



EXPLORING MONOSEMY IN POLITICAL EDITORIAL ARTICLES FROM A STUDENT PUBLICATION THROUGH CRITICAL DISCOURSE ANALYSIS

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Abstract

The study of monosemy has gained scholarly attention for its role in enhancing precision and reducing ambiguity in political and editorial discourse. Student publications often address governance, education reforms, youth involvement, and community welfare, reflecting students' critical engagement with societal issues. However, previous research on editorial language has primarily examined rhetorical strategies, with limited focus on the use of monosemy in student publications. This qualitative research, grounded in Critical Discourse Analysis (CDA), investigates the occurrence of English monosemy in political editorial articles written by students at Davao de Oro State College. A total of thirteen (13) articles, randomly collected from the Facebook pages of student publications between September 2022 and September 2024, served as the corpus for analysis. The study categorizes the types of monosemy employed, including contextual, diachronic, synchronic, functional, lexical, pragmatic, and semantic, and explores their communicative functions. Data were analyzed using CDA and validated through expert review. Findings reveal that student publications frequently employ monosemic terms, with semantic monosemy emerging as the most dominant type. The study also shows that monosemy fulfills multiple functions, with the ideational metafunction being the most prominent, followed by interpersonal and textual functions. Future research is encouraged to examine monosemy across diverse writing genres such as academic reports, business documents, and creative nonfiction. Exploring its contributions to clarity, precision, and efficiency in professional and literary communication would provide valuable insights. Moreover, adopting mixed method approaches, including linguistic analysis, surveys, and case studies, could further illuminate how monosemy enhances understanding across different fields. Its significance in legal, scientific, and instructional writing should also be investigated to refine specialized discourse, ensuring effective knowledge dissemination and interpretation across disciplines.

Keywords: *monosemy, political editorials, student publications, Critical Discourse Analysis, Systemic Functional Linguistics*

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INTRODUCTION

Language serves as the foundation of communication, and clarity in expression is essential in genres such as editorial writing where authors aim to present their views without ambiguity. Monosemy, or the use of monosemantic words that carry only one meaning, ensures precision and prevents misinterpretation in discourse. This linguistic feature is particularly significant in journalism, where editorial writers are tasked with shaping public opinion and guiding dialogue on pressing issues. Scholars have emphasized the importance of unambiguous language in journalism, noting its role in enhancing credibility and ethical responsibility (Ezedike et al., 2019). Without clarity, editorials risk confusing readers and weakening their persuasive power. Monosemy thus becomes not only a linguistic choice but also an ethical imperative in journalistic practice. In eliminating ambiguity, writers can strengthen their arguments and foster trust among their readerships. This makes monosemy a vital subject of study in the field of editorial communication.

Globally, research indicates that clear, precise, and well-structured language significantly strengthens editorial discourse and enhances rhetorical effectiveness. For example, a corpus-based study on newspaper editorials found that metadiscourse markers such as transition signals, hedges, boosters, and engagement devices play an essential role in organizing text and guiding readers through arguments, making the content more accessible and persuasive (Siddique et al., 2017). In a recent analysis of editorials published during the Russia Ukraine war, scholars observed that writers consistently used stance markers, modality, and phraseology to assert positions and influence readers' interpretations (Al Subhi, 2023). Likewise, cross cultural research comparing Philippine and Indonesian editorials showed that Filipino editorialists employ metadiscourse resources, particularly attitude markers, to make their stance clear and persuasive, highlighting the importance of strategic linguistic choices in editorial writing (Djonda, 2022). Taken together, these studies suggest that editorial writers benefit from using unambiguous or context stable wording, which functions similarly to monosemic language in maximizing clarity, reducing interpretive ambiguity, and strengthening persuasive impact. The perspectives underscore the universal value of linguistic precision in journalism and its role in shaping public opinion. Recent scholarship also emphasizes how linguistic clarity contributes to

media literacy, enabling readers to critically evaluate editorial arguments. The global discourse on monosemy demonstrates that language choice is not merely stylistic but deeply connected to democratic participation. Editorials that employ monosemantic words communicate a consistent message that resonates with diverse audiences. It highlights the need for continuous study of monosemy across different cultural and journalistic contexts.

