



**People's Democratic Republic of Algeria**



**Ministry of Higher Education and Scientific Research**

**University of Mostaganem**

**Faculty of Foreign Languages**

**Department of English**

**Title:**

**A Discourse Analysis of the British Newspapers' Coverage  
of Charlie Hebdo Attack**

**A Dissertation Submitted to the Faculty of Foreign Languages as Partial Fulfilment  
of the Requirement for the Degree of Magister in English**

**Supervised by:**

**Pr. Fatima Z. BENNEGHROUZI**

**Presented by:**

**Soussen BOUKHENNOUFA**

**Board of Examiners:**

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**Dr. Mustapha BOUDJELAL (Examiner)**

**Academic Year: 2017/2018**



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*Success is going from failure to failure without losing your enthusiasm.*

**(Winston Churchill)**

## **Dedication**

*For all the humanity.*

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## **Abstract**

This research dissertation critically analysed the discourse of Charlie Hebdo Attack 2015 which was regarded as a peak time for media coverage. We considered two mainstream British newspapers namely The Guardian and The Daily Telegraph and we explored how the two papers represented the event within their cultural settings, how language use satisfied the readership through particular ideological representation of Islam and Muslims as a terror threat and whether such representation is in some way related to the political orientation of the newspaper. The theoretical framework of this study was based on Halliday's transitivity model but also it drew on from Fairclough's socio-cultural model of CDA to explain the different ideologies in both newspapers. Analysis concerned forty four headlines and leads in articles published on the newspapers' official online websites.

**Key concepts:** Media discourse- Systemic Functional linguistics- Critical Discourse

Analysis- Ideology- British Newspaper

## **Résumé**

Ce mémoire est centré sur la grammaire systémique fonctionnelle de MAK Halliday (SFL) et de la façon elle s'applique à l'analyse du discours de la presse Britannique lors de la couverture de l'évènement de l'attaque du magazine française Charlie Hebdo qui a eu lieu en 2015. Le but de ce travail est d'analyser l'utilisation du système de transitivité dans les titres ainsi que les chapeaux, afin de prouver qu'ils contiennent des idéologies d'islamophobie.

Deux journaux principaux ont été considéré pour l'analyse The Guardian et The Daily Telegraph, pour les tous mes trois jours premiers de couverture. Ces deux journaux supportes deux différente parties politiques ce qui va influencer également leurs idéologies lors de la structure des articles. Ce travail a adopté une méthode mixte qualitative et quantitative. En premier pas, l'analyse de système de transitivité et éventuellement, on comptant le nombre et le pourcentage de tous les six types de processus qui nous a permet d'expliquer les différentes idéologies et leurs relations avec l'orientation politique du journal. Étudié. Le travail conclut que les discours du Guardian et le Daily Telegraph est chargé de stéréotype islamophobe ce qui reflète la culture western en générale et britannique vis-à-vis la religion d'Islam comme une menace politique contre l'ouest.

**Mots clés** : Discours médiatique, linguistique systémiques fonctionnelle, l'Analyse Discursive Critique, Idéologie, La presse Britannique.

## ملخص

تركز هذه المذكرة على النحو الوظيفي لهاليداي والطريقة التي يطبق بها في تحليل الخطاب الصحافة البريطانية لجريدتي القارديان و التيليقراف ايزاء تغطية الهجوم الذي مس صحيفة شارلي ايبودو الفرنسية سنة 2015..والغرض من هذا العمل هو إثبات ما إذا كانت هتين الصحيفتين تعكس ايديولوجيات سياسية تهدف من خلالها إلى نشر الذعر في أن الديانة الاسلامية يشكل تهديد سياسي للمجتمع البريطاني. و ذلك من خلال نشرها للصور النمطية و تسميات عديدة له .في حال ما كانت كذلك، كيف ولأبي غرض؟ تحاول هذه الدراسة أيضا اثبات ما إذا كانت تغطية الصحيفتين تتأثر بتوجههما و آرائهما السياسيسين في إصدار الأخبار بحكم أن كل صحيفتين لها توجه سياسي مختلف عن الأخرى و كذلك ما إذا كان للثقافة و المجتمع دور في ذلك. لهذا فإن الدراسة تتبع النموذج الثقافي –الاجتماعي المصمم من طرف نورمان فاركلوف (1995) خصيصا لتحليل الخطاب الإعلامي .عتمد هذا العمل على طريقة نوعية متمثلة في نظرية هاليداي لتحليل النظام النحوي عبارة عن شبكة ضخمة من العلاقات المتداخلة لأنه مبني على وظائف اللغة كما تصوورها، لذلك ناره قد حاول تقديم حصر بأهم وظائف اللغة فتمخضت محاولاته عن الوظائف الآتية: الوظيفة النفعية الوسيلية، الوظيفة التنظيمية، الوظيفة الشخصية ، الوظيفة الاستكشافية، الوظيفة التخيلية، الوظيفة الإخبارية الإعلامية، الوظيفة الرمزية، وكذا الطريقة الكمية الشائعة في الدراسات الإعلامية و التي من خلالها وسنعرض جانبا تطبيقيا لنظرية النحو النظامي نتطرق فيها لفكرة التعدي والازوم في اللغة العربية، لأن هذه الفكرة عند هاليداي تتمثل في العلاقات التي يمكن تأسيسها ما بين ((النشاط)) process type و((المشاركين))participants. ويخلص هذا العمل إلى أن خطاب الصحافة البريطانية عموما و جريدتي القارديان (The Guardian) و التيليقراف (The Daily Telegraph) هو ثمرة حصاد ثقافي اجتماعي و كذا سياسي ويتجلى هذا في مفهوم الديانة الاسلامية كتهديد سياسي للغرب مجملا.

**المفاهيم الأساسية:** الخطاب الإعلامي- اللسانيات النحوية الوظيفية- التحليل النقدي للخطاب - الايديولوجيا- الصحافة البريطانية



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## **General Introduction**

### **1. Statement of the Problem**

Charlie Hebdo attack (2015) is one of the main events that captured the world media attention. In the British context the story had received a huge coverage in all media outlets specifically the press. On Wednesday, 7th January 2015, the French magazine Charlie Hebdo comes under attack following its publication of a satirical caricature which depicts the Muslim Prophet Mohammed. British newspapers reacted largely to this attack and they deliver thousands of articles about it. But of course not every newspaper reported it in a similar way. It is important to mention that the event of Charlie Hebdo is not the first one which happened in France; three years before that, particularly in 2012, the magazine has issued a caricature which depicts the Muslims prophet in a critical image and thus reportedly raised the Muslim community's anger which provoked lately an attack on its offices by a group of people who claim themselves to be from Al-Qaeda. What is crucial in this event is that the British media mostly thought the publication as an insult for all Muslims and that the French magazine had no such right to humiliate any religion including Islam. In 2015, things changed, the British media opinion completely altered to the reversed sense as they turned the lens against Muslims thinking of the late publication as merely freedom of speech.

British newspapers split into two major categories; broadsheets and tabloids. The first type, also known as the heavies, is set for the most educated readership whereas the second, which is known as the populars, is set for the less educated class readers. Besides, there exist other aspects which reveal more about differences among these two newspaper categories. For example, the news topics, the language of coverage, and the size of the paper. Principally, while broadsheets (the heavies) deal most importantly with hard news; which include politics, local as well as international affairs, tabloids (the populars) on the other hand, deal with soft news stories such as celebrity news and life style interests. In the first category we can speak

about few titles; The Times, The Guardian, The Telegraph, knowing that each paper has its own Sunday edition. Also, within the tabloids we can refer, for instance, to: The Mirror, The Star and The Sun newspapers.

From the linguistic perspective, each category uses a language that in the first place fits the content and the topic of the news and the one which fits the needs and the capacities of its readers in the second place. So far, it is been made clear that language in both types of the British newspapers are distinct. But what about the language in newspapers within the same category, do they all employ the same language?

With view to that, one may begin for instance to wonder about how a particular trend of newspapers may use language to portray one single even and what makes this difference obvious. In this concern we may observe their discourse and set the question of whether or not do some British broadsheet (quality) newspapers rely on the same linguistic and discourse techniques to portray the event of Charlie Hebdo attack 2015?

## **2. Aim of the Study**

Due to its importance, language in the press has been the concern of many disciplines such as linguistics, communication, semiotics, in addition to social and cultural studies. But there is an area within the field of linguistics which studies language and discourse of the media in general, and which at the same time is related to the rest of these fields. This area is known as discourse analysis. So in order to answer all questions that we state above we will rely on it for the most part.

However, before answering all these questions we need to consider that there is an additional aspect which makes British newspapers further distinct. Essentially, this is related to politics and thus is known as the newspaper's political orientation (affiliation). The aspect reveals that each newspaper supports a particular political party. Here, it is important to mention that politics and media reciprocally affect each other. This can be interpreted in that;

for instance, the media has an impact on the politics as it can influence the public opinion in different situations such as national elections on the one hand, and that politics in the other hand can affect the media language; in the sense that, its support for a particular political side or belief can be reflected merely in the language of the medium. But of course one cannot simply know to what extent this is true or to which extents this is reflected in each paper unless we consider the political affiliation aspect of the newspaper in the analysis of the discourse of a particular event.

### **3. Description of the Corpus**

Having observed the discourse of two British quality newspapers, particularly, that of the Guardian and The Daily Telegraph in their online editions, we could see how both papers have depicted the event of Charlie Hebdo attack in their headlines and leads (the first paragraph of the article). The reason behind to put these two titles in particular under study is that both of them are regarded as one of the main leading broadsheets, not only in Britain but internationally too.

The Guardian, as a matter of fact, is a British daily newspaper which is owned by the Guardian Media Group. It was founded in 1821. The history of its editorial line acknowledges that the paper follows the social liberalist side and since that time it was categorised as a progressive centre-left broadsheet newspaper. Also, due to the inextricable link of this paper and the labour party, it is regarded as a huge support to Tony Blair to win the elections as a Prime Minister. Moreover, being progressive the newspaper tackles the middle-class educated public readership. According to the Audit Bureau of Circulations, The guardian does not have a high number of sales as compared to its sister broadsheets; The Times and The Daily Telegraph newspapers. In December 2012 its selling number dropped of 11.25% since January 2012. The last statistics which the Bureau releases show that this decline continued till 2013 which then stood at 161,091 in December 2016 making a falling

of 2.98 per cent year-on-year its online website is one of the most accessible newspaper websites in the world. In 2012, it ranked third within the world press online websites receiving 150 million visitor per month, which 2/3 of them are considered as foreign visitors.

