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A Syntactic Analysis of Sentence Patterns in Al Jazeera Educational News

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A B S T R A C T

Educational news requires clear sentence structures to convey information effectively. Guided by Chomsky's Transformational Generative Grammar (TGG) and Quirk et al.'s syntactic model, this qualitative descriptive study aims to analyze the distribution and construction of sentence patterns in Al-Jazeera.com educational news, focusing on coverage regarding the US Department of Education. Data were gathered through non-participant observation and document analysis of 2 news articles, yielding a total analyzed corpus of 72 sentences. Sampling was conducted using a purposive sampling technique based on specific inclusion criteria for factual educational news. Analytical procedures followed Spradley's ethnographic framework comprising domain, taxonomic, componential, and cultural theme analyses combined with quantitative percentage calculations. The analysis revealed ten sentence pattern variations across the 72 analyzed sentences: S+V+O (22.2%, 16 sentences), S+V+O+C (18.05%, 13 sentences), S+V+C (15.2%, 11 sentences), C+S+V+O (13.8%, 10 sentences), O+S+V+C (11.1%, 8 sentences), C+S+V+C (5.5%, 4 sentences), O+S+V (5.5%, 4 sentences), C+S+V (4.1%, 3 sentences), C+V+S (2.7%, 2 sentences), and S+V+C+O (1.3%, 1 sentence). The dominance of active-transitive (S+V+O) structures reflects media priorities in delivering core policy actions directly, while circumstantial elements (complements and adverbials) provide essential background context. Practically, these findings offer actionable insights for journalists to craft communicative news narratives and assist language educators in designing authentic syntax teaching materials.

Keywords: *Al-Jazeera, Educational News, Sentence Pattern, Syntax.*

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INTRODUCTION

Education news reporting transcends the mere conveyance of facts, as it reflects the ideological dynamics, policies, and structural challenges confronting the global education system. In educational journalism, clarity, accessibility, and precision are paramount, as complex policy changes directly impact students, educators, and institutions worldwide. Analyzing sentence patterns within this domain is crucial because syntactic structures dictate how accessibility and narrative emphasis are constructed; well-chosen patterns allow readers to navigate intricate socio-political and educational issues efficiently. With the rapid technological growth enabling instant digital news dissemination, online news platforms have become the primary medium for communicating educational developments to a global audience.

Recent studies have explored syntactic structures across various journalistic contexts. For instance, Andriani & Bram (2021) analyzed sentence patterns in BBC news articles, demonstrating that transitive Subject+Verb+Object (SVO) structures form the foundational core of news writing due to their directness. Similarly, Endoo (2024) examined online coverage in *The Nation*, showing how word order and syntactic complexity affect reader engagement and information flow. Vu (2025) highlighted how Vietnamese online English newspapers strategically alter sentence structures to balance clarity with detailed background information. Furthermore, Nur Aisyah et al. (2024) addressed syntactic accuracy in online news portals, emphasizing that syntactic choices directly govern reader comprehension. While these studies

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provide valuable insights into journalistic syntax, most existing literature focuses predominantly on general political, environmental, or crime news.

Despite the growing body of literature on journalistic syntax, a significant research gap remains: there is a lack of systematic syntactic investigations specifically targeting educational news coverage within international, non Western centric news organizations. Existing educational news studies often concentrate on thematic content or framing analysis rather than the underlying grammatical architectures (sentence patterns and constructions) that encode complex educational policies.

To bridge this research gap, Al-Jazeera.com was explicitly selected as the primary data source. As one of the world's leading global news networks operating outside traditional Western mainstream media, Al-Jazeera.com provides extensive, objective, and in-depth coverage of global educational reforms and policy decisions, such as major structural shifts in the US Department of Education. Examining Al-Jazeera's journalistic language offers a unique opportunity to understand how a prominent non-Western international media outlet utilizes specific English sentence patterns to convey high-stakes educational issues to a diverse international readership.