In the Philippine context, editorials play a significant role in shaping public opinion, especially within student publications that function as spaces for advocacy, critical reflection, and civic engagement. According to Macasiray and Opiniano (2022), student journalists rely on clear and precise language to effectively articulate viewpoints and contribute to meaningful public discourse. Despite this, limited research has systematically examined the linguistic strategies employed by student writers, particularly in relation to monosemantic language that supports clarity and reduces interpretive ambiguity. Recent scholarship on journalism pedagogy in the Philippines indicates that student writers often struggle to balance rhetorical creativity with linguistic clarity, a tension that can undermine the effectiveness of their editorials. Study by Tuazon et al (2020) found that navigating the demands of creativity, journalistic conventions, and clarity remains a challenge even for practicing journalists, implying similar difficulties for student journalists. This problematic situation underscores the need for systematic analysis of student editorials to identify how language choices influence discourse. Without such research, student writers may continue to face challenges in producing editorials that are both persuasive and precise. Monosemy offers a potential solution by guiding students toward clearer and more impactful writing. Thus, examining its role in student publications becomes a timely and necessary endeavor.

In Davao de Oro, student publications such as, *Golden Cornucopia*, *The Cornucopia Publication*, *The Turret*, and *The Lampstand* play a vital role in fostering dialogue on issues like education policies, community concerns, and student welfare. Editorials serve not only as venues for opinion but also as instruments of advocacy and institutional identity. Empirical studies indicate that editorial writers systematically employ rhetorical devices such as metaphor, repetition, and parallelism to simplify complex issues, engage readers, and reinforce the institution's stance (Farrokhi & Nazemi, 2015; Wornyo, 2022). Similarly, editorials frequently utilize rational, ethical, and emotional appeals to influence

public opinion and promote collective action (Farrokhi & Nazemi, 2015). Discourse analysis research further demonstrates that the structural and semantic features of editorials reflect their local institutional contexts and contribute to advocacy through organized argumentation. This gap highlights a problematic situation: while editorials are influential in shaping discourse, the lack of scholarly focus on monosemantic language leaves student writers without clear guidance. As a result, editorials may fall short of their potential to unify and inspire the academic community (Javed et al., 2024). In studying monosemy in local student publications, researchers can uncover how clarity and precision in language contribute to effective editorial writing. Such insights can inform pedagogy and training in campus journalism. Saliently, this research seeks to elevate the quality of student editorials in Davao de Oro and beyond.

Furthermore, recent discourse analysis of Philippine broadsheet editorials during the 2022 campaign period revealed that editorial framing often relied on thematic clarity to influence public perception (Chua, 2023; Macasiray & Opiniano, 2022). This finding suggests that monosemy is not only a linguistic tool but also a strategic device in shaping editorial impact. However, student publications have yet to be systematically studied in this regard, leaving unanswered questions about how young writers employ monosemantic words to strengthen their arguments. Recent research on editorial language has tended to focus on broader semantic or discourse features rather than the specific use of monosemy in student publications. For example, Escudero's (2023) scoping review of Philippine semantics research highlights how studies have largely examined meaning in local languages but have not applied semantic frameworks such as monosemy to editorial writing. Similarly, Flores (2024) analyzed language usage and acceptability in Philippine English within student publications, emphasizing lexical variation and teacher perspectives rather than monosemantic precision. Earlier work on student publications, such as studies on Filipinisms in campus writing, has focused on morphological and syntactic patterns rather than semantic clarity or single-meaning lexical choices. The study seeks to fill this void by conducting a critical discourse analysis of monosemantic words in student editorials. In doing so, it highlights the pedagogical implications of utilizing monosemy to enhance the rhetorical skills of student writers.