Additionally, The Daily Telegraph, commonly referred to simply as The Telegraph and which is owned by the Telegraph Media Group, is regarded as a national “newspaper of record”. It maintains a huge international reputation for its quality; the BBC reports that this newspaper is one of the world’s great titles. Moreover, by November 2017, the paper received a circulation number of 458,487. However, despite of a drop of its sales during the preceding year (2016), it was considered as the first newspaper in terms of circulation number among all broadsheet newspapers. Also, with regard to politics, The Telegraph can be seen as a conservative paper. This can be explained in both the paper’s right wing stance and the close relations between the paper’s editors and the leadership of the Conservative Party.

Due to our lack of access to the printed edition of these newspapers we have decided therefore to work on the online editions which provide free access to all readers around the world unlike other broadsheet newspapers such as The Times. Also, in this dissertation, we choose to conduct our analysis on only two parts of the newspaper article: the headlines and the leads (the first paragraphs). Our motivation implies that, willing to analyse the whole article is in a great sense a time-consuming job. Mainly because one article makes up about a four pages in length, as such we be unable to accomplish our work in the earlier deadlines. In addition to that, both the headline and the lead are considered as the most important parts in a newspaper article, of course this is not to ignore the importance of the rest part; that is, the body, but only because they contain the most important data, information and details about the event being covered. In this way, all our questions and hypotheses will sufficiently find enough space to be studied and testified within this corpus specifically. Besides that, having

chosen to work with the headlines and leads as the along the analysis is a plus for our research and makes it original. This is true in the sense that there exist very few studies which deal with the analysis of newspapers within the boundaries of such corpus in particular. The number of each is limited of forty four headlines, and leads from each newspaper considered for the analysis. We will specifically rely on the Transitivity model proposed by Halliday (1994). The transitivity system constitutes the representational level of language, thus its study explains how the event has been represented within the corpus.

#### **4. Research Questions and Hypotheses**

It is important to mention that the study of media discourse which seeks to unveil media representations is an important step in either fields of discourse analysis and media studies. This can bring the researcher to understand most ideally the ideological perspective of the medium under course. In the context of newspapers, the current research asks one major question as it follows:

- What are the transitivity patterns used in both newspapers?

Additionally, this question in turns opens two further questions as the following:

1. To what extent the political affiliation of the newspaper has an impact on portraying the event of Charlie Hebdo attack as a political threat? And how is this revealed in the language of the coverage?
2. In what ways does the portrayal of Charlie Hebdo attack reveal socio-cultural ideological bias about the representation of Muslims?

With view to these questions, we can formulate the following hypotheses to be testified along the study. These are:

1. Transitivity patterns can reveal distinct ideologies about the representation of the event of Charlie Hebdo within different process types.

2. The Guardian and the Daily Telegraph support different political parties thus we can understand that the difference in covering the event of Charlie Hebdo may reveal different ideologies about the representation of the political threat. For instance, being the Guardian a progressive newspaper addressing a middle-class educated public, we could expect that the "terrorist threat" is portrayed in a more moderate way compared to more conservative media; that is, the Telegraph newspaper.
3. Discourse is social and a cultural product. And although there are well defined media ethics for the journalists to follow, the portrayal of Charlie Hebdo attack as a political and terror threat in the Guardian and The Telegraph broadsheet newspapers is only an extension of these Islamophobic stereotypes and ideological bias that the media encourage in their Discourses through the use of different associations and labels which target the Muslims as an ethnic group in negatively the most specific sense.

#### **5. Description of Methodology:**

Regarding all those arguments about the importance of studying media discourse, we can understand the significant role of language and discourse in our daily life. Thus its analysis crucially needs a critical-based account in order to be explained. Along the carried out study we draw our perspective upon the theory of systemic functional linguistics (SFL) and critical discourse analysis CDA frameworks, which are regarded as valuable sets of resources for this purpose. Both theories; that is, SFG and CDA represent distinct research fields, nevertheless it is argued that there is a natural alliance between them. Chiefly in that, many of the SFG tools and concepts carry out main tasks of CDA. For example the relationship between language structure and language function (meaning), the social uses of language, besides the impacts of culture on language and language use. In addition to that they both study language through critical dimensions. Thus, due to the nature of the topic the method that we opted here is an interpretive explanatory. We specifically rely on the transitivity model as the

research method to study discourse in the headlines and leads of two leading British newspapers. These are: The Guardian and The Telegraph newspapers.

Additionally, along our research we adopt a mixed method. Qualitatively, we worked on analysing the transitivity patterns in the discourse of the headlines and leads of the Guardian and the Daily Telegraph newspapers. This ideally requires as to identify the constituent of the transitivity which includes the types of processes, the actors and the circumstance being used in the articles of the event of Charlie Hebdo attack. For the data of analysis, we considered three successive days of coverage the 7 th, 8 th and 9 th of January 2015 and they are gathered from the newspapers' official websites. For the analysis as we have described in the corpus, we considered the same number of headlines and leads in each newspaper which is estimated to be twenty two. This is to have an idea of whether or not the event ( henceforth Charlie Hebdo attack 2015) was depicted the same way in both papers, knowing that they both belong to the same category that of broadsheet newspapers. Quantitatively; on the other hand, the study makes statistics of the different issues that have been included either implicitly or explicitly within the corpus. For instance political issues, which imply the impact of politics (henceforth the political affiliation of the newspaper) on the coverage of the news story in addition to cultural issues which suggest Islamophobic associations or stereotypes adopted in the language of coverage. Later on, we transformed the results into relevant percentage charts and figures so that to analyse, compare and interpret them according to the objective of study which is the extent to which politics and culture of affect the newspapers' discourse of Charlie Hebdo attack as a terror threat.

## **6. Structure of the Dissertation**

This study contains three chapters. The First chapter entitled “**Approaching Discourse within the Hallidayan Model of Language (SFG)**” deals with the theory of Halliday which serves as a discourse analysis tool. It throws an eye on its significance in relation to discourse

specifically and other disciplines in general. It also contains the main concepts and issues that distinguish it from other models of language mainly that of language as a social semiotic, language metafunctions and the social and cultural context that surrounds any linguistic phenomenon. It then, focuses on how language is viewed as network resource of meaning making and thus resulting three kinds of meaning which concur with the three metafunctions of language. These are the ideational metafunction, the interpersonal metafunction and the textual metafunction. Each of these metafunctions functions in their context of use due to the wide range of unlimited options of meaning choices speakers have in their system. The chapter also focuses on a particular aspect of meaning; the ideational level. This type of meaning or function serves to reveal how language can be and is used to reveal different experiences in the world. At last it offers a whole explanatory overview on one of the systems in language that is used to fulfil this function in particular (the ideational function,) and consequently it highlights the different questions, probes and tests that help us to conduct a transitivity analysis of such kind. The second chapter **“Representing Ideology in the British Press: An Account of Critical-grammar Based Approach”** is about a specific approach of CDA; Fairclough’s sociocultural approach to the discourse of newspapers. Thus, it starts by a general idea about the British media news industry then it talks about the main factors that affect the construction of mediated discourse, particularly those proposed by Fairclough (1995), and which includes: access to media, economics of the media, politics of the media and practices of media text production and consumption. Since this chapter lies behind CDA, it mainly accounts for the aspects which this approach is interested in. For example: ideology, and media representation. This is then followed by a clear explanation of how SFL and CDA are two interconnected theories. At last, we end this chapter by referring to Fairclough’s model of analysing discourse and the significance from its application on the discourse of the British newspapers in particular. The last Chapter **“Transitivity Patterns in Charlie Hebdo**



**Attack in British Newspapers”** is devoted to the analysis of the corpus, it begins with the identification of the transitivity perspectives used in both newspapers and puts the results of relevant tables. We then transform these data into numbers and percentages and consequently illustrate them into a form of charts and figures to that to answer the questions of our research. It finally ends up with a general conclusion that summaries up our findings and tests our hypotheses and answers the research questions.

### **7. The Significance of the Study**

Studying discourse in the general sense and of the British newspapers is in many ways important for all learners and researchers within the area of media discourse. Mainly because the area discourse analysis in itself is a forum of wide range of interdisciplinary fields from linguistics, as well as social and cultural studies. This current divergence eventually was the cornerstone factor for the many diverse methods such as SFL and CDA to appear within it. These methods were founded to shed light and also reflect these hidden prospects about language use, as they can be accounted for different areas including that of media language. As such, they help to explain language in accordance to other disciplines that are closely related to linguistics; most importantly, education, sociology as well as communication and cultural studies. In this order, these typically make up what is known as the socio-cognitive, sociological and sociocultural critical approaches to discourse, which together serve as a strong background for those interested in the field. Mostly to think about language in a more critical disciplined and specialised manner. To illustrate further, regarding the language of the press, as analysts learn about the different frameworks of these approaches, they will be able to see and recognise, say, the different ideologies that are usually made inexplicit within the articles, and thus think critically about them. And once they master them they become able to read and identify clearly these sort of textual representations as well as other ones as they are embedded by journalists and editors.

Furthermore, studying the newspapers' discourse is systematic, in other words, it perpetuates the way for analysts to formulate relevant hypotheses concerning the various patterns of textual representations that a given newspaper follows when reporting and covering different news stories. This in hand gives rise to the readers' awareness (most likely active readers) about the different factors that intervene in the process of news production which hence stands as a crucial clue in creating and shaping different linguistic representation ( social, cultural and ideological bias). In this way discourse analysis serves as a tool in both understanding and interpreting those aspects that the media use; that is, biases, which appear at the first glance in a non-innocent language and that are then potentially transmitted as dangerous viruses which affect people's ways of thinking about themselves, others and the world too. So, to end it up, from a close sociocultural linguistic perspective, studying discourse transcends the limits of understanding texts at their linguistic level. This furthermore, awakes readers' attentiveness to be more conscious of what to read in a text, how to read it and to select from the knowledge they learn in discourse analysis in order to understand, explain and interpret language appropriately to avoid any sort of media manipulations.

# **I. Chapter One: Approaching Discourse within the Hallidayan Model of Language (SFG)**

## **Introduction**

As it has been revealed in the introduction above, the study of discourse plays a significant role in the wide range of media studies. In this section this idea will be extensively explored by showing how the application of Halliday's systemic functional linguistics serves as a crucial discourse analysis method in the media context. According to Halliday, SFL is a theory of meaning (Halliday, 1994). It presents a commentary account of how explain how language works from the early stage of meaning making (the production stage) till the last one; that is, of meaning explanation which involves processes of both analysis and interpretation. These two aspects are, in the view of Halliday's (1994, 2004) claim, a matter which is constrained by what he calls the social and the cultural context in which language occurs. For which Halliday (1994) presents an explanatory idea of the system (language), its compositor levels. In his theory he also intends to explain to us, as researchers, how it is possible for language users to use their system (language) differently to talk about different situations and also how to use language differently to talk about the same experience. Therefore, in this chapter we will consider the relationship between language structure and language function (meaning), the social uses of language, besides the impacts of culture on language and language use. In addition to that they both study language through critical dimensions.

