

UDC 811.111'38:81'42:004.738.5

DOI <https://doi.org/10.24195/2616-5317-2026-42.6>

LINGUOSTYLISTIC CHARACTERISTICS OF THE ENGLISH-LANGUAGE OFFICIAL EDUCATIONAL BLOG

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SUMMARY

The article studies the linguostylistic peculiarities of the English-language official educational blog as a specific hybrid genre of the internet discourse. The research is based on the corpus of 100 posts published on the UNESCO World Education Blog in the period from December 2024 to March 2026. The differential features of the official educational blog have been identified by means of a multimethodology framework, i.e. a combination of general scientific and specific linguistic methods, such as continuous sampling, contextual-interpretive and functional-stylistic analyses. The

analysis results demonstrate that an official educational blog combines characteristics of institutional, scientific, argumentative and mass media discourses, forming a hybrid genre of internet communication. At the lexical level, the official educational blog is distinguished by extensive use of professional pedagogical, socio-political, legal and institutional terminology, clichés typical of institutional and political discourses, evaluative lexis, conventional metaphors and nominalisation. At the syntactic level, the official educational blog is characterised by a combination of composite sentences and short simple sentences, as well as by the strategic use of rhetorical questions and questions-in-the-narrative. The English-language official educational blog headlines perform referential, analytical and phatic functions. Their various communicative types and linguistic models prove that educational blog posts combine characteristics of narrative, analytical, polemical and persuasive texts. All these linguostylistic features mark the difference between official educational blogs and personal ones, creating neutral, depersonalised, evidence-based narrative, strong argumentative coherence with implicit persuasiveness, therewith aiming at engaging, accessible and comprehensible content for a broad audience, at increasing readership and exerting considerable influence on public opinion in the field of education.

Key words: *official educational blog, English-language, internet discourse, linguostylistic features, differential features, lexical level, syntactic level.*

Introduction. Educational blog as a specific genre of internet discourse is in the focus of our research. In the modern world, internet communication has become an integral part not only of personal or social life but also of the scientific realm. Blogs, as one of the interactive online means, play a pivotal role in sharing information, opinions and ideas within the internet community. It is beyond any doubt that blog discourse has its linguistic peculiarities determined by the types of blogs, their functions, subject-matter, pragmatic intentions, target audience, etc. Our particular interest is in analysing linguostylistic features of the English-language official educational blog as a reliable source of information about global education issues.

The relevance of the problem. English-language official educational blogs function as platforms for sharing expert knowledge and combine linguistic features of institutional, argumentative, mass media and internet discourses. This comparatively new phenomenon demands profound linguostylistic analysis to identify its specific characteristics and to provide a holistic comprehension

of its communicative value for the international academic community in the modern digital world.

Literature review. Blogs as phenomena of modern online communication has been studied in terms of discourse analysis (Bosangit et al. 2016; Altamera, Cubelo 2025), of their pragmatic and communicative potential (Havrylenko, Meleshko 2023), as a hypergenre of personal internet communication (Dergach 2020), etc. Overall, blog is defined as a website or a webpage «on which one person or group puts new information regularly» (Cambridge dictionary online). The main features of any blog are a particular topic, target audience, chronological order of frequently updated posts which can be commented on by readers (Havrylenko, Meleshko 2023; Pedersen, Macafee 2006).

Previous findings demonstrate that blogs are of an intersectional nature which manifests itself in blending written and spoken, private and public discursive properties. It can be explained by bloggers' pragmatic intention to entertain, to inform, to educate the readers in an engaging way, attracting as bigger readership as possible. To reach this goal, the authors of blogs combine interpersonal communicative strategies and conversational attributes with carefully planned beforehand content which is typical of public speaking (Luzyn 2013).