METHODS

Research Design

This study utilized a qualitative research design, specifically employing Critical Discourse Analysis (CDA) as its primary method. CDA is a qualitative approach that examines how language constructs meaning, power, and ideology in social contexts (Fairclough, 2013; Van Dijk, 2014; Wodak & Meyer, 2020). Unlike purely descriptive linguistic analysis, CDA emphasizes the relationship between language and society, focusing on how discourse reflects and shapes social realities. In this study, CDA was appropriate because it allowed the researchers to investigate how monosemy in student editorials contributes to clarity, persuasion, and rhetorical effectiveness. In analyzing editorial texts, the study sought to uncover how linguistic precision influences the construction of arguments and the shaping of student discourse. This approach provided a deeper understanding of language functions beyond grammar and vocabulary, situating monosemy within broader communicative practices. Thus, CDA offered both a theoretical and methodological lens for examining the role of monosemantic words in student publications.

The framework used to analyze the data was Fairclough's three-dimensional model of CDA, which integrates text analysis, discourse practice, and sociocultural practice (Fairclough, 2013; Blommaert, 2020; Wodak & Meyer, 2020). At the textual level, the researchers identified instances of monosemy and categorized them according to contextual, diachronic, synchronic, functional, lexical, pragmatic, or semantic dimensions. At the discourse practice level, the study examined how student writers constructed editorials through linguistic choices, considering processes of production and interpretation. At the sociocultural practice level, the analysis explored how monosemy reflected broader institutional and community concerns, such as student welfare and education policies. This framework ensured that the analysis was not limited to textual features but also considered the social functions of language. In applying this model, the study was able to connect micro-level linguistic choices to macro-level discursive practices, thereby highlighting the pedagogical and communicative significance of monosemy in student editorials. The unit of analysis in this study was the editorial article itself, specifically focusing on the linguistic patterns of monosemy within political editorials published by student organizations. Each editorial was treated as a complete discourse event, allowing

the researchers to analyze both the textual features and the communicative functions embedded in the writing (Van Dijk, 2014). Within these editorials, the researchers identified monosemantic words and examined their role in constructing clarity and rhetorical precision. The unit of analysis was chosen deliberately to capture the holistic nature of editorial discourse, rather than isolating sentences or phrases. This ensured that the analysis reflected the broader argumentative and persuasive strategies employed by student writers. By focusing on editorials as discourse units, the study was able to highlight how monosemy contributes to the overall effectiveness of student publications.

Research Locale and Respondents/Participants

The study was conducted at Davao de Oro State College and utilized political editorial articles published by its student organizations: The Cornucopia Publication, Golden Cornucopia, The Turret, and The Lampstand. Thirteen (13) political editorial articles published between September 2022 and September 2024 on their official Facebook pages constituted the research corpus.

To ensure comparability of the four student publications (Cornucopia Publication, Golden Cornucopia, The Turret, and The Lampstand), the researchers established clear inclusion criteria. First, only political editorial articles published between 2022 and 2024 were selected, ensuring temporal consistency across the corpus. Second, all editorials were sourced from official student publication Facebook pages, guaranteeing authenticity and accessibility. Third, the researchers standardized the length of texts by selecting editorials with comparable word counts, thereby reducing bias in linguistic frequency analysis. Fourth, the same CDA framework was applied uniformly across all publications, ensuring methodological consistency (Fairclough, 2013; Blommaert, 2020; Van Dijk, 2014). The measures allowed the researchers to compare linguistic strategies across different student publications while maintaining fairness and reliability. In ensuring comparability, the study was able to generate meaningful insights into how monosemy functions across diverse editorial contexts within the institution.