### **1. What is Systemic Functional Linguistics?**

The naming of Halliday's theory (SFL) reflects the conceptual framework on which he based his account of language; that is, it is a functional rather than a formal one. Halliday (1994) explains that this framework is particularly functional in its interpretation of texts, of

the system, and of the elements of linguistic structures. In the first place, the functional aspect implies that the theory is designed to account for how the language is used rather how language is ought to be. Every spoken or written text extends in its context of use; furthermore, it is the uses of language which shape the system through time. Language is not arbitrary, it is a system which is organised in a functional way, since that its evolution has been naturally a result of satisfying human needs. That is why, the grammar of language is able to be explained according to the ways in which it is used.

The theory of SFL is a theory of meaning. The fundamental mechanisms of meaning in language with view to Halliday's account are referred to as functional components. This means that there is a relationship between the function and meaning in language. Meanings are the manifestation of the different purposes which underlie the uses of the system. These consist of three categories, ideational (reflective) meaning in which language serves as a tool to understand the environment and of interpersonal (active) meaning in which language is used to act on the others in it. Both types of meaning when combined together, they form a third type of meaning which accordingly implies another function of language, the textual.

Furthermore, each element in a language is explained by reference to its function in the total linguistic system. Functional grammar construes all the units of a language as organic configurations of functions. Each part is interpreted as functional with respect to the whole. Grammar in the functional tradition in linguistics refer to the levels, or 'strata', of a language semantics, grammar, and phonology, which represent the stages of the coding process from meaning to expression. In formal linguistics, the term syntax was used to replace 'grammar'. Syntax in linguistic terminology refers to just one part of grammar, namely, the formal part: in which grammar consists of syntax and vocabulary as well as morphology in some language. In a complete reversed view, functional grammar takes another point of departure,

that syntax and vocabulary represent together the same level of code, which Halliday (1994) refers to it as lexicogrammar.

Concerning the perspective of Grammar in Halliday's functional linguistics we can say that the focus here is on grammar rather than syntax, namely because here language is not interpreted as a system of forms to which meanings are attached, but rather as a system of meanings accompanied by forms through which the meanings can be realized. The contribution of formal linguists had been directed to the study of the forms of words which ended lately by exploring its syntax, so as to explain these forms. Particularly by questioning their meaning rather than how meanings are expressed which was the core interest of functional linguistics.

On the other hand, the term systemic in this framework implies that it is a theory of meaning as choice, by which a language, or any other semiotic system, is interpreted as networks of interlocking options. Applying a systemic theory in the description of a language means starting with the most general features to end with the finest and specific.

In addition to that Halliday identifies that meaning in language falls into three types as Halliday (1994, p.F40)

a message is either about doing, or about thinking, or about being; if it is about doing, this is either plain action or action on something; if acting on something it is either creating or dealing with something already created', and so on;....Whatever chosen in one system becomes the way in to a set of choices in another, and we go on as far as we need to, or as far as we can in the time available, or as far as we know how. (Halliday, 1994, pp. F40-F41)

Halliday designed a theory for the sake of constructing a grammar which has text analysis purposes. There are many different purposes for which one may want to analyse a text, including ethnographic, literary, educational, pedagogical and so on. With view to DA,

there are two levels of achievement to aim at; a lower level and a higher level. One is a contribution to the understanding of the text: the linguistic analysis enables one to show how, and why, the text means what it does. In the process, there are likely to be revealed multiple meanings, alternatives, ambiguities, and metaphors and so on. This level should be always attainable provided the analysis is such as to relate the text to general features of the language- provided it is based on grammar, in other words. The other level is a contribution to the evaluation of the text: the linguistic analysis may enable one to say why the text is, or is not, an effective text for its own purposes—in what respects it succeeds and in what respects it fails, or is less successful. This level is harder to attain because it requires an interpretation not only of the text itself but also of its context (context of situation, context of culture), and of the systematic relationship between context and text.

## **2. The Significance of SFL in the Study of Discourse**

From different point of views SFL is considered as important. Hart ( 2014) refers in the first place to the various sets of the principles the theory provides and also the most vital features it sheds light on, to an accurate analysis of language, to name but a few: meaning and language metafunctions. As a matter of fact, these concepts help to answer relevant issues, like for instance the relationship between language structure and language function (meaning). Additionally, being interested in language use, SFL offers a complementary theoretical tenets to explore the ways in which people use language in different situations and why on a particular situation language is used the way it is, the reason for which it provides its users, and researchers too, with different (grammatical) tools in order to find appropriate answers of such inquiries.

This approach competitively comes to supersede traditional approaches particularly in their perception of language as an abstract system, where linguists tend particularly to concentrate on how language ought to be used, SFL in contrast provides a comprehensive

perception about language where the grammar can be understood both as a system and as a model. Grammar refers to the system or systems that consist of human being's capacity from the one hand, and to the number of theoretical models which aim is to explain the underlying system itself (language) from the other hand. This accordingly implies that there is a relationship between the system and the underlying theoretical models; that is, the relationship between SFL and SFG. Halliday and Matthiessen (2014, p. xvi) note: "Here it is very important to note that Systemic Functional Grammar (SFG) is only one part of Systemic Functional Linguistics (SFL)". As such, Halliday coins terms like SFL and SFG to refer to a linguistic theory that conceives language as a social semiotic system and to a form of grammatical description as part of the approach to language respectively. Hart (2014)

The Hallidayan model is thought as an outstanding framework within linguistics, in comparison to other models to language. For example, according to Chomsky (as cited in Halliday (2004, 2014), the study of meaning is the core purpose of linguistics, leaning on syntax rather semantics, and thus suggesting his model Generative Grammar (GG). On the other hand, although Halliday's perception of language is different, he does not completely exclude syntax in his analysis. Halliday organises his own perspective (SFG) in a way that studies the linguistic phenomenon with value to its function rather than its structure (form). Furthermore, in addition to giving prominence to the semantic perspective, his attempt was to explain language however in a different way; particularly, he keened on relating syntax to communicative function. As can be seen, SFL provides tools which seem, as Fairclough (1989, p. 11) and Fowler (1991, p. 5) put, the most complementary for CDA contexts. SFG links the systems of choices which are available to language users in to three linguistic metafunctions ideational, interpersonal and textual respectively. CDA likewise seeks to interpret the ideological functions of these choices. (Halliday, 2004, 2014)

Henceforth the discussion above implies that becoming interested in the analysis of grammar within a functional perspective leads to two main things. At the first level, this will reveal the significance from adopting such framework (functional) which, unlike many approaches, gives a prominent role to a simultaneous structural analysis, at the second place What does it imply to do a functional analysis of grammar? L M. Bloor and T. Bloor (2004, p.9) point that when we use the notion functional grammar this suggests that the grammar here is concerned with language in use; that is to say, meaning in context. They argue that: “when people use language to make meanings, they do so in specific situations, and the form of the language that they use when making meaning in discourse is influenced by the complex aspects of those situations” M. (Bloor and T. Bloor, 2004, p.4).

Systemic Functional Linguistics (SFL) is a theory of meaning (choice) and context at the same time. This contribution is claimed to have a significant place in the field of discourse analysis, making its principles relevant to the field of semantics. Halliday (2004, 2014) provides a plenty of linguistic analytical models which are set to investigate purpose and choice in language; specifically, the different purposes for which speakers use language from the one hand, and the decisions these speakers make while using language; in how they plan, organize and arrange their utterances so as to fit with the context and the situations in which language occurs from the other hand. From this, it can be obvious that SFL’s whole interest has to do with actual and real instances of language use.

## **2.1. Grammar as a System**

Halliday provides an insight that determines an approach to language which is radically different from traditional views, mainly the formal ones. Consider the following definition: “Grammar is one of the subsystems of a language; more specifically, it is the system of wordings of a language”. (Christian Matthiessen & M. A. K. Halliday, 1997, p. 1). As Halliday was interested in examining the relationships between grammatical forms and



meaning, he sets the claim that his theory focuses on a sort of grammar which are systemic and functional at the same time. This is regarded as a revolutionary achievement in the history of the study of language. It is a step that comes to oppose the methods of formal grammarians who, despite the philosophical thoughts of language which view syntax as one part of grammar, consider syntax as the main object of linguistics instead of semantics, and whose use of the term grammar in addition to that implies the same as syntax. That is why, Halliday preferred to adopt the term “lexicogrammar” to clarify that grammar and syntax are the same level (strata) of a language. (Halliday 1994, p.35)

For Halliday language is a system, it is a set of rules for specifying grammatical structures. In this way Halliday specifies that the use of the term systemic in particular tells something about which kind of language his theory is concerned with. Indeed, SFL takes the account that language is a semogenic system, that is, a resource for making meanings. Accordingly, it states that grammar is a resource for creating meaning by means of wording.

In preference to more structural approaches, which place the elements of language and their combinations as central, Systemic-Functional Linguistics (SFL) is a theory of language whose principles combine two features about language at once: form and function. SFL particularly looks for the syntactic structure of language and at the same time places the function of language as central to it. The second feature is that of function, and it has to do with two main ideas: (1) what language does, and (2) how it does it. In addition to these two features; that is, form and function; SFL is a theory which concentrates on third feature, that of context. In other words, its interest is in the use of language in social context by looking, furthermore, at how language both acts upon, and is constrained by, this social context.

## **2.2. Grammar as Modal: Grammatics:**

By looking at those two concepts within the Hallidayan grammar, this suggests that both Grammar and the Grammatics are both essential theoretical concepts to the theory itself in the

view of Halliday who had issued this principle in the very first stages of his research while theorising his own framework. As evidence we can observe that Halliday has constantly advocated the importance of grammar for text analysis. Consider one of his past recordings when noted (1985, p. xvii) that any discourse analysis “not based on grammar” is not an analysis at all, but simply a running commentary on a text”, as cited in Robert Kirkpatrick (1999, p.54).