Grounded in Chomsky (1957) Transformational Generative Grammar (TGG) and Quirk et al.'s syntactic model, this study aims to systematically analyze and classify the distribution of sentence patterns and structural constructions used in educational news published on Al-Jazeera.com. Specifically, this study is guided by the following research questions: (1) What sentence pattern variations are used in the educational news articles on Al-Jazeera.com? (2) Which sentence pattern is most dominant, and how do its structural configurations contribute to the communicative goals of educational journalism?

METHOD

Research Design

This study employs a qualitative descriptive research design to provide a comprehensive, contextual, and systematic analysis of sentence patterns in educational journalism on Al-Jazeera.com. A qualitative descriptive approach is appropriate for this study because it allows researchers to examine naturally occurring linguistic structures within their actual discourse context without manipulating or controlling variables (Colorafi & Evans, 2016; Sandelowski, 2000). Furthermore, it facilitates an in-depth qualitative interpretation of how and why specific syntactic configurations are utilized to achieve communicative precision in reporting complex educational policies.

Data Source and Sampling Technique

This research data is linguistic in nature, namely written text extracted from the data source. More specifically, the primary data consists of sentences written in news text. This data was analyzed to identify its grammatical constituents (subject, verb, object, complement, and adverbial) and then classified into standard English sentence patterns. Thus, the research data consists of sentences written in news texts on Al-Jazeera.com. The data source in this study is educational news text found on Al-Jazeera.com. This source was chosen because it represents formal English language journalism with an international reach, providing a rich and consistent corpus of news text for syntactic analysis. The following are the download addresses and titles of the online news text that will be used in this study: (1) https://www.aljazeera.com/news/2025/3/21/donald-trump-signs-executive-order-to-eliminate-department-of-education, title: Donald Trump signs executive order to 'eliminate' Department of Education. (2) https://www.aljazeera.com/news/2025/3/21/why-is-trump-dismantling-the-department-of-education-and-whats-next, title: Why is Trump dismantling the Department of Education – and what's next?

Data Collecting Technique

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Sujarweni (2025) said that data collection techniques are methods used by researchers to uncover or gather qualitative information from respondents in accordance with the scope of the research. According to Santosa (2021:71) in Sari (2023) said that this study uses data collection techniques related to data sources, namely observation and document analysis. The type of observation used is non-participatory observation, where researchers observe and analyze data without having to interact directly with the research subjects (Daruhadi & Sopiati, 2024). To mitigate the potential subjective influence of researchers that may unconsciously arise in non-participatory observation, this study applied a data triangulation strategy to ensure the validity and trustworthiness of the findings. This triangulation is realized through three components, namely data source triangulation, method triangulation, and expert triangulation (expert validator), which are confirmed through *Focus Group Discussion* (FGD) procedures (Sari, 2023).

Document analysis in this study involves the comprehensive collection of data from documents, archives, and other written materials relevant to the phenomenon under investigation. In addition, this technique is extended to include a review of findings from relevant previous studies, in order to provide a strong theoretical and comparative foundation (Daruhadi & Sopiati, 2024).

This study integrates observation and document analysis techniques as the main procedures for collecting the necessary empirical data, focusing on the analysis of online news texts in Al-Jazeera.Com media. Furthermore, the implementation of non-participatory observation is combined with a data triangulation strategy involving various data sources and confirmation through *Focus Group Discussion* (FGD), which are essential for ensuring the validity and reliability of the data used in this study (Sari, 2023).

Research Instrument

The main instrument in this syntactic analysis research is a document analysis worksheet or structured data coding form, which is specifically designed to identify and classify sentence patterns in educational news texts on Al-Jazeera.com. This worksheet serves as a systematic guide for researchers in the data collection and analysis process. First, each sentence in the news text selected as a sample (the population is based on educational news published during a specified period, for example, the last academic year) will be isolated and recorded. Second, for each recorded sentence, the instrument requires researchers to perform two main stages of syntactic analysis: identification of the core structure of the sentence and classification of sentence patterns. To identify the core structure, researchers must determine the Syntactic Function (Subject, Predicate, Object, Complement, Adverbial) of the main constituents of the sentence.