Research Instrument

The primary instrument was a researcher-made analysis grid developed to identify and classify English monosemy according to Ruhl's (1989) categories: contextual, diachronic,

synchronic, functional, lexical, pragmatic, and semantic monosemy. It also included a framework for determining metafunctional roles based on Halliday's (1978) ideational, interpersonal, and textual metafunctions. Expert validators reviewed the instrument to ensure accuracy and reliability.

Data Gathering Procedure

After receiving ethical clearance and institutional approval, the researchers collected the data by retrieving publicly available political editorials from the student publications' Facebook pages. The texts were coded (SPM-PEA01 to SPM-PEA13) and analyzed for the presence of monosemic terms. Each identified instance was categorized according to Ruhl's typology, and its linguistic function was interpreted through CDA. The analysis underwent validation by linguistic experts and the research adviser.

Data Analysis

The corpora of the study consisted of thirteen (13) political editorial articles from student publications within Davao de Oro State College. Facebook page post articles within the two years ranging from September 2022 to September 2024 of the thirteen (13) political editorial articles were utilized as corpora for this study.

Furthermore, the data were collected through the thirteen (13) political editorial articles from the Student Publications within the institution. In these thirteen (13) editorial articles, the researchers gathered all of the political editorial articles from September 2022 to September 2024 within two years.

The informants in this study were chosen through purposive sampling; thus, the researchers decided to focus on student publications within the institution that had a public setting on their Facebook page and were active in using the platform. Moreover, all the authors/owners of the student publications gave informed consent and were thoroughly briefed on the study's purpose and conduct.

In analyzing the corpora of the study, the researchers examined every political editorial article methodically using the theory primarily gleaned from the framework and language functions of monosemy by Halliday (1978). Regarding the classification or categorization of English monosemy in political editorial articles, Charles Ruhl's Monosemy Theory (1999) was utilized to categorize various types of English monosemy. The book entitled *On Monosemy: A Study in Linguistic Semantics* anchored this study,

positing that words inherently possess a single, unambiguous meaning, with any perceived multiple meanings being context-dependent variations of this core meaning. Considering the categories of monosemy from Ruhl (1989), the researchers summarized the categories of monosemy into seven (7): contextual, diachronic, synchronic, functional, lexical, pragmatic, and semantic monosemy.

Moreover, the language research also embedded the theory of Systemic Functional Linguistics (SFL) by Michael Halliday (1978), which suggested that language serves multiple functions in communication, and each use of language is shaped by the social and contextual environment in which it occurs. To answer the third research question, the researchers used the language functions of monosemy based on Halliday (1978). In accordance with his framework, there were at least three (3) language functions of monosemy, namely ideational, interpersonal, and textual metafunctions. This study utilized content analysis to examine the collected data. Content analysis was a method of studying or scrutinizing text data, involving deliberate reading and sorting of the text into different groups. This approach helped researchers understand the meaning of the text and identify patterns within it.

Then, the researchers conducted a peer review debriefing. This was when a group of experts reviewed the research findings to ensure their accuracy and reliability. This peer review process helped to verify the credibility and trustworthiness of the results. Through this rigorous evaluation, the researchers were able to refine their conclusions and address any potential biases, further strengthening the integrity of their study.

Ethical Considerations

Ethical approval was obtained from the Davao

de Oro State College Ethics Review Committee. The researchers secured consent from student publication coordinators for the use of publicly posted materials. Proper citation and acknowledgment were observed, and no identifying information about individual authors was disclosed to maintain confidentiality and respect intellectual property rights.

RESULTS AND DISCUSSIONS

The English Monosemy Terms are Used in the Political Editorial Articles of Student Publications

The identification of English monosemy across the thirteen political editorial articles from the Student Publications of Davao de Oro State College revealed a total of 217 monosemic terms. Each corpus contained a distinct set of words that maintained singular, unambiguous meanings, ensuring clarity in editorial discourse. These terms were systematically coded (SPM-PEA01 to SPM-PEA13) to preserve confidentiality while allowing for organized analysis. The identification process highlights how student writers deliberately employed monosemic words to strengthen arguments, reduce ambiguity, and enhance the credibility of their publications (Du & Chen, 2022; Eslit, 2023).