The main features which differentiate SFL from Structuralist Grammar with respect to discourse analysis can be summarised in that systemic functional linguistics views grammar as means by which texts can be analysed Halliday (2004, 2014, p.3), Schleppegrell (2012, p. 21). Its perspective is widely understood as it shifts from consideration of language structure to that of grammar as a system. Besides that its varied models can be applied in a sense to understand how a particular text means what it does Mary Schleppegrell (2012, p.22) To sum it up, in order to describe and explain the meaning making resources of English, Halliday (2004) considers grammar as a tool for text analysis and interpretation; thereby, considering the varied contexts in which discourse takes place. In effect, Halliday (2004) insists on the significance of the grammars and the system to which they belong, and to accomplish such analysis, he suggests that the grammar models (grammatics) should be as rich as the grammar itself. Halliday: language contributes to both the making and understanding of meaning system; that is why he calls it semiosis. (Halliday, 2004, p.4)

### **2.3. Language as Meaning Making Resource:**

Remarkable to this, it seems clear that Halliday made his attempts to the study of language through an assumption which accounts for the semogenic feature of language for the most part. It implies that language is a meaning- creating system. Regarding that, we can agree that this is, most importantly, the principle from where SFL draws its method to explore language.

Bloor and Bloor (2004) discuss this view in their interpretation of grammar as an apparatus to study meaning within the functional analysis framework of English. They state:

for SFL, a language is first of all a 'system of meanings'. That is to say that, when people use language, their language acts produce or, or more technically, *construct* meaning.

From this point of view, grammar becomes a study of how meanings are built up through the choice of words and other grammatical resources such as singular or plural, negative or positive, and other linguistic forms such as tone and emphasis. M. Bloor and T. Bloor (2004, p.2)

Furthermore, Halliday (1994, pp. F39- F40) studies meaning of language in respect of two functional components under which all languages are organised and which if we combine them together they generate a third functional component. These are: the 'ideational' or reflective, the 'interpersonal' or active and the 'textual'. They are called metafunctions in the terminology of SFG. In the linguistic system, language manifests three different purposes of language use: (i) to understand the environment (ideational), (ii) to act on the others in it (interpersonal), and (iii) (textual) metafunction which breathes relevance into the first two metafunctions. Similarly, M. J. Schleppegrell (2012, p.21) points that SFL constitutes of three main objects: language as system of meaning making resource, the significant roles that language plays (the linguistic metafunctions) and finally the context of situation which contributes to the understanding and interpretation of different kinds of meaning from one hand, and which enables people to understand language in their social life from another hand. This offers an insight about how grammar is significant to the theory, particularly in that SFL yields grammar tools (henceforth grammatics) that help to explore the three aspects which she mentioned above; that is, meanings of language, metafunctions, both in the context of situation in which language operates. Schleppegrell (2012, p. 21).

Certainly, Central to SFL is the use of 'system networks', an inheritance used to represent the choices present in making an utterance. The 'choices' in this network are called 'features'. e.g., a simplified lexico-grammatical network. The choices on each stratum are constrained by those on others. Thus the decision to use a nominal-group (= noun-phrase), rather than a clause, to express a semantic 'process' will be determined by both the textual structure of the text as a whole, and also by the social context (e.g., nominalisation is more functional in a science text than in casual conversation).

Each feature is also associated with the structural consequences of that choice, e.g., the feature 'finite' might have realisations: *+Subject; +Finite; Subject: [nominal-group]; Finite: [finite-verb]*, meaning a Subject and Finite element are required, the Subject is filled by a nominal group, and the Finite by a finite-verb. Further selections in the clause network will more tightly constrain the fillers of these roles, and specify the presence, fillers, and ordering of these elements.

Therefore M. A. K. Halliday (2014) observes that studying the grammar of the language with this view consists mainly of a scheme of interrelated categories which are set up to account for the data, and a set of scales of abstraction which relate the categories to the data and to each other. The description in all involves the study on a text level, he writes: "The data to be accounted for are observed language events, observed as spoken or as codified in writing, any corpus of which, when used as material for linguistic description, is a "text". Jonathan Webster (2002, p. 38) In describing the grammar from the standpoint of how it creates and expresses meaning, SFL concentrates on four theoretical issues concerning language, Language first as text and as system; second as sound, as writing and as wording, third as structure, and fourth as resource — choices among alternatives. Halliday (2004, p.19)

## **2.4. Constituency: a Perspectives in Describing the Grammar of Representation**

In addition to the SFL account of grammar as meaning making resource, Carol A. Chapelle (1998) wrote that :” A central notion is 'stratification', such that language is analysed in terms of four strata: Context, Semantics, Lexico-Grammar and Phonology-Graphology.” In fact, Halliday talks about language with view of its compositional structure that he referred to as constituency, which for him constitutes three dimensions: phonology, graphology and lexicogrammar. Each of these dimensions is orderly constituted, more precisely by which method smaller linguistic units gather to make up larger ones. This is to say that, units of language are installed in a hierarchical order known in SFG as a rank scale. Halliday (2004) notes: “We refer to such a hierarchy of units, related by constituency, as a rank scale, and to each step in the hierarchy as one rank” Halliday (2004, p 5). Thus constituency is considered as a way to explore how language is organised.

Every language has some rank scale of phonological, graphological and also lexicogrammatical constituents, however, each of which has its own patterns of organisation; that is, as Halliday (2004) comments: “in the construction of syllables, in the rhythmic and melodic patterns, and in the way the different variables are integrated into a functioning whole” (p.6). According to Halliday (2004), there are five principles of constituency in lexicogrammar; this is known as the grammatical rank scale of the language. Every rank scale consists of one or several units; these units may form complexes including clause and other complexes generating by the same grammatical resources, the potential of rank shift may downgrade a unit to function in the structure of its own rank or of a rank below; and finally a unit can be enclosed within another one so as to split it into two different components.

SFG considers the clause as the central processing unit in which meanings of different kinds are mapped into an integrated grammatical structure, for this it describes different systems namely of theme, mood and transitivity that are of great significance to the clause.

The theory of systemic functional linguistics has its own perspective, which adopts considerations of the grammar as system instead of those of structure. This step is very important because it helps language users to see this system as a meaning making resource and thus to describe grammatical categories with respect to what they mean rather than to what their structure is like. It is also important most essentially if the analysis of grammar is accounted for the study of discourse, Halliday (2004, p.10). In Hallidayan Functional Grammar three categories are used as the basis for exploring how meanings are created and understood, because they allow the matching of particular types of functions/meanings with particular patterns of wordings to an extent that other categorizations within the study of language generally do not make sense of this perspective. Thompson (2014, pp.28-29)

According to Halliday's assumption, in order for any study of this kind to be done, the clause has to be the core unit of analysis, since looking at other units such as linguistic expressions would be misleading. And although it is true that people realize their thoughts in terms of linguistic expressions, these crucially remain only channels through which people depict the world. Hence, what is crucial in having the clause as an alternative is that, in the first place clause is about grammar and second grammar is about meaning and meaning, henceforth function. Indeed, it is through the grammar of the language that realities in the world or a particular side of reality can be represented.

Language is a system of systems, and system entails that there are principles which determine how different units of a particular system (language) are constructed, organized and how they are related to each other so as to function appropriately. In the writing system, for instance, we can observe the fact that there are larger units that are made up of smaller ones with this order: sentence, sub-sentence, word and finally a letter. Halliday (1994) refers to this ordering scale as the constituency principle, in which the units of a language are related to each other in a kind of a layered part-whole relationship; the guiding principle of

the relationship at each rank (Halliday, 1994, p.3). Additionally, Halliday points that to notion of constituent structure, as to talk about specifically the grammatical constituency, mainly because most of his work is based on a theory of grammar. In this way, constituency stands as a key feature for language users and researchers to understand the patterns of the different systems of a language, for they reflect the inherent properties about that particular language. (Halliday, 1994, p. 6)

Conceived this way, constituency is a concept that needs thoughtful explanations in order to value its significance in the study of language. We can explain this aspect as long as we consider, first the constituent structure as a general principle of organization in language and that can be displayed in its systems (speech and writing). From one particular view point, constituency could be for a number of reasons more than just a principle, like it is the case in writing for example. Here it is conceived as a feature for that the ranking of different units of organization reveals a clear hierarchy. Also, each rank is clearly exposed. because the writing system unlike other ones consists of just a few ranks or layers of structure which are set forth appropriately (Halliday, 1994, p, 12).

From another hand, all language systems, despite their nature, function as realization of linguistic patterns of a higher level, namely those of grammar. So in order to understand how language works and how its patterns function, we certainly need to study its grammar; in more precise terms, we need to look at the constituent hierarchies of its organizing systems, because as it has been previously mentioned they serve to reflect a general property of the grammar, Halliday claims: “Grammar is the central processing unit of language, the powerhouse where meanings are created.” (Halliday, 1994, p .16)

The audible and visible constructs serve as mode of entry into the principle of constituency of grammar whereas the constituent hierarchies of phonology and graphology illustrate specific feature which becomes fundamental when starting to investigate how

grammar operates in creating meaning units of different rank construe patterns of different kind, that is patterns which function distinctively a unit in one rank's function is distinct from another unit in a rank below and above it which as a result organizes these units into the system in which they operate Halliday puts: "This principle, that of the functional specialization of units of different rank, is also a basic organizing principle of grammar" (Halliday, 1994, p. 15)

Language is a complex semiotic system composed of multiple levels (henceforth strata). Grammar is considered as the central stratum, the inner core of language which Halliday eventually refers to it in his theory as lexicogrammar, it is the level of wording in a language which is expressed in the form of sound or writing. Lexicogrammar in this sense, according to Halliday, encompasses both vocabulary and grammar. In grammar wording realizes patterns of a higher level within the system of language called the semantic stratum (discourse semantics). Functional grammar is a theory of grammar that is oriented towards the discourse semantics. According to Halliday's view, when the focus of grammarians is drawn to interpret how grammar functions, this means that their main intention is using the various functional models of language in order to highlight the different roles of grammar as source for construing meaning. (Halliday, 1994, p. 15)

There are various functional models in order to foreground the role of grammar such as SFG which stands as a prominent model for it gives priority to paradigmatic relations.

Halliday explains:

It interprets language not as a set of structures but as a network of systems, or interrelated sets of options for meaning making. Such options are not defined by reference to structure; they are purely abstract features, and structure comes in as the means whereby they are put into effect, or realized. Halliday (1994, pp. 15-16)



Constituency is a form of structural organization ; a part of the mechanism whereby meanings are put into effect. It is a simple but a powerful device whereby parts are built up into wholes with organic configurations at each step, which is used as constructional resource system but of course it cannot fulfill its role also since a deep exploration of language involve alternative abstract kinds of relationship and this is due to the complexity of the system of language itself in which different kinds of meaning are constructed. Most importantly, these kinds of menaing exploit constituency in different ways and to varying degrees. This is important, because if we consider that the notion of constituency is sufficient by its own in explaining patterns of language we are claiming that language is only an inventory of structures and if this is true what the semantic level of lanugage serves to do.

