinguish which are right for them. Third and last aspect is a selection. Nowadays, if persuader tries to persuade someone to buy some goods or vote for some party, the one which is being persuaded has usually a chance to select among many choices.

5.5 Persuasive Methods in Newspapers

As Breuer notes (Breuer et al. 2008, 74) authors of newspaper articles use several method in order to persuade its readers. First method can be labelled as use of words which are emotively coloured such as Satan or God. Other methods of persuasion, as Breuer continues to list, are use of hyperboles. If author exaggerates some information, it is likely to have persuasive effect on readers. Another device for persuasion is use of figurative language such as metaphors or repetition of words or phrases. Another method of persuasion is generalization which is strong persuasion device. If a certain amount of people follow some idea, it can be used in articles as generalized idea which should persuade readers to follow the idea as well. Another type of persuading method is somehow connected with credibility, hence mentioning of trustworthy sources which can be credible graphs, tables or other features.

Other devices for persuasion is called *"inclusive we"* (Trčková 2014). When author uses "we", it will produce feeling of unity. Similar to "inclusive we" is other method called *"three-part list"* (Trčková 2014) which should also evoke unity by using three phrases in a sentence such as "Friends, folks and hard-working citizens…".

Trčková mentions other techniques of persuasion (Trčková, 2014). For example repetition of sounds which, among some linguist, is known as alliteration. Other devices are use of superlatives, opposites or ellipsis.

6 Expressive Means and Stylistic Devices Used in Newspapers

Language means can be viewed as a use of language when certain stylistic impact can be recognized or certain language function is present. (Mišíková 2003, 29)

6.1 Expressive Means

As Mišíková claims (Mišíková 2003, 29) expressive means are used for emotional appeal or for highlighting of logical facts. Certain expressive means can be labelled as intensifiers. Expressive means in newspapers can be distinguished at morphological, syntactic, word-building, phraseological or lexical level. Most of the expressive means have neutral synonyms.

6.1.1 Morphological Level

Mišíková states that (Mišíková 2003, 29-30) at the morphological level, there can be recognized use of present tense instead of past tense when writer writes about past actions as if they were in present. Other morphological expressive means is the relationship between reader and writer and subject of their communication on certain occasion. It depends whether it is monologue or dialogue.

6.1.2 Lexical Level

As Mišiková claims, (Mišíková 2003, 30) some words carry strong or emotional meaning therefore they can be labelled as words with expressive meaning. Other words can be labelled with the same term because they may refer to something, or have denotative or connotative meaning. Lexical level of expressive means is also marked with archaic, rude, vulgar or charming words. The clear distinction between words which have expressive meaning and those which have not can be observed when neutral synonym is compared with word with expressive meaning. Special types of words with expressive meaning are idioms, proverbs or sayings.

6.1.3 Word-building Level

As Mišíková mentioned (Mišíková 2003, 29-30) At this level, prefixes or suffixes are used to emphasize words or to make them brisk. Emotion associated with words can be felt

with diminutives. Other features visible at this level are neologisms or nonce-words. Moreover, other features are compounds, blends or acronyms.

6.1.4 Syntactic Level

As Mišíková stated (Mišíková 2003, 30) when a comparison with synonymous neutral sentence is done, it can be distinguished that some English syntactical patterns put emphasis on certain sentence element.

Such construction is for example visible in negative fronting. The negative element *never* can be put in the initial position which signifies its importance. Like in the sentence *Never has John written to me* where it is possible to see negative constituent used for fronting. (Veselovská and Emonds 2011, 57)

6.2 Stylistic Devices

Galperin states (Galperin 1977, 29-30) that *"stylistic devices are conscious and intentional intensification of some typical structural and/or semantic property of a language unit (neutral or expressive) promoted to a generalized status and thus becoming a generative model."*

As Mišíková states (Mišíková 2003, 31) stylistic devices are less foreseeable then expressive means. Stylistic devices, with compare to expressive means, consist of more information because their predictability is always smaller.

As Robins claim, (Robins 2007, 88) stylistic devices help language to sound more rhythmic and it can be used in poetry. Nevertheless, stylistic devices can be used for highlighting.

7 Languages Spoken in Scotland

In Scotland, there are three native languages that can be recognized. These are Scots, Scottish Gaelic and Scottish English. (Scots Language Centre 2015) These languages developed over history and nowadays their usage varies.

7.1 Scots

As indicated on Scots Language Centre website, there are several Scottish national dialects in today's Scotland. If they are all taken together, they can be labelled as Scots language. The dialects of Scots have its own characteristic distinction. Scots is being used in cities and in countryside. Certain emotional attachment to this language may be felt by Scottish. The University of Duisburg-Essen notes on its website, Scots language is a variety of English which is spoken in Scotland. This language was created at lowlands of Scotland during Middle English period.

In Scotland, Scots was mostly spoken in the second half of 15th century and first half of 16th century. At this period, the alliance of Scotland with France was at its peak and Scots gained some French words. (Buchmaier 2013, 4)

Scots as language developed from Old English and it was similar to Northumbrian dialect. Some scholars, nowadays, consider Scots as individual language. Recently, European Charter for Regional or Minority Languages acknowledged Scots as a language that is traditional in Scotland. Some English speaking Scottish use certain features of Scots. For example they would say *does nae* instead of *doesn't*. (British Library 2015)

As Macafee states in her online book, (DSL, 2015) some linguist are careful when using the term Scots as a language as it may indicate bias, nationalistic opinion. Scots is often referred to as dialect of English language by linguists who are not Scottish nationality. Therefore there is an inconsistency with labelling.