Bloggers' intentions are realised by definite linguistic means which directly depend on communication settings. As E. Noronha concludes, the personal blog is first and foremost «online self-expression» which assists in «self-clarification, self-enhancement and self-validation» (Noronha 2013). On the other hand, personal blogs aim at maintaining close relationships with readers via verbalisation of thoughts, ideas and opinions, using «conversational, real-life oriented, colloquial tone», «emotional and accessible language» (Alimardonov 2025). Analyses of personal blog discourse clearly demonstrate that bloggers utilize various linguostylistic means of phono-graphical, lexical, syntactical levels, such as deictic structures, slang, pejorative lexis, idioms, and graphons (Gulich, Hnyria 2023). Furthermore, the typical use of intensifiers, tag questions, hedges, taboo language, empty adjectives, evaluative lexis appears to be dependent on bloggers' gender (Bustan, Alakrash 2020; Sapuan 2023).

The choice of linguistic means is definitely influenced by the topic and target audience of the blog. According to the blog content, they are labelled as food, travel, lifestyle, political blogs, etc. One of the newly emerged types is an educational blog. Educational blogs are considered as constituents of the educational internet discourse. Educational internet discourse is defined as «an argumentative, informational, socially ritual, institutionally-existential mediated type of discourse» (Truba 2022). These differential features are inherent to educational blogs as they simultaneously combine characteristics of personal blogs (self-expression, self-promotion, sharing personal values and opinions) and scientific blogs. The main criteria of the scientific blog, and, therefore, of the educational blog, are dissemination, dispute, production, and contribution to scientific knowledge (Beke 2009; Sotiroudas 2013). However, along with single-author educational blogs, there are official educational blogs representing academic institutions or international organisations in education, such as UNESCO, the OECD, the World Bank, etc. In this perspective, the questions that arise are what linguistic parameters of the official educational blogs are similar to single-author ones and what are differential.

Thus, **this study aims** at distinguishing and analysing the differential linguostylistic characteristics of the English-language official educational blog.

Research material and methods. The corpus for analysis consists of 100 posts retrieved from the World Education Blog, the official blog of the UNESCO, published between December 2024 and March 2026. The blog is designed for an international professional audience and highlights important issues of global education. The selected posts address various topics as AI and teaching, language policy, youth participation in policy-making, school leadership, gender equity in education, etc. which ensures the representativeness of the linguistic material. The methods used in the research include general scientific methods, namely analysis, synthesis, comparison and generalisation as well as specific linguistic methods, such as the method of continuous sampling, contextual-interpretive and functional-stylistic methods.

Results and discussion. The research clearly demonstrates differential features of the official educational blogs.

Firstly, the headline may be considered as the most visible element of a post in the analysed blog which aimed at attracting the reader's attention. In a way, it represents the main linguostylistic features of the genre. The analysis of headlines in the World Education Blog shows that, according to their communicative type, we can single out narrative, interrogative and exclamatory headlines. Within these types, several typical models are noteworthy:

1. *Thematic headline with a geographical marker.* As a rule, it combines the description of a problem with a reference to a country or region: “*In Burundi, language and insecurity are behind low and declining learning outcomes*” (WEB, 20.02.2026), “*China is embracing AI in education. How are principals coping?*” (WEB, 04.09.2025). In the given examples the opening phrase sets the geographical context and the rest of the headline presents the main idea by linking causes.

2. *Headline based on allusion.* They are based on a well-known cultural, literary or political reference that is adapted to the educational context. Such headlines combine literal and figurative meanings and attract the reader's attention while also suggesting analytical depth: “*The Trojan Horse in the classroom: navigating AI's impact on the International Day of Education*” (WEB, 24.01.2025); “*To ban or not to ban? Monitoring countries' regulations on smartphone use in school*” (WEB, 23.01.2025).

3. *Rhetorical question.* This model rather offers the reader to reflect over the problem mentioned than gives a direct answer: “*Do men and women have different (school) leadership styles?*” (WEB, 08.03.2026); “*Are phone bans working?*” (WEB, 15.12.2025).

4. *Quotation headline.* A quotation used as a headline introduces an external voice and creates a discussion tone: “*Student participation is still seen as optional*” (WEB, 28.01.2026); “*Some children in the class are in a wheelchair. Well so what?*” (WEB, 03.12.2024).