Halliday (1994) summarizes this view: “language is a resource for making meaning; an indefinetely expandable source of meaning potential; constituent structure is a device for mapping different kinds of meaning onto each other and coding them in concrete form” (p. 16). He claims that the identification of the three elements and how they function in the clause gives important inspirations as far as grammatical analysis is concerned. Chiefly, it acknowledges that the clause is a composite entity; it constitutes of three dimensions of structures theme- subject -actor each of which construes a distinctive meaning respectively. Systemic functional grammar refers to the threefold pattern of meaning as metafunctions. In addition to that, these aspects do not only characterise features of clause but they also concern the system as a whole; that is, they determine the way that language has evolved.

Constituency thus conception is very essential in the study of grammar for it tells things about how these metafunctions relate to constituent structure, as soon as the three dimensions of meaning in the clause are considered. SFL refers to the constituent structure model as the rank scale, which as Halliday (1994, p.35) puts it: “is the prototype to which all three metafunctions can be referred”. Hence, this brings the claim that there exists varied

structures in language; and that in various ways, there are different kinds of meanings which are systemically realized. Halliday (1994, p. 36)

**Table 1: Metafunctions and their Reflexes in the Grammar ( Sourced from Halliday 1994, p.36)**

Metafunction ( technical name)	Definition ( kind of meaning)	Corresponding status of clause	Favoured type of structure
experiential	Construing a model of experience	Clause as representation	Segmental ( based on constituency)
interpersonal	Enacting social relationships	Clause as exchange	Prosodic
textual	Creating relevance to context	Clause as message	Culminative
logical	Construing logical relations	-	Iterative

## 2.5. Text

A text is a product engendered as a result of people's use of language. In his introduction to SFG, Halliday (2004, 2014) explores the strong relationship between text and the grammar of the language. Particularly when he argues about the two angles through which a text can be analysed; text as product and text as instrument and which moreover he believes that they are both complementary. Indeed, this is obvious in the analysis of texts because values of a text cannot be understood unless we relate them to the linguistic system to which they belong and vice versa .In this context, Halliday (2004) explains that the application of these two accounts (text as product or text as instrument) always depends on the goal of the analysis. That is, if the analysis is intended to explain why a text means what it does, we need to consider it as

product and if the aim is to ask what the text reveals about the system of language, we consider it as instrument, as Halliday (2004) puts it:

Focusing on text as an object, a grammarian will be asking questions such as: Why does the text mean what it does (to me, or to anyone else)? Why is it valued as it is? Focusing on text as instrument, the grammarian will be asking what the text reveals about the system of the language in which it is spoken or written. Halliday (2004, p.3)

A text is a semantic unit, not a grammatical one. But meanings are realized through wordings; and without a theory of wordings- that is, a grammar- there is no ways of making explicit one's interpretation of the meaning of a text. Thus the present interest in discourse analysis is in fact providing a context within which grammar has a central place. A discourse grammar needs to be functional and semantic in its orientation, with the grammatical categories explained as the realization of semantic patterns. Otherwise it will face inwards rather than outwards, characterising the text in explicit formal terms but providing no basis on which to relate it to the non-linguistic universe of its situational and cultural environment. If we consider Halliday's assumption about the grammar which constitutes of both a grammar of a system and a grammar of text, we can understand that it approximately concurs with Saussure's beliefs about the relationship between system and instantiation; that is, the one which takes the claim that the text serves its purposes as soon as it is used as evidence. However, this is partly a misleading view, since it regarded the system as the central unit of the study at the expense of the text.

But understanding the text is not only a matter of knowledge about the system. For this functional European linguistics takes the reverse direction and took the account of a text as the object along with the system. Hence a theory is not comprehensive if it does not explain the ways in which the system engenders text and cannot relate the text to the system in which it occurs For example, discourse analysis involves two stages; a study of the system

which in its turn serves as tool for a second stage, that of understanding the underlying discourse; that is, a focus on the system of a language and on text at the same time.

This kind of analysis is important because it provides ways of comparing texts with each other, besides that it serves as tool by which one can understand an important aspect that of text as process. From a structural view point a text tends to be as product, but of course as it has been noted before, this is not its only interpretation. Hjelmslev for instance perceives language both as a system and a process. From a more functional view point however, although this claim makes sense to Halliday, he still doubts about the difficulty of its application in text analysis, for he claims that “the problem for text analysis is that it is much harder to represent a process than it is to represent a product.” (Halliday, 1994, p. F48). Thus we have to make a clear distinction between the two aspects of text, because this helps one to understand the nature of experience revealed in texts whether speech or writing. Halliday states:

Writing exists, whereas speech happens. Text is presented to us as product; we attend to it as product, and become aware of its ‘process’ aspect as a writer but not as reader or analyst, unless we consciously focus on the activities which led to its production

Spoken language on the other hand is presented to us as process; moreover, like many processes it is characterized by a continuous flow, without clear segment or boundaries, so that it appears as text (mass noun) rather than as a text/ texts (count noun). (Halliday, 1994, pp. F48-F49)

### **3. Critical Dimensions of a SF Grammatical Analysis**

#### **3.1. Structure (Syntagmatic Order)**

Linguistics uses the term ‘constituency’ to refer to the compositional aspect of language; that is, what SFL calls structure. In the same framework rank is the ordering principle of structure; it represents the different compositional hierarchical layers of language which are

organized by the relationship of ‘is a part of’. Furthermore, these hierarchies of language are alternatives of the same motif that of the relationship between grammar and meaning or as Halliday (2004) puts it, the organization of meaning in the grammar.

The structure of each grammatical unit under functional analysis is organically configured, or more precisely, functionally specialised. This is mainly a feature of the structure of language as a whole so that each part functions distinctively with respect to the whole. Also when we analyse the grammar we find that some units may form complexes, iterative sequences working together as a single part. To put it another way, structure is, as Halliday (2004) believes: “the syntagmatic ordering in language: patterns, or regularities, in what *goes together with* what” p. 22, Halliday (2004, pp. 21-22). The following figure illustrates the five critical dimensions of language as put in the systemic functional theory.

Grammar is the central processing unit of language, the powerhouse where meanings are created; it is natural that the systems of sound and of writing through which these meanings are expressed should reflect the structural arrangement of the grammar. They cannot, obviously, copy the functional configurations; but they do maintain the grammatical principle that units of different rank construe patterns of different kinds.

### **3.2. System (Paradigmatic Order)**

This is the paradigmatic ordering in language it refers to patterns in what could go instead of what. Halliday (2004) argues: “Any set of alternatives, together with its condition of entry, constitutes a system in this technical sense”, p. 22. As an example the system of polarity which compared to those systems in structure seems to be more abstract; as it does not depend on how the categories are expressed. System on the other hand is based on a different kind of relationship; that is, ‘is a kind of. In addition to that, there is another type of relationships between systems that of delicacy. Halliday (2004) puts:

Suppose we now take a further step, and say that negative clauses may be either generalized negative, like *they didn't know*, or some specific kind of negative like *they never knew* or *nobody knew*. Here, we have recognized two paradigmatic contrasts, one being more refined than the other (Figure 1-8). The relationship between these two systems is one of delicacy. Halliday (2004, p. 22)

The generation of new structures lies in those moments of unconscious choices (the systems) which are analytic steps in the grammar's construal of meaning. Structural operations — inserting elements, ordering elements and so on — are explained as realizing systemic choices. So Text analysis is a way through which we show how the structure of text is functionally organised and what meaningful choices have been made. If we consider structural features of text as 'realizing' systemic choices, thus we intend to refer to the relationship between language and text. Halliday (2004, p. 24)

### **3.3. Language as a System Network**

Systemic functional linguists insist that their approach seems as the most appropriate for the study of language comparing to other theories mainly because languages can only be explained as systems because they are evolved and not designed, Halliday (2004) notes: "Our traditional compositional thinking about language needs to be, if not replaced by, at least complemented by a 'systems' thinking whereby we seek to understand the nature and the dynamic of a semiotic system as a whole" p. 20. Furthermore, the theory characterizes its systemic functional approach as being comprehensive. Halliday (2004) clarifies:

It is concerned with language in its entirety, so that whatever is said about one aspect is to be understood always with reference to the total picture. At the same time, of course, what is being said about any one aspect also *contributes to* the total picture; but in that respect as well it is important to recognize where everything fits in. (pp. 19-20)

Although the theory (SFL) claims that language is a semiotic system. Halliday (2004) questions the use of the term “semiotic system” itself. Clearly, this seems too vague as far as the study of language is concerned, particularly for the various kinds of systems this term comprises. Yet, despite the fact that all semiotic systems share certain features, none can reveal what SFL actually considers for the analysis; consider for instance what Halliday includes for his definition to language:

...natural as opposed to designed semiotics like mathematics and computer languages; adult (i.e. post-infancy) as opposed to infant protolanguages; verbal as opposed to music, dance and other languages of art. Of course, all these other systems share certain features with language in this specified sense; but none of them incorporates all. Halliday (2004, p. 20)

To be sure, Halliday (2004) summarizes the five critical dimensions which count for the kind of semiotic that language is; that is, language as natural, human, adult, and verbal. These are: structure, system, stratification, instantiation and metafunction, as explained in the table below. Halliday (2004, p.20)

### **3.4. Stratification**

Through time, linguists have undertaken the phenomenon of language under various headings, starting from pronunciation and orthography, along morphology and syntax, to vocabulary, which implies that a language is a complex semiotic system; that is, having various levels, or strata. So what does it mean to say that these are different ‘strata’? Halliday illustrates that; for instance, Infants’ protolanguage has no more than two strata; a stratum of content and a stratum of expression. In adult languages on the other hand ‘content’ expands into two, a lexicogrammar and a semantics which makes them more complex. In this way, we

can say that the meaning potential of any language expands as its stratum of content expands too which brings the idea of the functions of language. Halliday (2004, p.24) explores:

We use language to make sense of our experience, and to carry out our interactions with other people. This means that the grammar has to interface with what goes on outside language: with the happenings and conditions of the world, and with the social processes we engage in. But at the same time it has to organize the construal of experience, and the enactment of social processes, so that they can be transformed into wording.