Third, based on the identification of these functions, the researcher then classifies the sentence into a Basic Sentence Pattern (S+V, S+V+O, S+V+C, etc). This classification is based on the syntactic model adopted from *A Comprehensive Grammar of the English Language* by Quirk et al. Thus, this instrument ensures that each piece of data (sentence) is analyzed consistently and systematically in accordance with the research objective of analyzing sentence patterns and sentence construction used in educational news on Al-Jazeera.com.

Research Procedure

This research procedure is divided into three main phases: preparation, implementation (data collection and analysis), and completion. The Preparation phase begins with the development of a theoretical framework and methodology, followed by the establishment of strict purposive sampling criteria for selecting educational news articles from Al-Jazeera.com and determining the research period. After that, the Implementation Phase begins with the archiving of online documents and clause segmentation, which produces a linguistic corpus. The core of the implementation phase is syntactic data analysis, in which researchers, using the Syntactic Analysis Guidelines as an instrument, identify the functions of constituents (S, V, O, C, A) for each clause based on TGG theory and classify the resulting sentence patterns. The next step is frequency analysis to determine the dominant patterns.

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Finally, in the Completion Phase, the frequency and classification results are interpreted qualitatively, explaining the most frequently occurring pattern structures and relating them to the characteristics of the educational news genre, before checking the validity of the data and writing the final report.

Data Analysis

Data analysis is the process of processing information that has been collected using statistical methods in order to provide answers to research questions (problem formulations). Therefore, data analysis techniques are procedures or steps used to perform the analysis, with the ultimate goal of interpreting the data to achieve the research objectives (Sujarweni, 2025). Sari (2023) said that the data analysis technique followed four major stages, namely domain analysis, taxonomy analysis, componential analysis, and cultural theme analysis. This analysis model followed (Spradley's (1980) theory, which is described as follows.

Trustworthiness of Data

Mekarisce (2020) said that data validity checking techniques are a fundamental component of qualitative research methodology and therefore cannot be excluded from the body of knowledge that forms the discipline of qualitative research. The validity of an instrument reflects the degree of accuracy to which it is able to measure the construct or variable that has been specifically defined as its measurement target (Sujarweni, 2025). Sari (2023) said that the reliability of the data in this research is established through the alignment of empirical findings with the predefined classification framework and theoretical underpinning. Specifically, the categorization of linguistic processes is executed based on sentence patterns and strucatural constructions, adopting Transformational Generative Grammar framework as pioneered by Chomsky (1957). According to Santosa (2021: 68-70) in Sari (2023) said that this study uses three triangulation techniques adapted from source triangulation, method triangulation, and expert.

Susanto et al. (2023) said that source triangulation was implemented through the use of multimodal data, which included two different primary sources. These sources consisted of documentary sources, in the form of two news articles from Al-Jazeera.com, and informant sources, namely two experts competent in *Transformasional Gramatika Generatif* (TGG) (Chomsky, 1957). The involvement of these informants essentially aims to verify and validate the results of data analysis, specifically in identifying and assessing the accuracy of the findings that have been examined. Triangulation is done by comparing information or data in different ways (Susanto et al., 2023). In triangulation, there are two techniques used in this study to obtain information from informants, namely document analysis and *Focus Group Discussion* (FGD) (Sari, 2023).

This study adopts source triangulation and method triangulation as central strategies to augment the validity of the findings. This comprehensive approach is conceptualized to ensure that the data collected is sourced from a diverse spectrum of references and processed using a range of analytical techniques. Through this dual implementation, the potential for error is minimized, and confidence is increased that the data used has high reliability and accuracy in accordance with the established research objectives.