5. *Directive headline with modal meaning.* Such headlines express necessity or obligation: “*Young people must be part*

of implementation, not just consultation” (WEB, 30.01.2026); “Parliaments must lead for learning” (WEB, 14.01.2026), “School meals should be better monitored for quality” (WEB, 16.09.2025).

6. *Paradox or unexpected headline*. This type attracts attention through an unusual idea, thus encouraging further reading: “When AI teaches, what happens to teaching?” (WEB, 06.02.2026); “AI textbooks to arrive in Korea – the good, the bad, and the ugly” (WEB, 03.01.2025).

7. *Programme or slogan headline*. These headlines have a motivating function “It’s time to Lead with youth!” (WEB, 23.01.2026); “Youth and student organizations – we need you!” (WEB, 08.12. 2025).

Thus, the headlines in the World Education Blog perform several functions simultaneously: they present the topic to the reader (referential function), express the author’s position (analytical function) and establish emotional contact with the reader (phatic function). The variety of headline types reflects the diversity of the blog which combines narrative, analytical, polemical and persuasive texts.

One of the main features of the World Education Blog is the wide use of professional terminology which reflects the interdisciplinary nature of educational discourse. The terminology used in the blog can be divided into several groups.

The first group includes pedagogical terminology related to learning processes, and school management, for example: *foundational learning, instructional tools, adaptive learning platforms, bilingual instruction, instructional leadership, transformational and transactional leadership, student-textbook ratio, classroom-level aggregation, stratified sample, minimum proficiency threshold, nationally representative data, PASEC survey, AMPL survey* (WEB, 2026).

The second group embraces socio-political and legal terminology related to education policy and international development, such as *gender gap, human capital, demographic dividend, fiscal constraints, legislation and regulation* (WEB, 2026). This vocabulary is often used in posts discussing education reforms, youth participation, and education policy.

The third group includes institutional terminology, such as the names of organisations, programmes and international initiatives: *SDG 4, GEM Report, IFFEd, Africa Students’ Charter,*

Global Education Coalition, Pact for the Future, AU LEARN policy dashboard, etc. (WEB, 2026). Such terminology places the blog within the context of global educational policy and international cooperation.

Our analysis reveals that the official educational blog demonstrates frequent use of clichés typical of institutional and political discourse. Their function is to give the text an official and programmatic character. These are nominal clichés such as *quality education, access to education, right to education, meaningful participation, enabling environment, closing gender gaps* (WEB, 2026) which appear in many publications and form a stable vocabulary typical of international educational organisations. Verb-noun clichés are also widely used: *address challenges, bridge gaps, build human capital, deliver results, strengthen systems, expand access* (WEB, 2026). Such constructions often structure the argument and make the text sound like a policy or programme document. The blog also uses standard logical connectors, such as *this matters because, in this context, as a result, conversely, this suggests that* (WEB, 2026). These connectors help organise the arguments and create a clear logical structure of the text. At the end of analytical sections, authors often use rhetorical summary formulas such as *our findings suggest, evidence shows, what remains clear is, the real question is* (WEB, 2026). These expressions help to summarise the argument and move from analysis to conclusions or recommendations.

Despite the general tone of the World Education Blog being analytical, the authors of the posts use evaluative vocabulary quite actively: *mounting concerns, alarming trends, fast-moving global policy shift, intense struggle, a potential threat, worsening socioemotional difficulties, crucial for academic success* (WEB, 2026). Positive evaluative vocabulary is typically connected with the ideas of progress, equality and effectiveness while negative evaluation mark problems that need to be solved. The evaluative meaning in the blog is expressed through different parts of speech, including adjectives, nouns and verbs. Evaluative nouns such as *challenge, crisis, progress, opportunity, risk* and evaluative verbs such as *improve, strengthen, address, transform, struggle* contribute to the overall value-oriented character of the discourse. Evaluative

adjectives *persistent, entrenched, insufficient, fragile, risky, tokenistic, paternalistic*, etc. are used to emphasise the seriousness of educational issues and the dire need for reforms. Quite typical is also the vocabulary expressing urgency (*urgent, critical, imperative, must, cannot wait*). This vocabulary creates a sense of importance and immediacy of the issues discussed: “*Just as the political landscape slowly evolves towards greater inclusivity, our education systems must urgently follow suit*” (WEB, 05.21.2025) is typical of official educational blog discourse where the authors not only describe educational processes but also evaluate them and vote for policy-oriented change.