7.2 Scottish Gaelic

The University of Duisburg-Essen claim on its website that this language originated in Northern Ireland around the year 1000 AD. Later Scottish Gaelic was spoken in north of Scotland and on its islands whereas Scots was used in the south of Scotland. Nowadays, Scottish Gaelic is still used on some islands and on some parts of the western coast.

Scottish Gaelic is a member of Celtic languages. Some linguists, for example Jackson Kenneth, who wrote *Common Gaelic: The Evolution of the Goidelic Languages* claimed in his book that Scottish Gaelic started to differ from Irish around 1300 A.D. There is another opinion among some scholars, such as opinion of the linguist Ó Buachalla Breandán, who wrote 'Common Gaelic Revisited', in Rannsachadh na Gàidhlig. He states that Irish and Scottish Gaelic started to be more distant exactly after first Celtic settlers inhabited the parts of today's Scotland.

Around 11 century, Scottish Gaelic was widely spoken in the mainland of Scotland and it started to be main language of the Scottish aristocracy. But later in Middle Ages, Scottish Gaelic was forced to highlands and some islands. Later in the 18th century, an on-going effect of English dominance meant that Scottish Gaelic there was fewer and fewer speakers who used this language. (McLeod 2006, 1)

7.3 Standard Scottish English

This language is a consequence of connection of two languages, Scots and Standard English. Standard Scottish English developed over centuries. In the 11 century, after Norman invasion, many English speaking people fled to Scotland, therefore mixing of English and Scots started. Later after king James I started to rule over Scotland and England, he moved from Scotland to London, which meant traditional authors of Scottish literature written in Scots moved also to London and started to adjust their writings as English speaking audience demanded. The bible was also written in English and every house in Scotland had to have one reproduction. By that time, it was desirable to speak English therefore middle and higher class Scottish children were taught English The consequence was that in the 18th century Scots started to be widely replaced by English. However Scots language was still represented in English by distinctive features in phonology, such as vowel length or the fact that Scottish English is a rhotic language. The language that developed started to be called Standard Scottish English. (Buchmaier 2013, 2-5)

II. ANALYSIS

8 Newspaper Articles before Referendum

In this chapter, newspaper articles accessible via internet, which were published before referendum, will be analysed from the linguistic point of view. We will look at five different articles from websites of newspapers and these articles will serve as samples meant for linguistic analysis. Namely these articles were taken from these websites: newspaper website of The Independent, Scotsman, Daily Record and the Guardian. We will seek for figurative language, stylistic devices and expressive means. The persuasive devices and voices for and against referendum will be linguistically highlighted.

8.1 Fear as Argument

First observable topic of newspaper articles was use of fear, emotions as argument for and against independence of Scotland. Therefore this chapter deals with four different articles from Daily Record, The Guardian, The Independent and Scotsman. Texts are all similar in a way that they serve as persuasive text for voters. We will look for linguistic features in these articles and for the voices for and against Scottish independence.

I. Daily Record - Alex Salmond writes for the Daily Record and says people power can put Scotland on the path to a better future

This article starts with the headline where Mr Salmond states that power of people help Scotland to have better future, and just under the headline, Mr Salmond is referred to First Minister, which gives him some credibility. Then he quotes the words: *I know the powerful will say no – I believe the people will say Yes.'* It is possible that some readers, who are ordinary citizens, could interpret this quotation as the fact that they should vote Yes.

Later in the article Mr. Salmond states that Scotland has a big opportunity and he uses this sentence: *We are less than a week from the referendum.* He uses "inclusive we" which is persuasive device which evokes unity. Mr Salmond probably wanted to emphasize that he and voters are united. The use of "inclusive we" is very common in article.

Mr Salmond continues to highlight the fact that ordinary people have power in their hands, and he negatively comments on the "no campaign" and Mr Cameron who warns against rise of prices in case of Yes vote. Mr Salmond refers to Mr Cameron's message by

use of emotively coloured word *scaremongering*. The reason for use of this word may be to disprove the Mr Cameron's words.

Later in the article, there is a use of pathos as a persuasive strategy. Mr Salmond emphasizes the children, whose future and good conditions are interconnected with Scottish independence as in the sentence: *stop pay the £100billion cost of a new generation of nuclear weapons on the Clyde and invest in childcare instead*. This persuasive strategy can have impact on some voters as they are worried about future of their children.

The persuasive strategy through logos is also present in the article. Mr Salmond notes that Scotland is among 20 wealthiest countries per head in the world, before the UK. This argument can be interpreted as information that Scotland can do better on its own as the wealth per head is greater than in UK.

Text of the article continues as Mr Salmond calls readers "the best people". If some readers would read the sentence: *we're the best people to take decisions about our economic policy, taxes and social security system* they could think that if they will not vote for independency, they are not "the best people". It is probable that some readers therefore will vote yes in the referendum because they want to be "the best people".

In the other paragraph, Mr Salmond highlights the fact that *More and more people in this campaign are finding out about Scotland's wealth and are waking up to the opportunities*. It seems that Mr Salmond uses a propaganda strategy. Some people follow the crowd, therefore it they read about *More and more people* who are in favour of independence, it may persuade them to follow their opinion.