Likewise language enacts this function into two steps. In step one, the interfacing part, experience and interpersonal relationships are transformed into meaning; this is the stratum of semantics. In step two, the meaning is further transformed into wording; this is the stratum of lexicogrammar.

Halliday (2004) refers to the content plane as one of the factors which immensely affected the evolution of the human species' language use, it opens up the power of language creating modern human brains. Meaning and function are two interrelated aspects in the network system and all learned forms of discourse could never have evolved if these two aspects (meaning and function) of the semogenic (meaning-creating) process were dissociated. Besides the content plane, as Halliday (2004) views, stratification took another place within the expression plane; through separating the organizing function from the function of interfacing with the environment, which is purely biological. The present table shows stratification within the expression plane. Conclusively, stratification is a way by which we (language users) model language when we intend to explain it; that is, to analyse it critically. It is the relationship that we make among the strata. Realisation is: "the process of linking one level of organization with another", as Halliday (2004, p.26) defines it.



### **3.5. Instantiation**

It is difficult to explain how language is organized, and how its organization relates to the function it fulfils in human life if we consider language from its two perspectives at once; that is, language as system and as text. SFL proposes the concept of instantiation in order to go through this.

Ruqaiya (2009, p.169) defines instantiation as the relationship between a system and its instance, taking in to account that instance is what is immediate and experienced; and system is the ultimate point of the theorization of what is experienced and imaginable by extrapolation. More closely, Halliday (2004) puts that text is an instantiated form of the system of a language, an instance of an underlying system, and has no meaningful existence except as such. Thus he defines the system as the meaning-making of the language and considers the interrelation of both perspectives of language as a crucial principle within the SFL theory through instantiation. There are not two separate objects, language as system and language as a set of texts. The relationship between the two is analogous to that between the weather and the climate (cf. Halliday, 1992b). Climate and weather are not two different phenomena; rather, they are the same. (Halliday, 2004, p.26)

### **3.6. Metafunction**

In the second half of the last century, there built up an immensely influential view of what the study of language should involve. Consequently, two different views about language have appeared; the first sees language as an abstract set of generalized rules detached from any particular context of use, and the second which considers it as a system functioning in different social and cultural contexts. Geoff Thompson (2014, p.1)

People use language for different purposes; mainly to communicate and to do things in the world; in other words, in each case they do, they express different meanings which therefore realize different roles. Geoff Thompson (2014) states that language users respond

above all to “the meanings that are expressed and the ways in which those meanings are expressed”. (p.7)

The term metafunction derives from the fact that functionality is intrinsic to language since according to Halliday language is arranged along functional lines. According to Halliday: “‘metafunction’ was adopted to suggest that function was an integral component within the overall theory”. Halliday (2004, 2014, p. 31)

Halliday (2004) suggests two functions that the language can enact in our social life: making sense of our experience, and acting out our social relationships. What is implied is that all facets of human experience can be transformed into meaning. SFL is a theory that reveals language presents experience and how the resources of the lexicogrammar of every language are devoted to that function (experiential function), particularly what Halliday refers to as the ideational metafunction comprising both the experiential and the logical functions (Halliday, 2004, p. 29). Nevertheless, he claims that language does not only enact different sort of experiences, but also a means by which to inform, request, express feelings, and so on. Halliday calls this type of function the interpersonal metafunction.

In addition to these two metafunctions, Thompson (2007, p.30) explains that the many different sets of choices that are available to language users fall into three main groups. The choices within each group interact with each other in different ways, but there is relatively little interaction across the groups. We refer to these broad functions as metafunctions: the experiential, the interpersonal and the textual metafunction. He notes:

The grammar – that is, the description of the specific matches of function and wording – reflects this three-strand approach, in that it consists of three components, each corresponding to one of the metafunctions. For example, the interpersonal component of the grammar is the part where we describe all the options that we have in expressing interpersonal meanings.

Halliday (1985, p. xiii) believes that there exists a systematic relationship between language structure and language function. He writes:

Language has evolved to satisfy human needs; and the way it is organized is functional with respect to those needs- it is not arbitrary. A functional grammar is essentially a “natural” grammar in the sense that everything in it can be explained, ultimately by reference to how language is used.

If the intention from the analysis of language focuses on issues like meaning, going through form will not serve most likely a suitable method. A close argumentation about this would be to take Chomsky’s TG theory as an instance. Here Chomsky’s interest did not shed light on what happens when people produce language when they engage in different communicative interactions. Neither his theory does reflect on how language users themselves view language, Geoff Thompson (2014, pp.6-7).

The systemic functional analysis of this system explains the grammatical differences between these types of processes in a clause. Consequently, this enables the analyst to understand how people make their choices from this system to construe the experience presented in their language use. Schleppegrell (2012, p.22). This entails that language use is not only concerned with what we should include while we mean, but also relates to the way we structure the meaning we express through language use. Thompson (2014) puts:

...typically a functional description brings to light and separates closely interwoven decisions that we are not aware of making about how to word what we want to say. It also throws light, at a higher level, on how we decide to say what we do. (p. 31)

Indeed, it doesn't really matter whether different stretches of language reflect similar content, as really it does matter that they carry out different meanings since they are designed to realise different functions. Therefore, we can truly describe the syntactic underpinning of

language as essential in expressing different meanings, but at the same time, only as a tool through which people decide about how language functions in particular contexts of use, Geoff Thompson (2014, p.7).

#### **4. Representation in Language: The Experiential Metafunction**

Linguistics representation concerns the depiction of social actors, situations and events through language. Any study which carries out the study of language representations must consider these points. First that the linguistic expressions do not correspond directly with realities they describe, second, that the grammar of representation provides linguistic resources which reflect a particular side of reality, the fact which lead this representation to be ideologically infused, third, that the grammar of representation is located in the ideational function of language and fourth that SFG is a model of discourse analysis which is considered as a potential source of varied tools of analysis which are developed primarily for ideological discourse research. At the same time, these tools are also found in the framework of Critical Linguistics particularly to shed light on ideological functions of linguistic representation. (Hart 2014, p 19) People use language to do many things; to communicate about the world, comment on the world, and try to convince each other. In functional terms this leads language to be thought of as a multifunctioning means, which allows accordingly to attribute it to three functions. Particularly, language as representation concerns the depiction of the world, social actors and events, language as evaluation which concerns the ways people react on the world, and language as visuation which concerns the multimodal aspect of their semiotic system (language) people can use as an ultimate means.

##### **4.1. Transitivity Choices:**

What people do when they interact through language is that they make various choices from the different language systems they have, each sub-system concerns a certain language role that speakers want to reveal. Their choices from the transitivity system, for example,

entails that language is labelled to represent the ideational level of language through its diverse resources which they use to infer to entities, what relates them as well as to how each interacts with one another. Generally, this kind of choices is made with view to people's decisions about situation and event types. To sum up thus transitivity choices take place when people transform their ideas and meanings to refer to the type of process designated in the clause, the consequences of this process type and the types of participants that can occur in the clause. This combination in this order represents elements of transitivity system Participant, Process and Circumstance, later on, these semantic configurations are encoded at the lexicogrammatical level of language in terms of nominal, verbal and adverbial groups correspondingly so as to reflect the functional categories in the clause structure Subject/ Complement, Finite- Predicator and Adjunct. (Hart, 2014, p. 23)

According to Fowler (1991): "transitivity is the foundation of representation" (p.71). This means that transitivity analysis is essentially undertaken at the level of the clause, and since it is all about an ideational analysis, the clause process hence is the first element to concentrate on. There are two main categories of processes; major and minor processes. Major process types include material, mental, relational and verbal processes, minor process types on the other hand consist of existential and behavioural, moreover, in both cases process is always associated with particular participant role.

Material processes take Actor or Agent (the doer) as well as Goal or Participant (the done to). Verbal processes take either SAYER or a RECEIVER. The relationship between the process and the participant remains a matter of semantic organization, thus it is not presented in the text explicitly by speakers/ writers and this can be related generally to the ideological effect. Transitivity analysis is an important domain of study which captures researchers' attention from many disciplines. Discourse analysts for instance use it to understand discourse patterns which indicate ideological aspects. In Critical Linguistics too, major works

concentrate on identifying process types thus identifying the participant roles that different social actors are represented as engaged in. To explain this further, to do a transitivity analysis is to distinguish whether certain actors are more frequently represented as AGENTS/PATIENTS in material processes, while others are more frequently represented as SENSERS/SAYERS in mental processes, most importantly by concentrating on particular features of processes such as modality, the intensity and the effect they have on a second participant.

The application of this method was extended to the area of media and communication. For instance, studying discourse of the press revealed crucial concerns about the reasons behind language variation, the fact which is usually related to many aspects such as the paper's political stance. Particularly, the use of different transitivity structures leads to claim with the prominent role this system has in reflecting the ideological positions of each newspaper. For instance, if a newspaper represents an action in a form of an abstract nominal this means that it intends to hide details of the interaction including issues of causality and agency, thus avoiding to refer to the role played by the actor. Trew (1979) suggests that "when social norms are infringed, there is a response in the media which tends to show most visibly the existence of specific and differing ways of perceiving things" (p. 118). Difference in transitivity choices thus has a role to determine the type of discourse, Hart (2014, p. 27) claims, analysis may also focus on other aspect other than the type of processes, he explains: "Perhaps the most striking difference between these two newspapers, however, is in the designation of verbal processes, not only in the numbers that occur but in their type and context".

When Halliday presented his approach to language, his attention seemed to reveal the functional perspective of grammar more than the structural perspective. This explains his attempt to be interested in meaning rather than in form. Since the main concern in this

research is to explore language at the first view; that is, the experiential strand of meaning, we will specifically try to deal with the main problems which may face language users as well as language experts in the analysis of the experiential meaning in the clause for the most part. This includes moreover a full projection of the ways different entities participate and engage in various situations. For these reasons, Halliday's SFL seems the best realm at which we can stand at and be inspired from too. Not only because it offers the view that the clause is multifunctional unit of language; that is, where multiple meanings can be represented, but also because in addition to that it provides various analytical frameworks based on the grammar itself; for these various kind of meanings (functions) to be explored and described. Following this, it is important to know that within the whole system (language), there are particular meanings related to the clause's experiential metafunction and that is why we will explain mainly the issue of how this function, like the other two ones, relates to the expression which realise it.