FINDINGS AND DISCUSSION

Findings

A qualitative syntactic analysis guided by Chomsky (1957) Transformational Generative Grammar (TGG) and Quirk et al. (1985) grammatical framework revealed 10 distinct sentence pattern variations across the analyzed corpus of 72 sentences from Al-Jazeera.com educational news. The constituent functions evaluated include Subject (S), Verb/Predicate (V), Object (O), Complement (C), and Adverbial/Circumstance (A/C). Table 1 summarizes the overall frequency and percentage distribution of the identified sentence patterns.

Tabel 1. Result frequency and percentage patterns

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Media	Title	Sentence Pattern									
		S+V+O+C	**S+V+C**	**S+V+O**	**C+S+V+C**	**O+S+V+C**	**C+S+V+O**	**C+S+V**	**C+V+S**	**S+V+C+O**	**O+S+V**
Al-Jazeera.com	Donald Trump signs executive order to 'eliminate' Department of Education	13	11	**16**	4	8	10	3	2	1	4
Percentage (%)		18,05	15,2	**22,2**	5,5	11,1	13,8	4,1	2,7	1,3	5,5

Note:
S : Subject
V : Verb
O : Object
C : Complement

Based on the table 1. Result frequency and percentage patterns of the Educational News Article Entitled *Donald Trump Signs Executive Order to 'Eliminate' Department of Education* published by Al-Jazeera.com, a diverse variation of sentence patterns was found across a total of 72 structured data units. The findings show that the S+V+O pattern is the most dominant pattern used in the news coverage, accounting for 22.2% of all sentence patterns. The dominance of the S+V+O pattern reinforces the characteristics of journalistic writing, which prioritizes conveying actions and policy impacts in a direct and focused manner where the subject (such as a political actor or policymaker) actively performs an action upon a specific object. For example:

Data Code ALJ/210325/32: *Trump has previously pledged to expel all 'Biden bureaucrats' and install loyalists instead.* The sentence is categorized under the S+V+O pattern because the phrase *Trump* functions as the Subject or primary actor, while *has previously pledged* acts as the Verb (Predicate) in the form of a transitive verb phrase. Meanwhile, the infinitive clause *to expel all 'Biden bureaucrats' and install loyalists instead* functions entirely as the direct Object completing the meaning of the verb *pledged*. Even though the object clause contains a compound action joined by *and*, it syntactically functions as a single direct object, reinforcing the sentence's core S+V+O structure.

The next dominant pattern is S+V+O+C with a frequency of 18.05%. An example sentence is as follows:

Data code ALJ/210325/59: *Trump tried to assuage those concerns on Thursday.* The sentence is categorized under the S+V+O+C pattern because its constituents consist of the Subject (S) *Trump* as the actor, the Verb (V) *tried* as a transitive verb, and the Object (O) *to assuage those concerns* as an infinitive clause completing the main action. Additionally, the prepositional phrase *on Thursday* functions as an Complement (C) clarifying the time of the event, thereby forming the complete S+V+O+C structure.

The S+V+C pattern appears with a frequency of 15.2%. The high occurrence of additional circumstantial elements in this pattern indicates that educational news journalism does not merely report basic actions, but also intensively provides descriptive details, context, and supplementary explanations regarding the reported decisions or entities. For example:

Data code ALJ/210325/13: *Senate Minority Leader Chuck Schumer wrote on social media within minutes of the ceremony.* The sentence is categorized under the S+V+C pattern because the noun phrase *Senate Minority Leader Chuck Schumer* acts as the Subject (S) and the intransitive verb *wrote* functions as the Verb (V). Since this verb does not require a direct object, the sequence of prepositional phrases *on social media* and *within minutes of the ceremony* together function as Complement (C) clarifying the platform and time of the action, thus forming the syntactic structure S+V+C.