In the article ending, Mr Salmond used metaphor and word-play. He states that yesterday, opponents of independency *attempt to fire their biggest cannon*. This sentence is a metaphor meaning that "no side" proposed their important argument against independence. But Mr Salmond played with a word *cannon*. He compares the metaphorical *cannon* with Canon Kenyon Wright, who is one of the main founder of Scottish parliament.

Linguistic features

Formality: informal (use of contracted forms)

Persuasive strategies: inclusive we, quotation, logos, pathos, emotively coloured word (*scaremongering)*, superlatives (wealthiest, wider, better)

Metaphor: *fire their biggest cannon*

Abbreviations: *RBS, SNP, PM, NHS, MP, UK*

I. Independent - Alex Salmond on Scottish independence: Vote Yes to secure Scotland's prosperity within the EU

The article's headline persuades readers to vote for Scottish independence because it will, according to Mr Salmond, bring prosperity for Scotland. Under the headline, Mr Salmond states*: The only democratic option is to vote Yes on 18 September* as if the option to vote against independence would not be democratic.

The use of superlative *wealthiest* is used as it refers to Scotland as one of the wealthiest countries. Author of the text probably used this superlative for the persuasive purposes. The aim to persuade voters to vote for Scottish independent is visible.

Article continues with use of numbers, which give credibility to given argument and use of emotions to persuade *more than 100,000 new victims have fallen into poverty in Scotland in a single year*. Reader after reading this statement could lean towards Scottish independency as he or she wish to stop Scottish citizens fall into poverty.

Persuasion via reasoning, which is logos, is visible in subsequent paragraphs. Mr Salmond compares two outcomes which are in opposition. He states the consequences of "no vote" and of "yes vote". The comparison gives arguments that can persuade reader to vote for Scottish independence.

Later in the article, Mr Salmond used Mr Churchill quote as an association of positive feelings. Not only quote of Mr Churchill provokes positive feelings but even gives credibility to the whole paragraph, which could be taken as ethos persuasive strategy. By Churchill's statement that *small nations will count as much as large ones* Mr Salmond probably would like to highlight that even small nation are meaningful.

Text continues with propaganda strategy as Mr Salmond uses name-calling in the sentence: *Cameron is a threeway prisoner*. The connotation of prisoner is mostly negative, therefore negative association may be referred to Mr Cameron, who is against Scottish independence, as well. Author of the article probably wanted to state the fact that Mr Cameron is not good for Scottish future.

Article ends with emphasis of the fact that if people will not vote for Scottish independence, they might be problems in the future. It is visible in the sentence: *Only a Yes vote on September 18th help secure our future prosperity.* Mr Salmond tries to persuade voters that there is no other option then vote yes.

Linguistic features

Formality: rather formal

Persuasive strategies: logos, negative name-calling, ethos

Metaphor: *Cameron is playing a game of European roulette*

Metonymy: *hand the sovereignty to Westminster, Westminster's priorities*

Abbreviations: *UK, MP, MSP, UN, EU*

I. The Guardian - Scottish independence: 'stay in union to stop unemployment doubling'

The headline of this article states that it is in favour of No vote. The persuasive device used in the headline is pathos. Some readers may fear that unemployment may go higher if they vote of independent Scotland. The headline also follows the logic that unemployment is somehow interconnected with staying in the union.

The article continues with statement from Iain Duncan Smith, which gives paragraph more credibility. Suggestion, that Scottish voters should vote against independence because unemployment may rise, can be recognized. In addition, she used a number to prove her argument which is typical for persuasive purposes.

The article stay neutral, as in the subsequent paragraph, an opposite opinion of Duncan Smith is presented. The use of numbers as mean of credibility is also presented form Mr Smith. Ethos, as a persuasive device, is used to possibly influence voters. Additionally, Mr Smith used superlatives and lexical repetition as other persuasive strategies, visible in the sentence: *Scotland has done proportionately <u>better</u> than most of the rest of the UK and significantly <u>better</u>*. The word better is even modified which emphasizes persuasive effect.

The article finishes with the opinion of John Swinney, whose prestige gives paragraphs credibility. He states *On every headline figure we are outperforming the UK*. Use of "inclusive we" is present which is associated with unity. Moreover, the sentence is a generalization because it states *On every headline figure* which may be false. But the persuasive effect ethos, "inclusive we" and generalization can be distinguished.

In the end of the article, John Swinney associated the financial recession to Westminster in the sentence *Economy has recovered from the Westminster recession*. Some readers may interpret this sentence as suggestion that financial recession was caused by Westminster. This may persuade some readers to vote for independent Scotland.

<u>**Linguistic features**</u>

Formality: rather formal

Persuasive strategies: pathos, ethos, superlatives, lexical repetition, noun phrase modification, generalization, association of guilt (*Westminster recession*), emotively coloured words (*scaremongering*)

Abbreviations: *UK, MP*

I. Scotsman - Scottish independence: Pension fears post-Yes

Scotsman offers article which headline may be interpreted as a use of pathos. The emotion in some readers may be aroused as they fear about their pensions in independent Scotland. This headline might have had decisive effect on some Scottish. In addition, author of the article used a picture with a hand of pensioner, who has only coins in hand which may be associated with poverty.

Article continues with the announcement of the results of recent poll. It was discovered that some pensioners fear about their pension in the sentence *Almost three quarters of Scots over the age of 60 are concerned, according to a poll* offers number which can be named as persuasive strategy of giving numbers, which should give credibility to argument. Use of ethos is present.