#### **4.2. Transitivity and Experiential Meaning**

Communication has evolved in human beings' lives as an important aspect. Thanks to its advantages, people serve many purposes. However, sometimes this becomes a critical issue and this is mainly related the context within which language operates. The following instances reflect this criticality: air- travel language and medical and surgical language; they both represent example where safety is involved. Accordingly, the use of language use inquires an essential role for all those who are involved in the situation in order to respond in time and appropriately. The experiential strand of meaning reveals the content of what is being said, as Halliday (1978) defines it as: “‘language as the expression of the processes and other phenomena of the external world including thoughts, feelings, and so on’ (p.48). In all this, we can clearly assume that analysing language within this particular framework in favour of the rest frameworks is the right place. Since besides it enables analysts learning

how to understand and interpret language, it furthermore, draws the ways for them so that they become more knowledgeable of how they use language more effectively as they enhance their skills of how the system works, in other words, how language functions in its (whole) context of use. Especially; this can be obvious when communication addresses people with physical (sensory) or cognitive impairments.

For a well and good communication language users are required to know lots of aspects including the purpose of text, to whom the text is designed, things that are expected from them to do in addition to the ways they must follow to achieve it, as they may also need further information. Analysts and language experts on the other hand will be interested in more dedicated and specialised issues such as the extents to which language is clear and direct. In this sense they are involved to answer questions such that of how essentially the same information is conveyed whether to a group as whole, or to a specific audience.

(Fontaine, 2013, pp.72-73), she states: “This kind of meaning refers to the content of the text; in other words who is involved, the processes they are involved in, and other information about how, when and where this involvement takes place (p.73)

To put it simply, the experiential metafunction occurs in a clause when the speaker represent his/her experience through a configuration of elements (processes, participants and circumstances) that are located in the system. At this level of the clause, the verb is perceived as the means of involvement through which the event is being expressed. To be closer, it is the main verb in the clause that contributes in the determination of the nature of processes which henceforth determine the roles of participants in various situations. Therefore a clear identification of this aspect is vital for such level analysis. In Halliday's words, to analyse the processes means to explore the transitivity system being exploited by the speakers. This means in a more systemic functional terms, to describe the choices (options) which are



available and organised in the system of transitivity and which enable the relevant processes to represent the experiential meaning.

#### **4.2.1. The Grammar of Processes and Participants**

SFL considers transitivity of a clause as a vital foundational concept which works specifically for the analysis of the grammar of processes and participants although Halliday's first contribution constitutes the analysis of the textual metafunction. At first, early probes about the system of transitivity are related mainly to verb distinction as whether or not this is transitive. Later on there appears a further distinction which is associated with the objects, that is, whether the clause has direct object, indirect object, no object, and if it is possible for these to function as subject. Thus, in both cases, it can be assumed that transitivity has to do, as Fontaine (2013, p.73) puts it: " the distribution of objects, whether this means arguments, objects or participants, rather than the status of the verb. These two views of transitivity are really two sides of the same coin."

To explain this, we can refer first to the traditional syntax interpretation to transitivity. This concerns that the verb has a number of various arguments which determine transitivity. Although this view point is considered by Halliday while setting his theory, he works on broadening it, and accordingly includes the participants. In this context he argues:" transitivity is the grammar of processes . . . and the participants in these processes, and the attendant circumstances' (Halliday, 1976, p. 30).

From another hand, Halliday explains that the kind transitivity which he provides for the analysis of language is to a certain extent inspired by traditional grammatical description, yet in addition to their accounts, it " defines some of the roles which nominal elements may occupy" (Halliday, 2005, p. 61). In other words, unlike traditional accounts this notion is to be applied to the whole clause and which operates beyond the view of verbs, objects and arguments to include furthermore circumstances. (Fontaine, 2013, p.74)

#### **4.2.1.1. Material Processes**

Digging into further in more explanations which concern the representation of processes, Halliday makes a distinction of many types. Activity- based processes for instance are known in functional grammar as material processes, they express activities of different sorts including doing, happening, changing, and creating and that their participants are active and they include two aspects: Actor (those entities doing the activity) and Goal (those entities which are affected by the activity).

Moreover, there are two types of participants that can be involved in the process namely: Beneficiary and Scope. What can most importantly be said about the former aspects is that it is conceived the same as Goal with a minute but a vital difference. This makes Beneficiary either a participant which benefits from the process or recipient in the process. In the best cases Beneficiary appears with verbs such as to give and to send. (p.74). However, the view cannot be generalised for when we take the second aspect into account, that is, Scope and Goal are markedly different despite that all traditional descriptions perceive them as direct object, and this for the matter of fact tells nothing about their function. Considerably, whereas Goal is affected by the process, Scope is not; it rather indicates it. As Halliday and Matthiessen (2004) explain, Scope determine “the domain over which the process takes place’ (Halliday and Matthiessen, 2004, p. 192)

#### **4.2.1.2. Mental Processes**

So far, material processes cover a part of language users' represented experience which is conceived as external. However this is not sufficient in the internal world. People need to refer to their experiences through their senses in their external world too. So, within this appears what is known as the sensory-based processes in which the neuro-cognitive system is involved to frame processes like those of knowing, knowing, seeing, hearing as well as thinking, and are all labelled as mental processes. The function of participants within this

category determines that they are sensing something instead of doing something like it is the case for the material processes category. These include: Senser (the entity that is represented as having the function of sensing) and Phenomenon (the entity that is represented as being sensed).

#### **4.2.1.3. Relational Processes**

Relational processes come to form the third process type in the transitivity system. Its role however is linked neither to the internal nor the external world. What it does is that through the verb be (which is prototypical for these processes) it relates two participants (entities); that is, Participant and Circumstance. In a more abstract way. How these differ depends on, as Fontaine (2013) notices "the degree of attachment it has to the process" (p.76). That is to say, in the first it is expected from the participants to fulfil certain expectations because they are required in the situation. In the second case, however circumstances are optional because they are "attendant to the process" (p.76). Relational processes are of two types Attributive and Identifying. These are said to determine the types of function of the participating entities in this level. (p.76)

The role of the first type of relational processes, as their name suggests, is attributing a sort of quality to its two participating entities which function respectively either as Carrier ( the entity carrying the attribute quality) or as Attribute ( the entity expressing the attribute quality). In Both cases the process reveals a relation between these two types of participants. Relational processes are not much different in that they represent a relation between two participating entities with one exception that the relation here is that of assigning an identity, in other words, what happens is that one participants is being identified by the other. Hence, the entity being identified expresses a function called Identified and the entity which is identifying expresses a function called Identifier. This type of processes involves two participants which can be interchanged without reducing the acceptability of the clause.

To understand how speaker represent their experiences both in the external and internal world, Halliday explains the different ways through which different processes are realised and thus by introducing his notion of transitivity it helps the speakers to analyse and describe each type of them. However, in some cases it becomes hard to identify what type of processes is being referred to particularly in the case where one type may merge into another. For this Fontaine (2013) refers Halliday's three additional categories of experiential representation “We also find further categories located at the three boundaries; not so clearly set apart, but nevertheless recognizable in the grammar as intermediate between the different pairs – sharing some feature of each, and thus acquiring a character of their own” (1994,p. 107). These additional processes overlap with the main process types they consist of verbal, behavioural and existential processes. (Fontaine, 2013, p. 77)

#### **4.2.1.4. Behavioural Processes**

In the first place, behavioural processes as Halliday puts it: "represent outer manifestation of inner workings, the acting out of processes of consciousness and physiological states' (Halliday, 1994, p. 107). The participant here is called Behavior his function lies between that of Actor and Sensor which correspond to the material and mental processes respectively. This is because Behavioural processes lies in between these two categories (material and mental).

#### **4.2.1.5. Verbal Processes**

In the second place come the verbal processes. This type calls between the borders of mental and relational processes. They represent "symbolic relationships constructed in human consciousness and enacted in the form of language, like saying and meaning” (Halliday, 1994, p. 107). It constitutes a situation of saying and thus its participant is known as Sayer; that is the entity which produces the Verbiage (message). In addition to that it may involve another participant who receives the message, that is, Receiver.

#### **4.2.1.6. Existential Processes**

Finally, the third additional category is known as existential processes; they are located between material and relational processes and they are concerned with existence. The only participant involved in such category is called Existent. What is crucial about this type is that their clause structure is distinct.

As we can see that Halliday, through a circular order distribution, provides six types of processes as inherent to the system of transitivity which according to his view is a model of representing various experiences (Halliday, 1994, p. 107). What might be questionable here is how speakers become able to know about which type of process is concerned in a given situation. Thus, with view of what has been said above this can be simply related to almost two fact. This is to say that when working with these categories, the distinction among these processes can obviously be made in terms of: 1) the sort of meanings they represent and 2) the various kinds of participant roles they associate. Additionally, knowing the function of each participating entity can be regarded as a vital element which allows language experts or analysts to determine the process type of the clause being analysed. (Fontaine, 2013, p. 79)

PROCESS TYPE	(i) from above:	(ii) from below: structural realization				(iii) from around:	
	category meaning					PROJECTION	TENSE <sup>4</sup>
material	doing & happening	Actor <i>the company</i>	Process <i>is giving</i>	Goal <i>a new teapot</i>	Recipient <i>to my aunt</i>		present -in- present
mental	sensing	Senser: <i>conscious my aunt my aunt</i>	Process <i>wants wants</i>	Phenomenon <i>a new teapot</i>		+ projection  <i>them to buy a new teapot</i>	present
verbal	saying	Sayer: symbol source <i>the company's letter the company's letter</i>	Process <i>says says</i>	Verbiage  <i>kind things</i>	Receiver <i>to my aunt to my aunt</i>	+ projection  <i>that she is entitled to a new teapot</i>	present
relational	being & having	Carrier <i>this teapot</i>	Process <i>is</i>	Attribute <i>beautiful</i>			present
		Identified <i>this</i>	Process <i>is</i>	Identified <i>the teapot the company gave my aunt</i>			

**Table 2: types of Processes (Halliday and. Matthiessen iii 1997, p. 16)**

#### 4.2.2. How to View Language?

##### 4.2.2.1. A Functional–Structural Perspective

Any process which involves analysing language will put its subjects within a sensible stage in which they need to divide their texts into sections. At a very first stage, it is important to know that in order to produce meaningful language; one that serves its proper functions, we must consider how words we choose should be arranged and structured to produce meaningful relations. This implies therefore knowing the grammar of the language. Thus, one way to think about the grammar is the manner in which words, clauses and sentences fall together to make meaningful relations

Next, the following step is understand the ways in which language works and this requires particularly looking at it from an analytical point of view so that to be able to

recognise its components, how they are structured and thus how they function. Also, if one is interested in analysing language functionally, he/ she must have a consistent knowledge about the relationship between function and structure. By function we mean the different things speakers can do and do with language, structure (form) on the other hand implies the way in which language is organised. These two aspects are naturally linked and their combination results in meaning.