Evaluation is predominantly expressed implicitly rather than directly. Words such as *gap, barrier, inequality, lack* do not contain explicit negative charge but point at problematic areas and signal the need for intervention. In this way, the blog combines an analytical tone (in most cases similar to that of the academic discourse) and a clear evaluative charge.

Thus, evaluative vocabulary in the World Education Blog performs not only a descriptive but also a persuasive function. Through evaluation the authors guide the reader toward certain conclusions, sharing personal values and opinions.

Frequent use of abstract nouns denoting states, conditions, processes, actions and social concepts (*expansion, implementation, inequality, investment, prohibition, regulation, restriction, well-being*, etc.) reflects a strong tendency to nominalisation. This feature contributes to a depersonalised and objective narrative manner, with the focus on processes, policies and outcomes rather than individuals.

Conventional metaphor as a differential characteristic of the official educational blog functions to transform abstract processes into clear images in order to strengthen the evaluative effect, and furthermore to clarify and simplify authors' statements for non-expert readers: “*The policy debate rages on*”; “*In just a few years, banning mobile phones in schools has moved from a handful of national initiatives to a widespread global policy trend*” (WEB, 19.03.2026); “*a virtuous cycle of human capital development*”; “*gender inequality in education ... remains persistent and is holding back countries*”; “*the potential to unlock an immense human capital opportunity*” (WEB, 9.03.2026).

On the level of syntax, we observe a combination of two tendencies. On the one hand, the blog composite sentences typical of academic and official styles are used. On the other hand, the authors deliberately resort to the simpler structures to make the texts accessible to a wider audience. However, it is noteworthy that composite sentences predominate.

Complex sentences are typical of analytical posts where authors explain cause-and-effect relations or provide argumentative coherence: *“As AI systems increasingly handled planning, sequencing, diagnosis, and feedback, teachers found themselves thinking less deeply about those processes”* (WEB, 06.02.2026). Short simple sentences usually appear at important points of the text, often at the beginning or at the end of a paragraph. They function as key statements or conclusions and therefore attract the reader’s attention. Often used on the contrast with complex or extended simple sentences they help to emphasise the main idea: *“In the end, the challenge is not technological. It is pedagogical and professional. The future of AI in education will depend less on what algorithms can do, and more on whether educational systems still make room for teachers to think”* (WEB, 06.02.2026).

Question-in-the-narrative and rhetorical questions help to organise the text and involve the reader in the discussion. Such questions are used to move from a general problem to a more specific one or at the beginning or at the end of the text creating the effect of dialogue with the reader. A notable example is the post that concerns the problem of gender leadership where the question is used as the headline *“Do men and women have different (school) leadership styles?”* and as a closing of the post with the direct reader address *“What do you think?”* converting academic analysis into a kind of an open discussion (WEB, 23.02.2026). A similar structure we observe in the post about the textbook availability in Africa. The author uses the question-in-the-narrative as the opening sentence and as the closing one which suggests readers answering by themselves another question presented in the form of the affirmative sentence: *“The real question is therefore not about how many textbooks are printed, but how many are indeed opened in classrooms”* (WEB, 23.02.2026).

These syntactic features demonstrate a hybrid nature of the analysed blog: the combination of academic and official discourse markers, i.e. composite (complex and compound) sentences, extensive logical structure and report-like tone, and mass media discourse markers, i.e. simple sentences, questions-in-the-narrative and rhetorical questions. Thus, the official educational blog is characterised by a high degree of objectivity and analytical depth as well as public accessibility and reader engagement.