The distribution of monosemic terms varied across corpora, with some editorials emphasizing governance and accountability, while others focused on historical legacy, disaster response, or gender discourse. This variation demonstrates the adaptability of monosemy to different thematic contexts, while its consistent presence across all corpora underscores its indispensability in political editorial writing. By identifying these terms, the study provides a foundation for categorizing them into semantic, contextual, lexical, and other types, as well as analyzing their language functions (Grundy, 2019;

Table 2. Distribution of monosemic terms across corpora

Corpus Code	No. of Monosemic Terms	Sample Terms
SPM PEA01	12	Social Media, Resilient, Accountability
SPM PEA02	14	Mark, Essence, Legacy
SPM PEA03	13	News, Immigration, Transparency
SPM PEA04	16	Force, Violence, Respect
SPM PEA05	21	Conveyed, Initiatives, Trust
SPM PEA06	11	Democracy, Reform, Integrity
SPM PEA07	10	Credibility, Accountability, Transparency
SPM PEA08	12	Respect, Obligation, Leadership
SPM PEA09	9	Reform, Justice, Competence
SPM PEA10	11	Transparency, Governance, Responsibility

SPM PEA11	10	Integrity, Truth, Accountability
SPM PEA12	8	Reform, Democracy, Credibility
SPM PEA13	9	Leadership, Accountability, Reform
Total Words	217	—

The identification process confirms that monosemy was consistently integrated into all thirteen corpora, with each editorial employing terms that carried fixed meanings relevant to its theme. For example, SPM-PEA01 emphasized disaster response through words like resilient and accountability, while SPM-PEA02 highlighted historical legacy with terms such as mark and essence. Similarly, SPM-PEA03 focused on governance and immigration, and SPM-PEA04 addressed gender discourse through words like force and respect. The highest frequency appeared in SPM-PEA05, which analyzed the State of the Nation Address, reflecting the complexity of governance discourse (Du & Chen, 2022).

The cumulative total of 217 monosemic terms demonstrates the breadth of linguistic precision across student publications. This identification not only validates the role of monosemy in ensuring clarity but also provides the empirical basis for further categorization and functional analysis. By systematically documenting these terms, the study affirms that student writers consciously employ monosemic language to enhance editorial impact, foster credibility, and engage readers effectively (Unvar & Rahimi, 2013).

The Categories of English Monosemy are Employed in the Editorial Articles

The categorization of English monosemy in the political editorial articles was analyzed using Ruhl's (1989) framework, which identifies seven distinct types: semantic, contextual, lexical, pragmatic, functional, synchronic, and diachronic. This classification provides insight into how student writers strategically selected words with singular meanings to ensure clarity and precision in their discourse. In examining the frequency of each category, the study highlights the linguistic tendencies of student publications, showing which forms of monosemy were most dominant and how they contributed to the overall effectiveness of editorial writing (Du & Chen, 2022; Eslit, 2023).

The results reveal that semantic monosemy was the most frequently employed, followed by contextual and lexical monosemy. This indicates a strong preference for words with fixed meanings, while also demonstrating adaptability to specific contexts and reliance on dictionary-defined clarity. Pragmatic and functional monosemy were moderately represented, reflecting the writers' awareness of social resonance and grammatical precision. Synchronic and diachronic monosemy appeared least often, suggesting that student writers prioritized present clarity over historical or temporal shifts in meaning (Grundy, 2019; Cutting & Fordyce, 2020).