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In addition to conventional patterns structured with a subject at the beginning, this study also identified sentence pattern variations starting with an complement or object element, such as the C+S+V+O pattern, which accounts for 13.8% of the data. An example sentence is as follows:

Data code ALJ/210325/16: *In doing so, he created a new cabinet-level position, something Republicans even then argued would leach power away from states and local school boards.* The sentence is categorized under the C+S+V+O pattern because it begins with the prepositional phrase *In doing so* functioning as an Complement(C) that provides context for the action. Next, the pronoun *he* functions as the Subject (S), and the transitive verb *created* acts as the Verb (V). The noun phrase *a new cabinet-level position* together with its appositive clause entirely occupies the Object position (O), completing the action of the predicate, thus forming the syntactic configuration C+S+V+O.

Furthermore, the O+S+V+C pattern appears with a frequency of 11.1%. An example sentence is as follows:

Data code ALJ/210325/30: "*Fifty percent have taken offers," Trump said to applause*. The sentence is categorized under the O+S+V+C pattern because it utilizes the technique of object fronting in direct quotation. The quote *Fifty percent have taken offers* functions as the direct Object (O), placed at the beginning to emphasize the content of the statement. The reporting clause that follows consists of *Trump* as the Subject (S), the verb *said* as the Verb (V), and the prepositional phrase *to applause* as an Complement (C) describing the condition under which the statement was made, thereby forming the complete O+S+V+C structure.

The C+S+V+C pattern appears with a frequency of 5.5%. An example sentence is as follows:

Data code ALJ/210325/38: *But already, Republicans like Senator Bill Cassidy of Louisiana have stepped forward to begin legislative proceedings.* The sentence is categorized under the C+S+V+C pattern because it begins with the transitional complement *But already,* which function as an initial Complement (C). The Subject element (S) is filled by the complex noun phrase *Republicans like Senator Bill Cassidy of Louisiana*, followed by the phrasal verb *have stepped forward* as the Verb (V). Finally, the infinitive phrase *to begin legislative proceedings* acts as an Complement (C) completing the action of the main verb, thus forming the syntactic configuration C+S+V+C.

Additionally, the O+S+V pattern appears with a frequency of 5.5%. An example sentence is as follows:

Data code ALJ/210325/48: *"They want to test that in court," he said.* The sentence is categorized under the O+S+V pattern because it employs the technique of object fronting in direct speech discourse. The entire clause *They want to test that in court* grammatically functions as the direct Object (O), front-loaded to emphasize the content of the statement. Meanwhile, the reporting clause consists of the pronoun *he* as the Subject (S) and the verb *said* as the Verb/Predicate (V), thus forming the O+S+V syntactic configuration.

The C+S+V pattern in this study appears with a frequency of 4.1%. An example sentence is as follows:

Data code ALJ/210325/46: *But achievements in reading and science remained stable.* The sentence is categorized under the C+S+V pattern because it begins with the transitional conjunction *But,* which functions as a connective Complement (C). The Subject element (S) is filled by the complex noun phrase *achievements in reading and science* as the main entity, while the linking verb *remained* along with its adjectival complement *stable* together form the Verb/Predicate (V) section. This arrangement of constituents starting with a transitional adverbial followed by the subject and predicate units reinforces its underlying syntactic structure as C+S+V.

The appearance of the C+V+S pattern at 2.7% further contributes to the diversity of sentence patterns used. An example sentence is as follows:

Data code ALJ/210325/06: *When he lifted up the completed order for the cameras, so too did the kids.* The sentence is categorized under the C+V+S pattern because it applies an inverted structure in its main clause. The dependent clause *When he lifted up the completed order for the cameras* functions as an Complement (C). The presence of the adverbial phrase *so too* then triggers

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subject-verb inversion, causing the auxiliary verb "*did*" to precede the noun phrase *the kids*. This arrangement positioning the verb (V) before the subject (S) following an adverbial element precisely forms the C+V+S syntactic pattern.