The subsequent paragraphs offer more results of the poll, with more numbers presented to prove that the future of pensions is at risk in the case of Yes vote. Additionally, it is stated that 54,8 % of people over 60 are in favour of No vote. It seems that the author of the article presents the results of the poll on purpose as he or she wants to persuade other pensioners to follow majority opinion.

The article continues with the quotation from the member of Scottish parliament which states that emphasizes the fact that pensions can be at risk in independent Scotland. In the quotation, the direct question is present. The use of question helps to engage reader. In this case, it may have persuasive effect. The question *What currency would our pensions be paid in?* might had persuade some voters to vote against independency as they may fear the consequences for their pensions. Again, use if pathos is present.

The article end offers opposite opinion of the spokesman of Yes campaign who assures pensioners that their money is safe. Spokesman used a sentence *you will continue to receive it just as you do at present*. It is visible that this sentence is directly addressed at

readers because there is a pronoun *you*. Some readers, after reading the spokesman's statement, may feel like voting for independent Scotland is a safe choice.

<u>Linguistic features</u>

Formality: rather formal

Persuasive strategies: pathos, use of numbers, superlatives (*welthiest*), ethos, follow- the- crowd strategy, direct address (*you*)

Abbreviations: *UK, MSP*

I. Conclusion – Fear as Argument

This chapter dealt with newspaper articles which have common feature of fear which is being presented in articles. As we discovered, fear is used as a persuasive device for both Yes vote and No vote. In articles, which were analysed, similar argument were offered. Emphasis of the opportunity for Scotland to be free is mentioned several times as better fuure, more powers for Scottish. Emotively coloured topic, such as nuclear weapons, unemployment, security system, childcare and possible loss of pensions, are used in order to persuade voters to vote for or against independence.

8.2 Queen as a Topic

The next chapter deals with articles, where the Queen of Great Britain plays a certain role. There will be again four articles analysed. The aim is recognize the role of the Queen in the Scottish independence referendum 2014 and to seek for voices for and against independence form the linguistic point of view.

II. Daily Record - Independence referendum: Cameron 'told to ask Queen to speak out against Yes vote'

In the beginning, the author of the article used an idiom *neck-in-neck* in the sentence *Polls show the race is neck-a-neck*. In the subsequent paragraph, Mr Cameron is urged to speak with queen, as her intervention could be a decisive factor for the outcome of referendum. The fact that article claims that Queen could be a decisive factor, indicates that some readers who are in favour of Queen may be persuaded by her opinion.

The article continues with a proclamation which was made by Queen in 1977 when Wales and Scotland were voting for their assemblies. Her statement is *I cannot forget that I was crowned Queen of the United Kingdom of Great Britain and of Northern Ireland*. The credibility of the Queen is certain for some people, therefore the quotation is use of persuasive strategy ethos.

The text continues with a phrase *panic in Westminster* because they ask for the help of Queen. We can see emotively coloured word *panic*. The author of the article probably used this word as a mean of persuasion. The word *panic* has negative connotation therefore readers may associate negativity to *Westminster* as well because it is presented in one phrase.

Supporters of the Queen might have been be influenced by her statement to vote against Scottish independence, but the article offers quotation from Mr Salmond who assures Scottish that Queen would still be the Queen of Scotland even after Yes vote. Mr Salmond is quoted in his statement is: *we would be proud to have her as monarch of this land*. The persuasive device "inclusive we" can be recognized.

Readers are exposed to the persuasion of Mr Salmond to vote for independence in another paragraph where he used emotively coloured word *bribe* as a persuasive device. The word *bribe* refers in this context to promises of more powers to Scotland if referendum outcome is "no".

Text end offers proclamation of Gordon Brown where he used metaphor *starting gun for action*. The use of metaphor is persuasive device and in this context it means that if Scotland will vote no for independence, the process of giving more powers will start. Some readers may be persuaded by statement of Mr Brown.

Linguistic features

Formality: rather formal

Persuasive strategies: emotively coloured words (*panic*, *bribe*)

metaphors: *starting gun for action*,

Idioms: *neck-in-neck*

Abbreviations: UK, TNS

II. Independent - Scottish independence: The Queen breaks silence on referendum debate – as think tank warns of £14bn black hole if Scotland votes Yes

The article starts with a quotation of Queen that states *she hoped "people will think very carefully about the future"* The quotation of Queen can be interpreted as credible source. The author probably used such credible quotation as persuasive device ethos.

Text continues with naming potential risk of Scottish independence. These are being named as *Yes campaign has underestimated financial risks of separation, which it said lay in oil, finance and pensions*. The paragraph offers more on this topic and displays number to give credibility to its argument.

Two opposite opinions are presented in subsequent paragraphs. Firstly, there is information about Yes supporters, who are protesting that BBC may be biased in favour of union, and Alistair Darling who uses emotively coloured phrases to make his statement as strong as possible. He described some Scottish nationalist as *orchestrated and centrally controlled*.

Queens's role is additionally presented as text continues, however each side used her statement differently. Yes voters refers to her words as *echoing the message to think carefully about opportunity* and No voters claim that *she was very clear that she doesn't want to comment" on a democratic decision.* It seems that Yes voters used Queen's words

for highlighting the fact that referendum is a big opportunity and No voters for the fact that Queen respects democracy, therefore she should not comment.