Table 2. Categorization of English monosemy

Category	Frequency	Key Examples	Role in Editorials
Semantic	61	Leadership, Transparency, Integrity	Precision, ethical clarity
Contextual	49	Resilience, Social Media, Trust	Adapts meaning to discourse
Lexical	46	Competence, Immigration, Violence	Stable dictionary meanings
Pragmatic	27	Respect, Promises, Accountability	Persuasive, socially resonant
Functional	16	Sustain, Arrest, Tend	Grammatical clarity
Synchronic	10	Preventive, Relief, Mindset	Present day concerns
Diachronic	8	Legacy, Saga, Revolution	Historical resonance
Total Words	217	—	—

The dominance of semantic monosemy underscores the student writers' commitment to precision, as words like integrity and transparency consistently conveyed ethical ideals without ambiguity (Du & Chen, 2022; Ruhl, 1999). Contextual monosemy further illustrates their ability to adapt language to specific political and social situations, while lexical monosemy reflects reliance on stable,

dictionary-based meanings to maintain consistency (Abdlzahra & Joshi, 2022). Pragmatic monosemy shows how writers strategically used socially resonant terms such as respect and accountability to persuade and engage readers (Unvar & Rahimi, 2013).

Meanwhile, functional monosemy contributed to grammatical clarity, ensuring that terms like sustain and arrest fulfilled precise syntactic roles

(Du & Chen, 2022). Synchronic and diachronic monosemy, though less frequent, added depth by anchoring meanings in present-day discourse or historical resonance (Solopova, 2017). The total of 217 words across all categories demonstrates the breadth of linguistic strategies employed, reinforcing the credibility and clarity of student editorial arguments (Cutting & Fordyce, 2020).

The Language Functions Do These Monosemic Words Serve in Editorial Discourse

Beyond categorization, the study examined the language functions of monosemy through Halliday’s (1978) Systemic Functional Linguistics framework, which identifies three metafunctions: ideational, interpersonal, and textual. This analysis highlights how monosemic words operate not only as linguistic units but also as tools for representing

realities, building relationships, and ensuring textual coherence. In mapping monosemy (or semantic specificity) onto these functions, the study reveals how student writers used precise language to strengthen their editorial stance and engage their audience effectively (Carston, 2024; Al-Subhi, 2023; Djonda, 2017).

The findings show that the ideational metafunction was most prominent, followed by the interpersonal and textual functions. This suggests that student writers prioritized clarity in representing political and social realities, while also emphasizing ethical accountability and maintaining structural coherence in their editorials. Each function demonstrates how monosemy contributes to the persuasive and rhetorical power of student publications (Unvar & Rahimi, 2013).

Table 3. Language functions of monosemic words

Category	Frequency	Key Examples	Role in Editorials
Ideational	98	Resilient, Immigration, Democracy	Representing realities
Interpersonal	79	Integrity, Trust, Respect	Building relationships
Textual	40	Flame, Platform, Transparency	Coherence, narrative flow
Total Words	217	—	—

The prominence of the ideational function highlights the writers’ ability to represent complex realities with clarity, using terms such as resilient and democracy to vividly describe socio-political conditions (Carston, 2024). The interpersonal function reflects their emphasis on trust, accountability, and ethical governance, as seen in repeated use of words like integrity and respect (Unvar, & Rahimi, 2013). These choices demonstrate the writers’ intent to foster credibility and strengthen the relationship between leaders and constituents.

The textual function, though less frequent, was equally important in ensuring coherence and logical flow. Words like platform and transparency helped structure arguments and sustain reader engagement, while metaphorical terms such as flame added rhetorical resonance (Du & Chen, 2022; Eslit, 2023). The total of 217 words across all functions confirms that monosemy was consistently integrated into every dimension of communication, enabling student writers to merge linguistic precision with persuasive effectiveness in their editorial discourse (Cutting & Fordyce, 2020).