Unlike personal blogs, authors of the official educational blogs avoid first-person singular pronouns, emotive, colloquial, conversational lexis, interjections, exclamatory and elliptical constructions to maintain neutral, implicitly persuasive tone, evidence-based and objective manner of presenting information rather than subjective, self-expressive, explicitly evaluative, emotionally convincing personal blog style. On the other hand, typical linguostylistic features of the official educational blogs aim at creating compelling, broad audience, accessible and comprehensible content to increase readership and globally influence public opinion in the education realm.

Conclusions. The research clearly demonstrates that English-language official educational blogs are characterised by distinguishing linguostylistic parameters and as a hybrid genre of internet communication combine features of institutional, scientific, argumentative and mass media discourses. The linguostylistic characteristics that differentiate official educational blogs from personal ones manifest themselves at lexical (specific terminology, clichés, evaluative lexis, conventional metaphors, nominalisation) and syntactic (combination of composite and short simple sentences, use of questions-in-the-narrative, rhetorical questions) levels alongside with diverse headline strategies. These features provide neutral tone, evidence-based narrative, argumentative coherence and implicit persuasiveness along with broad public accessibility of the blog posts. Overall, English-language official educational blogs function as an effective tool of global educational communication that helps not only to inform readers but to shape public opinion on vital education issues.

The perspective of further research is to study target audience engagement strategies of the English-language official educational blogs.

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ЛІНГВОСТИЛІСТИЧНІ ОСОБЛИВОСТІ АНГЛОМОВНОГО ОФІЦІЙНОГО ОСВІТНЬОГО БЛОГУ

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АНОТАЦІЯ

У статті досліджуються лінгвостилістичні особливості англomовного офіційного освітнього блогу як специфічного гібридного жанру інтернет-дискурсу. Дослідження спирається на корпус зі 100 дописів, опублікованих в блозі ЮНЕСКО World Education Blog у період із грудня 2024 року до березня 2026 року. В результаті проведеного аналізу було виокремлено диференційні ознаки офіційного освітнього блогу за допомогою

мультиметодологічного підходу, що поєднує загальнонаукові та спеціальні лінгвістичні методи, зокрема метод суцільної вибірки, методи контекстуально-інтерпретаційного і функціонально-стилістичного аналізу. Було з'ясовано, що офіційний освітній блог поєднує риси інституційного, наукового, аргументативного та масмедійного дискурсів, формуючи гібридний жанр інтернет-комунікації. На лексичному рівні офіційний освітній блог характеризується широким використанням професійної педагогічної, соціально-політичної, правової та інституційної термінології, інституційних і політичних кліше, оцінної лексики, конвенційних метафор і номіналізації. На синтаксичному рівні офіційний освітній блог поєднує складні та короткі прості речення, риторичні та «розповідні» запитання. Заголовки англійських офіційних освітніх блогів виконують референтивну, аналітичну та фатичну функції. Їхні різноманітні комунікативні типи та лінгвістичні моделі засвідчують, що постами освітніх блогів притаманні риси наративних, аналітичних, полемічних і переконувальних текстів. Сукупність зазначених лінгвостилістичних ознак відрізняє офіційні освітні блоги від персональних, формуючи нейтральний, деперсоналізований, доказово орієнтований наратив із високим рівнем аргументативної зв'язності та імпліцитної переконливості, водночас демонструючи спрямованість на створення привабливого, доступного і зрозумілого контенту для широкої аудиторії, розширення читацької спільноти та реалізацію значного впливу на громадську думку у галузі освіти.

Ключові слова: офіційний освітній блог, англійський, інтернет-дискурс, лінгвостилістичні особливості, диференційні ознаки, лексичний рівень, синтаксичний рівень.

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Дата першого надходження статті до видання: 03.03.2026

Дата прийняття статті до друку після рецензування: 15.04.2026

Дата публікації (оприлюднення) статті: 29.05.2026



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