Sentences with the S+V+C+O pattern account for 1.3% of the total dataset. An example sentence is as follows:

Data code ALJ/210325/28: *He explained from the podium on Thursday that he had offered buyout offers to Education Department employees.* The sentence is categorized under the S+V+C+O pattern because it inserts an adverbial modifier between the predicate and its direct object. The pronoun *He* functions as the Subject (S), followed by the verb *explained* as the Verb (V). The prepositional phrase *from the podium on Thursday* acts as an complement (C) of place and time, preceding the *that* clause *that he had offered buyout offers...*, which functions as a noun clause Object (O), thereby forming the S+V+C+O syntactic configuration.

The presence of configurations such as C+S+V (4.1%), C+V+S (2.7%), S+V+C+O (1.3%), and O+S+V (5.5%) highlights the existence of stylistic variations in syntax used to provide emphasis or organize informational focus (topicalization). Placing initial adverbial elements (circumstance/complement) specifically serves to establish the background of time, place, or political conditions before the main action is introduced. The aligns with the findings of Andriani & Bram (2021) in her study on the syntactic structure of BBC news articles, which confirmed that transitive-based patterns with a S+V+O structure serve as the core foundation of mass news media due to their effectiveness in conveying factual information clearly to readers.

Furthermore, the variation in syntactic element arrangements within global digital media such as Al-Jazeera.com reflects a comprehensive need to present complex educational issues. As noted by Vu (2025) in an analysis of online newspaper syntax, selecting varied sentence structures including placing adverbial elements at the beginning or utilizing complements serves to maintain discourse dynamics and engage readers without compromising grammatical accuracy. Similarly, sentence pattern analysis on online news portals, as examined in the Rahmawati & Rachmi (2021) indicates that the S+V+O structure alongside its modifications (such as the addition of Adjuncts/Complements) constitutes the most flexible, foundational grammatical pattern for encoding public discourse events. Consequently, the syntactic structure of educational news on Al-Jazeera.com not only adheres to standard English grammar rules but is also strategically leveraged to construct news narratives that are informative, balanced, and responsive to the context of global educational issues.

Discussion

Based on the percentages in Table 1, the sentence pattern variations identified in the present study show similarities to previous research on journalistic texts. Andriani & Bram (2021), for example, identified five sentence patterns in BBC news articles, with S+V+O emerging as the most frequently used pattern (42%). Similarly, Rahmawati & Rachmi (2022) found various sentence patterns in online news articles published on The Jakarta Post website, demonstrating that journalistic texts employ different syntactic constructions to organize information. These findings support the observation that transitive constructions, linking-verb constructions, and other clause patterns contribute to the structural variety of news writing. Furthermore, the occurrence of fronted complements and objects in the present corpus may indicate how writers organize information and establish thematic emphasis. Such interpretations, however, should be understood in relation to the specific contexts of the analyzed sentences rather than assumed to represent a universal journalistic strategy. Overall, the combination of basic sentence patterns and phrase constructions in Al-Jazeera.com educational news demonstrates how syntactic variation can be used to present actions, descriptions, and contextual information. These linguistic choices are relevant to journalistic communication, which emphasizes clarity, readability, and the accurate presentation of information (Rafiee et al., 2024).

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Furthermore, the pedagogical implications of these syntactic findings are particularly relevant to undergraduate students in English Education Study Programs. As prospective English teachers, students need to develop an understanding of how grammatical structures function in authentic written communication, rather than learning sentence patterns only through isolated grammatical exercises. Ökcü & Çiftçi (2018) demonstrated the relevance of authentic materials in the development of pre-service EFL teachers' knowledge and understanding of English language teaching. In addition, Rahmawati & Rachmi (2022) showed that online news articles contain various sentence patterns that can serve as examples for syntactic analysis. By examining how professional journalists construct sentences using patterns such as S+V+O, S+V+C, and S+V+O+C, pre-service English teachers can explore the relationship between grammatical structures and the delivery of information. The analysis of authentic news texts can therefore provide practical learning materials for teaching grammar, reading comprehension, and academic writing. Developing students' awareness of syntactic variation may also help them design instructional materials and guide EFL learners in constructing grammatically accurate and contextually appropriate sentences.