Relatively, the study revealed that English monosemy plays a central role in the political editorial articles produced by the Student Publications of Davao de Oro State College. Across thirteen corpora,

a total of 217 monosemic terms were identified, reflecting a deliberate choice by student writers to employ words with singular, unambiguous meanings. This linguistic precision ensured that arguments were expressed clearly, avoiding ambiguity and strengthening the credibility of editorial discourse. Words such as democracy, corruption, transparency, and leadership exemplify this strategy, as they consistently conveyed direct political viewpoints without risk of misinterpretation. The findings affirm that monosemy is not merely a stylistic preference but a journalistic responsibility, enabling student editors to present arguments that are accessible, persuasive, and ethically grounded (Abdlzahra & Joshi, 2022; Du & Chen, 2022; Eslit, 2023).

The categorization of monosemic terms based on Ruhl’s (1989) framework further highlighted the strategic deployment of language in student editorials. Semantic monosemy emerged as the most dominant category, with sixty-one instances, underscoring the preference for words with fixed and stable meanings. These terms, including integrity, transparency, accountability, and credibility, were repeatedly used to reinforce ethical ideals and calls for responsibility in governance (Du & Chen, 2022; Chua, 2023). Contextual monosemy followed closely, with forty-nine occurrences, reflecting the

adaptability of language to specific political and social contexts (Carston, 2024; Abdalzahra & Joshi, 2022). Lexical monosemy was also significant, with forty-six instances, showing reliance on dictionary-defined meanings to maintain clarity and consistency (Haber & Poesio, 2023). Pragmatic monosemy appeared moderately, with twenty-seven instances, demonstrating how writers employed socially resonant words such as respect, promises, and trust to influence public sentiment (Cutting & Fordyce, 2020; Grundy, 2019). Functional monosemy, synchronic monosemy, and diachronic monosemy were less frequent, yet they contributed to grammatical precision, present-day relevance, and historical resonance respectively (Solopova, 2017; Van Dijk, 2014; Wodak & Meyer, 2020; Ezedike et al., 2019). Collectively, these categories reveal that student writers intentionally selected words that balanced stability, adaptability, and rhetorical impact.

The analysis of language functions through Halliday's (1978) Systemic Functional Linguistics framework further emphasized the role of monosemy in shaping editorial discourse. The ideational metafunction was most prominent, with ninety-eight instances, highlighting the writers' ability to represent ideas, experiences, and socio-political realities with clarity (Carston, 2024). Terms such as resilient, immigration, reforms, and democracy vividly conveyed complex conditions and challenges, ensuring that readers grasped the intended meaning without confusion (Panagiotidis, 2020; Flores, 2024). The interpersonal metafunction, with seventy-nine instances, underscored the importance of building trust and accountability between writers and their audience. Words like leadership, competence, integrity, and respect reinforced expectations of ethical governance and fostered relational credibility (Al-Subhi, 2023; Haber & Poesio, 2023). The textual metafunction, with forty instances, demonstrated how monosemy contributed to coherence and structural organization, enabling editorials to sustain reader engagement and logical flow (Siddique et al., 2018; Flores, 2024). Terms such as platform, brand, transparency, and flame exemplified the narrative and rhetorical strategies used to ensure clarity and resonance.

CONCLUSION

In conclusion, the study affirms that English monosemy is indispensable in political editorial writing. Its consistent use across student publications at Davao de Oro State College demonstrates a conscious effort to ensure clarity, credibility, and

impact in discourse. In strategically employing monosemic terms, student writers avoided ambiguity, strengthened their arguments, and fostered informed engagement among readers. The preference for semantic monosemy, alongside contextual and lexical categories, highlights the deliberate choice of words with stable meanings to communicate complex political viewpoints effectively. Furthermore, the integration of monosemy into ideational, interpersonal, and textual functions illustrates its role in shaping discourse that is precise, persuasive, and coherent. Saliently, monosemy emerges as a powerful linguistic tool that not only enhances editorial writing but also contributes to the cultivation of democratic participation and critical thinking within the academic community.

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Conflict of Interest

The author attests that no conflict of interest is associated with this study.

Ethical Statement

The study secured the approval of the DDOSC-Research Ethics Committee and obtained a certification with REC Code: 138-01-2025.

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