The author of the article used David Beckham as credible source of information. In the text, a quotation of Mr Beckham is used as persuasive strategy pathos in the sentence *My sincere hope is that you will vote to renew our historic bond*. Some people may feel emotional and decide to vote against Scottish independency after reading this sentence.

Linguistic features

Formality: rather formal

Persuasive strategies: ethos, pathos, emotively coloured words (*orchestrated*, *centrally controlled*, *political meddling, idiot*)

Metonymy: *Buckingham Palace said*

Idioms: *break silence*

Abbreviations: bn, UK, BBC, ICM

II. The Guardian - Scottish independence: Nigel Farage urges the Queen to speak up for union

The article starts with proclamation of Nigel Farage who appeals on Queen to speak against Scottish independence. But as it is suggested in the article Queen will remain neutral. It can be seen in the sentence *Buckingham Palace has made it clear the Queen will be preserving her traditional political neutrality*. This sentence contains metonymy in *Buckingham Palace has made it clear*. Readers may interpret use of metonymy as emphasis of Queen's power. Even so, it seems that Queen will not persuade voters.

Text continues with the statement about Queen *The Queen is currently at her Scottish home*. For some readers, this sentence indicates that Queen's home is not only in England but in Scotland as well. Somehow, the fact that Queen has home in Scotland may persuade some voters to keep UK.

Next, Mr Farage used pathos as persuasive strategy in the sentence *If there is a yes vote, this would diminish the UK globally*. Clearly, Mr Farage tries to scare the readers. The consequence of this sentence may be fear among people and inclination towards No vote.

Later in the text, Mr Farage states, that federalization of UK could be an alternative to Scottish independence. He states that each country in UK should have more decision

power over their matters, but Scottish independence is, according to him, unnecessary. In the end, the states that Scotland would not be independent even after Yes vote, because they would be a part of EU. Clearly, Mr Farage tries to persuade readers by reasoning, which is persuasive device logos.

Linguistic features

Formality: rather formal

Persuasive strategies: logos, pathos

Metaphor: *joins a growing chorus of politicians*

Metonymy: *Buckingham Palace has made it clear*

Abbreviations: *UKip, UK, MP, LBC, BBC*

II. Scotsman - Queen hopes Scots voters 'think carefully'

In the beginning of the article, there is information about well covered Queen's statement toward Scottish voters *think very carefully about the future*. However in this article, author states that Queen's proclamation is helpful for No voters. There is probability, that No voters favour Queen as she is a monarch of United Kingdom and her words is just evidence of democracy in the UK because Queen did not explicitly state her side.

The article continues with statement from moderator of assembly of Church of Scotland. This person is respected among some people, therefore use of his statement in the article gives credibility to his argument which may be taken as persuasive device ethos. He tries to persuade voters with a proclamation that he always tried to look for compromises but now he must take a chance and vote for independent Scotland. He states *I"m one of those people who has spent a lifetime trying to see both sides but I"m not going to get away with that this week*. Basically, some readers may interpret his message as following: *"go vote yes, because it is such a big opportunity for Scotland."*

In the last paragraph, there is a continuation of reasoning of moderator. He compares himself to people of Israel who stood before Elijah. Additionally, he used a metaphor as persuasive device in the sentence *I need to come off the fence*. Some readers may be persuaded by him and vote yes in the referendum because they might feel to come off the fence as well.

Linguistic features

Formality: rather informal

Persuasive strategies: ethos

Metaphors: *come off the fence*

Compound noun phrase: *well-wisher*

Abbreviations: *BBC*

II. Conclusion – Queen as a Topic

Four articles which were analysed in this chapter, were covering the story of Scottish referendum and the role of Queen was present in all articles. Queen was seen as somebody who could be a decisive factor when it comes to decisioin which way to vote. The neutrality of Queen is stated in all articles, but in spite of that she is asked to speak and give her side. Articles offer indication that persuasion through Queen's opinion was visible before the referendum. Some readers might state that the role of Queen in these articles is abused for purposes of the vote.

9 Newspaper Articles after the Referendum

Next two chapter deal with two topic which were covered by four selected newspapers. Topics are outcome of the referendum and promises which were proclaimed.

9.1 The Outcome of the Referendum

Next chapter consist of analysis of four articles, each from different newspaper website. These articles are form Daily Record, The Independent, The Guardian and Scotsman. All articles share one feature, they inform about the outcome of the referendum.

III. Daily Record - Independence referendum: Scotland rejects call to go it alone.. but changes political map of Britain in historic vote

This article states in its headline that Scotland votes no for independence. Metonymy is used in the headline *Scotland rejects call*. But it is emphasized that political situation in UK changed because of the big turnout of voters. The noun *turnout* is modified by adjective *massive* which highlights the importance of turnout.

Text continues with information with percentage of referendum vote which was 55% against independence. Turnout of voters is again emphasized, now *turnout* is referred to as *extraordinary* and percentage of turnout is presented 84% which is, according to article, triumph for Scottish democracy. The word democracy may be considered as virtue word.

Reaction of Scottish deputy PM is presented in subsequent paragraph. Mrs Surgeon states that result of referendum was *a deep personal and political disappointment*. The quote of Mrs Surgeon continues, she used lexical repetition of the word *change* in order to emphasize her message. It can be seen in sentences *The country has been changed forever* and *There is a demand for change*.