The implications of these syntactic findings can also be extended to the teaching of report text writing, particularly through the use of authentic news materials. The occurrence of patterns such as S+V+O, S+V+C, and S+V+O+C, together with prepositional phrase constructions, illustrates how grammatical structures contribute to the organization of factual information. However, journalistic writing conventions should not be regarded as universal cultural values because news-writing practices may differ across cultural and institutional contexts. Rafiee et al. (2024) found differences in the journalistic principles emphasized in Dutch and Iranian journalism handbooks, particularly in their approaches to informing readers and raising public awareness. This finding suggests that news language is shaped not only by grammatical conventions but also by the communicative purposes and cultural contexts in which journalism operates.

In teaching report text writing, understanding clause and phrase structures can help students organize factual information systematically. For example, prepositional phrases can provide additional details about time, place, sources, and circumstances, allowing writers to present contextual information within a sentence. Similarly, variations in sentence structure can help students understand how information is introduced and emphasized in written discourse. Through the analysis of authentic educational news, students can compare grammatical constructions and examine how linguistic choices influence the presentation of factual information. These activities can support the development of students' grammatical awareness and their ability to write coherent and informative report texts.

Consequently, integrating sentence pattern and phrase construction analysis into report text instruction can encourage students to develop both grammatical competence and critical awareness of written discourse. Students are not merely expected to memorize sentence patterns but also to understand how syntactic choices contribute to the organization, emphasis, and communication of information. By examining educational news from international media alongside texts related to their local contexts, learners can compare different ways of presenting factual information. This approach may help bridge the gap between grammatical knowledge and practical writing skills while encouraging students to recognize the relationship between language use, communicative purposes, and cultural contexts.

CONCLUSIONS

This study demonstrates that educational news reporting on Al-Jazeera.com relies on a flexible syntactic architecture comprising ten distinct sentence pattern variations to achieve communicative clarity and objective coverage. Guided by Chomsky's Transformational Generative Grammar and Quirk et al.'s grammatical framework, the core findings highlight a strong preference for active-transitive Subject+Verb+Object (SVO) structures, alongside their enriched counterparts incorporating circumstantial complements. This structural

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arrangement allows journalists to present primary policy actors and their actions directly, while seamlessly integrating necessary background details such as time, place, and legislative context. Additionally, strategic variations like complement-fronting and object-fronting are effectively utilized to set situational context and emphasize direct stakeholder statements. These findings contribute significantly to the fields of syntactic analysis and educational journalism by offering an empirical mapping of how non-Western global media platforms construct news discourse around complex international educational reforms. Practically, the results provide media practitioners with insights into balancing directness with contextual depth in news writing, while offering language educators authentic, corpus-based materials for teaching advanced syntactic structures in English for Specific Purposes (ESP). For future research, it is recommended to expand the analytical corpus across a larger dataset of news articles and conduct comparative syntactic analyses between diverse international news outlets to further generalize the stylistic and grammatical norms of global journalism.

Declaration

Author Contributions: All authors contributed to the development of this research according to their respective roles and expertise. Their contributions included conceptualization, methodology, data collection, data analysis, and manuscript preparation. All authors reviewed and approved the final version of the manuscript.
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Ethical Approval: This research was conducted in accordance with applicable research procedures, ethical principles, and institutional regulations. As the study involved the analysis of publicly available online news articles and did not involve human participants, formal informed consent was not required.
Use of Generative AI: The authors used generative artificial intelligence (AI) tools to assist with English language editing, grammar checking, and improving the clarity and readability of the manuscript. All research processes, data analysis, interpretations, and final decisions remain the responsibility of the authors.

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