Article continues with metonymy *No were on course for victory* where *no* refers to supporters against independence and it is stated that the result of their victory came slowly but as article states *picture got rosier and rosier for them* where we can see the use of lexical repetition *rosier* and application of superlative is also present.

Article continues to state the results of the vote in particular regions. Presence of metonymy is visible, for example *The Clackmannan council area had hoped* or *Orkney*

and Shetland both delivered thumping wins. The use of metonymy in this context probably serves for highlighting the results.

The article ends with quotation of Mr Salmond, where he suggest that independence referendum *was triumph for democracy*. It can be noted that the word *democracy* can be labelled as a use of virtue word. Author of the article agrees with word of Mr Salmond and states again that turnout of voters was, it is visible in the sentence *biggest turnout in an election ever in Britain* where we can recognize use of superlative.

Linguistic features

Formality: rather formal

Lexical repetition: *change*

Superlatives: *biggest, rosier*

Metonymy: *Scotland rejects call*, *The Clackmannan council area had hoped*, *Orkney and Shetland both delivered thumping wins*

Compound noun phrase: *historic results, massive turnout historic referendum*

Abbreviations: *SNP*

III. Independent - Scotland votes No: Union remains as nation rejects independence by clear margin

The article's headline offers information about the outcome of independence referendum and use of metonymy *Scotland votes No* can be distinguished. The result of the vote is once again mentioned in subsequent paragraph where the word *referendum* is modified by *historic* which gives referendum importance. Additionally, victory of No side is emphasized by modifier *decisive* in *decisive victory*.

Text continues with common use of nouns which are modified. For example information about is need to change constitution is presented. As it is stated, Mr Cameron faces *mounting pressure*. The use of modifier *mounting* again emphasizes the pressure which is put on Mr Cameron. Moreover, subsequent paragraph offers other nouns which are modified by emotively coloured words. As in *high drama, fierce and acrimonious campaigning* or below *referendum battle* which can be also interpreted as metaphor.

Use of metaphor and lexical repetition can be recognized in subsequent paragraph where Mrs Sturgeon confessed disappointment of the result. She states that she put *her*

heart and soul into campaign. And use of lexical repetition is visible as Mrs Sturgeon notes that referendum affected political life, she said *strong <u>messages</u> for the political class in Scotland and <u>messages</u> we need to hear*. We can see that noun message is repeated.

Article then offers reaction of some key figures of referendum of both sides but most importantly Mr Cameron and Westminster, which is expected to give more powers to Scotland. Author of the text used noun phrase *rapid devolution* as a reference to power transferred to Scotland.

Later in the article, results of regions are presented and text finishes with proclamation of Mrs Sturgeon who once more states that she is disappointed. She probably wanted her message to be better understood as she used lexical repetition of words *thousand*, *never* and *message*. Moreover, she evokes unity by using "inclusive we" repeatedly, as in <u>*we must harness*</u>, <u>*we*</u> *must build on that* and *if <u>we</u> don't come out*. It seems that she uses political and persuasive strategies even after referendum.

Linguistic features

Formality: rather formal

Lexical repetition: *message, thousand, we*

Metaphor: *referendum battle*

Metonymy: *Scotland votes no*

Compound noun phrase: *historic referendum, decisive victory, mounting pressure, high drama, rapid devolution*

Inclusive we: *we must harness*, *we must build on that*, if *we don't come out*

Abbreviations: *SNP, UK, STV*

III. The Guardian - Scotland rejects independence with No winning 55% of vote

The article from the Guardian starts with the headline with metonymy *Scotland rejects independence*, the variation of this headline was used in other newspapers as well. In the next paragraph, under the headline, it is stated that UK will be the same. The word *referendum* in the same sentence, which is used in other articles as well, is modified by adjective *historical*.

The text continues with results from regions and quotation of Mr Cameron and Mr Salmond. Firstly, Mr Cameron compared no campaign to *well-fought campaign*. Secondly, Mr Salmond on the other hand states, in the next paragraph, that Scotland now expects more powers from London. The sentence *Scotland will expect these to be honoured in rapid course* contains metonymy.

The topic of more powers to Scotland is discussed in next paragraphs. We can see that author of the article use metonymy *handing greater powers over tax and welfare, to Holyrood* and later the similar metonymy is used *shift in power from Westminster to Holyrood*.

Economy, according to next paragraphs will do better because of the no vote. Author used personification *Sterling jumped* as he or she wanted to emphasize the fact that pound was doing better after no vote. Moreover, economic stability after no vote is represented by statement *The UK economy, most businesses and the markets will likely all heave a huge sigh of relief*.

The article ends with information about results and turnover of voters in some areas, and offers statement about hopes of supporters of independence It is visible in the sentence *Yes Scotland's hopes began fading* and the *yes campaign had high hopes.* One can assume, based on these two sentences, that independence referendum was emotive for Yes voters.

Linguistic features

Formality: rather formal

Metonymy: *Scotland rejects independence, Scotland will expect*

Compound noun phrase: *historical referendum, well-fought campaign*

Personification: *Sterling jumped*

Inclusive we: *we must deliver on time*

Abbreviations: *UK, SNP, MP, FTSE, IHS, ICM*

III. Scotsman - Scottish independence: Scotland votes No

The information that headline of the article gives is similar to headlines of other newspapers who were covering the results of vote. In the subsequent paragraphs, under the headline, author states how difficult the campaign was. As in *vigorous and at times edgy campaigning* and later Mrs Sturgeon repeats the same opinion in her statement: *hardest*

campaign of her life. We can recognize the word campaign is modified by adjectives which can serve as highlighting device.

Article continues with the topic that could have been recognized in analysed newspapers of this chapter, which is more powers to Scotland. The noun phrase with superlative is used as in *greater devolution for Scotland*. But as the article suggests, all nations in UK are expected to get more powers.

Text continues to offer result of voting in individual regions and with comments on turnout of voters. The emphasize of victory of No side is presented by phrases *triumphant* and *utterly emphatic victory* or even and development towards victory is named *unbearable drama*. The significant turnout is referred to as *extraordinary participation* or *exceptionally strong turn*. The use of emotively coloured words is visible.

The article offers opinions of people involved in referendum who generally use emotively coloured words, which will be listed below. In the end of the article, the scandal of voters who tried to vote twice is presented. The text refers to this scandal by rather informal sentence *I think that"s a daft thing to do* or *silly, silly, thing for anyone to try to do* where lexical repetition of the word silly is used.

Linguistic features

Formality: switching between formal and informal

Lexical repetition: *silly, significant*

Emotively coloured words*: triumphant, extraordinary*

Compound noun phrase: *vigorous and at times edgy campaigning, hardest campaign, utterly emphatic victory, unbearable drama, extraordinary participation, exceptionally strong turn, greater devolution, high drama*

Superlatives: *most significant, stronger*

Abbreviations: *SNP, MSP, BBC, STV, SKY*

III. Conclusion – The Outcome of Referendum

Four articles analysed in this chapter dealt with the outcome of referendum vote as No side won. We discover frequent use of metonymy as Scotland rejects independence. Disappointment of some Yes voters is present in articles but on the other hand, the positive thing such as good turnout of voters is highlighted. Moreover, the articles states that even thought Scotland rejected independence, the change for Scotland is likely to come as more

powers were promised. The articles share a feature, Yes voters admitted their defeat but they often state that at least the change for Scotland will happen through more powers.

10 The promise

Next chapter will deal with a topic which was covered in British newspapers. It was a promise or a vow that if Scotland will vote no for independence, it will get more powers. This chapter therefore analyses four British newspapers which cover this topic.

IV. Daily Record - Sign the petition: Daily Record urge readers to back campaign to ensure Westminster parties honour vow of new powers for Scotland

This article starts with a direct address in a headline *Sign the petition*. Readers may feel engaged after reading a headline because it directly speaks to them. Some would be possibly influenced to sing the petition.

Text continues to propose that more powers which were promised by Westminster leaders should be delivered. Author of the article uses virtue word *democracy* and lexical repetition of the word *power* to put his message across. It can be seen in *extensive new powers* and a phrase *democratic powers* which are both mentioned twice. The reason for such lexical repetition is probably need to emphasize that new powers were promised.

The article's next paragraphs state that three persons, who could be taken as credible, already sign the petition. These are Mr Brown, Mrs Sturgeon and Mrs Lamont. After mentioning well known people who sign the petition, some readers may be also influenced to do the same.

Moreover, the article continues with the proposal from Mr Brown for more powers to Scotland. The 14 proposal can be read. They consist of lexical repetition of the phrase *New powers* and also some virtue words such as *democracy* or *greater equality*. These probably serve for propaganda purposes.

The article end deals with proclamation of hope that promise of more powers will be delivered. For example Mrs Lamont states that stronger Scottish parliament is something that will be reality. In her quotation, use of "inclusive we" is visible in the sentence *We will make sure of it*. To put more pressure on keeping the promise, she used a metonymy *Scotland is watching*.

Linguistic features

Formality: rather formal

Metaphors: *Tories and Labour went to war over the English issue.*

Metonymy: *Scotland is watching*

Compound noun phrase: *democratic powers, historic vow*

Lexical repetition: *new powers,*

Inclusive we: *we will make sure*

Abbreviations: *MP, SNP*

IV. Independent - Scottish Referendum: Alex Salmond claims voters were 'tricked' over devolution pledge as divisions emerge among Westminster parties

Mr Salmond point out that promise made by Westminster leaders tricked voters. The article's headline consists of this emotively coloured word *tricked*. Some readers could be angry after reading it because they could feel betrayed. Below the headline, Mr Salmond stressed again his opinion.

Next, Mr Salmond states that promises of Westminster will probably not be delivered because of the political situation which was, according to him, known before the vow was made. He used rhetorical question *Shouldn't they have thought of that before they made a solemn vow and pledge to the Scottish people?* The reason for use of this question is probably to engage the reader.

Later in the article, it is said that more powers to Scotland are interconnected with other changes, such as change of constitution, where English MPs would vote for English laws without Scottish. There is a quotation of Ed Miliband who states that change must be considered carefully, he used sentence *no rush to resolve a century-old dilemma in the constitution.* The noun modification in *century old- dilemma* probably serve as highlighting feature. Moreover, Mr Miliband states fear over division of UK parliament and uses metaphor with "inclusive we" in *we fought tooth and nail over the past two years to avoid our Parliament being split up*

<u>**Linguistic features**</u>

Formality: rather formal

Metaphors: *we fought tooth and nail*

Compound noun phrase: *century-old dilemma*

Lexical repetition: *Westminster leadership*

Inclusive we: *we fought*

Emotively coloured word: *tricked*

Abbreviations: *MP*

IV. The Guardian - Scotland could get 'revenge' for broken referendum promises, says Salmond _ UK news _ The Guardian

The headline of this article offers emotively coloured word *revenge*. Mr Salmond probably used this word as he wanted to emphasize that some people can be angry because of undelivered promises.

As text continues, Mr Salmond states that promises of Westminster were desperate which is possible to see in noun phrase *desperate promises*. Moreover, Mr Salmond stressed the fact that next election will be the time for Scottish to take their revenge if promises will not be delivered. He used lexical repetition of a phrase *conned and tricked* for emphasizing the fact that some people who are tricked can take revenge.

The article continues with a topic of English laws voted by English only. There is a statement form Gordon Brown who claims that such law would make Scottish MP secondary as in *threatening to make Scottish MPs into second class citizens*. This sentence can have emotional effect on some readers.

The end of the article offers opinion opposite opinions. William Hague notes that the issue of English laws voted by English would not affect the promise of more powers for Scotland. Later, there is a use of decisively sounded expressions such as leaders *are <u>absolutely unequivocal</u> that the commitment will be met.* At the end, the opinion of Alistair Carmichael is presented. He used propaganda strategy, name-calling as he referred to Salmond as *increasingly desperate*.

Linguistic features

Formality: rather formal

Synecdoche: *Salmond told the BBC's Radio 4 Today programme*

Compound phrase: *desperate promises, crossparty agreement, significant differences, second class citizen, absolutely unequivocal, increasingly desperate*

Emotively coloured phrases: *conned and tricked*, *revenge*, *desperate*, *betrayal*, *threatening*

Abbreviations: *SNP, BBC, MP*

IV. Scotsman - 'Yes landslide' if Westminster breaks powers vow

The possibility for another referendum is stated if promises will not be kept. The headline of this article used a metonymy *if Westminster breaks powers vow* which gives the headline more emphasis. Below the headline, there is this metonymy *academic has warned the Westminster*. We can see that use of metonymy with *Westminster* is frequent. Later, there is another quotation, where use of "inclusive we" is visible in *we"ll get another referendum*. Use of "inclusive we" in the sentence evokes unity.

Later in the article, it is proposed that keeping a promise for more powers will be difficult. There is a quotation of Dr Qvortrup, who used emotively coloured phrase *stark warning* as he speaks about UK Government which should give Scotland package of more powers. Moreover, it is stated that none of the Westminster leaders is strong enough to purse delivery of promise as can be seen in the sentence *It is questionable if they have the qualities needed to deliver change they promised.*

Article ends with the continuation of warning not to break the promise. The use of idiom *on the cards* together with metonymy *if Westminster fail* can be seen in this sentence *break-up of the United Kingdom could be „on the cards" if Westminster fail.* Additionally, it is highlighted by the use of metaphor *sever ties with the Westminster* that if promises will not be deliver, next referendum may vote for independence.

Linguistic features

Formality: informal

Metaphor: *sever ties with the Westminster*

Metonymy: *Westminster breaks power vow*, *if Westminster fail*

Compound phrase: *wake-up call, chattering classes, historic vote, break-up*

Emotively coloured phrases: *stark warning*

Idiom: *on the cards*

Inclusive we: *we"ll get another referendum*

Use of superlatives: *stronger*

Abbreviations: *UK, Dr*

IV. Conclusion – The Promise

Four analysed articles above cover topic of the promise which was made to Scottish voters. The need to deliver the promise was emphasized over and over again. The use of emotively coloured words, which refers to the mood of people who voted for independence, was visible.

The revenge of Scottish is mentioned in case that the promise for more powers will not be delivered. The revenge can be done via next election as Scottish voters may vote against those, who did not deliver the promise. In these articles, we discovered that warnings were proclaimed. It seems that disappointment of those who voted for independency is considerable, but Yes voters became emotionally attached to the promise of more powers to Scotland.

CONCLUSION

This Bachelor thesis was aimed at analysis of selected articles from national British newspapers which were covering the story that was connected with Scottish Independence Referendum 2014. Before the actual analyses began in the practical part of thesis, theoretical part explained some issues and terms which could be helpful in order to fully understand proposed linguistic concepts which were argued in the practical part.

Theoretical part of this thesis clarifies certain linguistic features. The art of persuasion, in other words, persuasive devices, were theoretically described. Moreover, not only linguistic terms were explained but other facts as well. For example it was necessary for reader to understand key concept of the referendum as well as history of relationship between Scotland and England and that is the reason why these topics were presented in the theoretical part.

Practical part of the thesis analysed sixteen newspaper articles and certain linguistic features were discovered. In the articles which were published before the referendum, strong presence of persuasive devices was present. Ethos, pathos and logos was used throughout all articles but is seemed that use of pathos was mostly distinguishable which gives supporting evidence that Scottish Independence Referendum was rather emotively coloured for both sympathizers and objectors.

It was also discovered that selected articles which were published after the referendum consist of emotively coloured topic as well. Articles were stating that many people were disappointed with the result. Some political leaders were even threatening UK government with revenge.

Voices for and voices against Scottish independency were recognized throughout all sixteen articles which served as samples. Articles mostly covered emotively strong messages which probable purpose was to influence readers. The sample articles support the idea that Scottish Independence Referendum 2014 was emotional for certain people. Some emotions were probably triggered by articles and influenced the way readers voted.

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APPENDICES

CD with all articles is attached to this thesis.