SFL is a theory which emphasises on the functional perspective of language. It sets the claim that functions of language are organised within its various systems and that is how the name of this theory comes. In the end of the 1950s Halliday sets this framework which he calls SFL. It is distinctive in that it describes language as a social semiotic system which represents a resource for its users to create meaning. For this, it offers different patterns of use which organise the ways in which people can create meaning. In other words, language according to Halliday's view is organised as a system of options from which people make relevant selections to produce meaning. As it might be seen, SFL gives less significance to the formal perspective of language which is needed at the level of expression. (Halliday and Matthiessen, 2004, p. 23)

#### **a- Function of Grammar:**

language is a social semiotic system and thus its function is connected for the most part with the social use of language. This explains Halliday's view point of "the internal organization of language is not arbitrary but embodies a positive reflection of the functions that language has evolved to serve in the life of social man" (1976, p. 26). Function is about language use; that is, the different reasons and ways that lead people to use language in a particular manner which are "the grammatical and semantic roles assigned to parts of language" as Fontaine (2013, p.5) explains. Therefore, Halliday's account for the term function implies the functions of language use.

## **b- Choice and Meaning**

Language is a system of signs which relates form to function (grammar) so as to create meaning. Here, structural form is in functional terms understood in what Halliday calls realisation. Working with language Halliday observes that there is a relationship between function and form (realisation), with view to the following:

Function is what forms the basis of the organization of meaning in language but structure (linguistic expression) is needed to realize or convey the meaning.

.... We can now think of language in two ways:

1. Language as system, a resource for communicating meanings to our fellow human beings. As a system it includes the full potential of the language.
2. Language as text, the realized output of the language system. As text (e.g. spoken, written), it is an instance of language in use. ( Fontaine, 2013, p.6)

As noted before, Halliday considers language as a complex system and complexity can be understood by looking at the fact that one single meaning can be mapped onto endless possibilities (henceforth options) of linguistic forms (realizations). Therefore he identifies the different levels of complexity in his SFG model and similarly offers relevant categories for analysing them basing on the grammar of language.

The relationship between meaning and form is one of realisation. The SFL perceives potential meanings in language as connected systems, that is, as network systems, each of which systemically represents a set of options. Fontaine (2013, p. 6) Moreover, Halliday puts that there are three further aspects which concern the system representation entry condition, realisation rules (statements) and frequencies. Halliday considers the text as his object of analysis which is the output of the language system and language here precisely concerns an actual use which main unit is the clause. In this sense as Fontaine (2013) assumes, what is



meant by the system organization of the functions of language and how this relates to grammatical structure? (p .8)

### **c- Function and Context**

The clause is a multifunctional unit of language. This implies that different types of meaning can be expressed in it. Halliday refers to the first type of meaning in the clause, one that consists of the representation of some phenomenon in actual world; he calls it the experiential meaning. He notes that its components (systemic choices) connected to “express our experience of the world that is around us and inside us” (Halliday, 1976, p.27). In his following works, Halliday developed this notion to get what he named later the ideational meaning. This consists in addition to the experiential meaning relevant logical relations. The second type of meaning which constitutes the clause has to do with the interpersonal one. At this level, speakers tend to participate in social and personal interactions. At last, the third type of meaning is the textual meaning. This is where both experiential as well as interpersonal system networks are gathered so as to relate the clause to some other texts. This means that the textual meaning is an integration of the two previous ones. Halliday (1976) describes the textual meaning as being “intrinsic to language” since it has the function of creating text (p. 27).

From a logical point of view, it is essential to learn about the different kinds of meanings in the clause. But this makes no sense for language learners if they are unconscious about how these meanings operate in the clause. To be in other words well knowledgeable about how they interact in the clause. In this context; Fontaine (2013) considers two aspects that explain the reasons behind the use of language in a particular way: the addressee (the person being addressed) and the speaker's goal in the communicative event. She puts:

To illustrate how these three meanings interact in the clause, I will use an example from my own experience..... Depending on who I was talking to and what my goal in

communicating was, I might have said one of the following sentences" (Fontaine, 2013, p. 9)

Each text infers a particular context that is different from another text's. It is true that one believes that there exist so many ways in language to produce one meaning. But this is a wrong view. Because from a functional perspective each of those ways (forms or structure) of language reveals a distinct meaning. Principally, this constitutes to the three types of meanings which Halliday identifies in this SFL theory. Fontaine (2013, p. 9). The earlier view becomes now there are, of course, multiple ways to talk not about one single meaning but about one single idea, each of which reveals a distinctive kind of meaning. But how is the clause naturally multifunctional?

The three functional perspectives of grammar in the clause which are integral to the three types of meaning identified in the Hallidayan approach (SFL). These perspectives are referred to within SFL as metafunctions. Halliday explores that grammar is a meaning potential. At the level of language production, there are in each type of meaning specific systems to which they are associated and that the holding trace of such meanings is that of the clause. Thus by analysing the clause we can recover all of these types of meanings. This occurs at the level of language analysis (Fontaine, 2013)

So the multifunctional nature of the clause can be explained differently, depending on the nature of the meaning expressed within it. For instance at the experiential level, language enacts a range of different processes namely material processes, as it also covers its participants such as Actor which depending on the context implies persons, places, objects or concepts. At an interpersonal level, the clause has one of its famous functions: the Subject. As the speaker connects Subject to the Finite verbal element which determined the Mood structure of the clause. Eventually, Theme is the component which reveals the clause's textual metafunction and because this is an implication of both the experiential and the interpersonal

functions, the role of the theme is, as Halliday and Matthiessen (2004) put: grounding what [the speaker] is going to say" (p. 58)

The represented meaning is interpreted by the analyst according to the speaker's selection. That is why readers must be equipped with special tools and follow particular strategies for analysing segments of linguistic units. These include their ability to look at the internal structure of these units from one hand, and to determine the location of the clause's internal boundaries. Besides In order for the readers to recognise the structure of each group unit, they most importantly need to be conscious of the way each group unit works.

Grammatical Analysis is needed mainly to develop critical analytical skills for everyone who working with language like for instance students who carry out research in the area of language (media texts, political speeches, stylistics). Accordingly the goal of grammatical analysis will vary depending on the purpose of the field being investigated. Halliday (1973, p. 57) claims:

the essential feature of a functional theory is not that it enables us to enumerate and classify the functions of speech acts, but that it provides a basis for explaining the nature of the language system, since the system itself reflects the functions that it has evolved to serve.

To conclude with that means as Fontaine (2013, p. 12) explains that the ultimate goal of functional grammatical analysis is to widen one's understanding of language in use which insight cannot be carried out without a kind of in-depth analysis . The main idea presented here is that when a speaker says something about something, they are using language to describe (very loosely) a situation, and that this situation is represented in language by a structure called the clause.

Realisation (expression) corresponds to the relationship between function and linguistic structure mainly the clause. Roughly speaking, the clause is the linguistic unit which corresponds to that of sentence. Sentence is an orthographic convention, it has been developed in the writing system along with punctuation. Due to fact that there is no equivalent unit as such in the spoken language it will be problematic to rely on the sentence in the analysis. This is because in spoken language, it is difficult to recognize the units of grammar. This is only possible by knowing how tone patterns, pausing as well as grammar work (pp.19-20). Sentence as Fontaine (2013, p. 20) reveals: " restricts us to written texts and it does not help us when we are interested in texts without punctuation, such as spoken language or some forms of electronic language".

#### ***4.2.2.2. Clause Segmentation:***

Before beginning the process of clause analysis, it is necessary to identify what really a clause is. In the most general sense the clause refers to any structural grammatical unit that expresses a given situation, be it a circumstance, a state of affair or anything else. In the most particular functional sense however, this relates to a particular process and participants.

(p.20) The earlier step in the process of clause analysis which is regarded as crucial is knowing how to determine the boundaries of the clause which will be possible if the analyst consider some strategies for identifying the situation being expressed in that clause. (p.21).

The clause consists of elements which through various structural units serve to express the various functional meanings. For example the functional labels of process and participant which constitute to the experiential metafunction of the clause. This results that the clause is "the linguistic realization of the situation that the speaker wants to express, and that the clause is made up of component parts that fit together." as Fontaine (2013, p. 22) puts it.

## **a- The Main Verb**

According to Fontaine (2013), the units of the clause refer to the combined grammatical structures which form it. With regard to this, Halliday's SFL approaches the clause from a multifunctional viewpoint; that is, the possibility of its consisting elements to express more than one function (the different views of the clause). And since, as we have mentioned before, clause segmentation into lower units is what analysts consider at the first place, she furthermore proposes some notion that are necessary for the analysts to be aware of as the following: "...

- Every text contains at least one clause.
- The clause is made up of units.
- Each clause has one and only one main verb." ( 2013, p.23)

Following that, if the analyst succeeds in identifying the verb of the clause, the identification of the clause boundaries becomes an easy task. Mainly because this acknowledges of the way the clause operates. Besides that Fontaine establishes the view that when people work with the grammar, the main complexity which engenders is about the process of embedding and its frequent use. This is obvious when speakers use language, they tend to insert units inside other ones, yet they become hardly to be identified. Crucially, the use of this technique leads to a very challenging linguistic analysis. In each stage, analysts must be aware of the sense of each component involved in expressing a given situation. To have a sense in other words that one situation can be revealed through different grammatical structures and of different descriptions of its participants.

When beginning to analyse a clause the key is to be able to identify the main verb because so much of what is expressed within the clause is organized around it....

The key point of entry to identifying the clause is by its required main verb, which links it to the situation that is being represented by the clause. (Fontaine, 2013, p.25)

Because basically speakers organise much of what they express around the main verb of the clause, being able to identify it is the key when starting functional analysis of the clause which central unit is that of the clause. The clause represents the grammatical resource for speakers to express various and different situations mainly through linking the main verb the situation being represented by the clause, Fontaine adds: "The clause is the central unit in analysing grammar because it is the grammatical resource for expressing a particular situation.", as Fontaine (2012, p.25).currently suggests it.

However this does not mean that the clause has just one verb. Speakers can rather combine various verbs to express the situation they intend to. In this case the difference among their roles is that the main verb has to do with the situation while the remaining verbs serve just to contribute to the whole semantic process. For example giving more detail about when participants do the action or about the degree of certainty of their action. The next state of mind made by Fontaine (2013) gives inspiration of the reason that puts the analysis of grammar in a challenging and sensible state:

The first step to analysing the clause is by locating the main verb. In a sense the main verb is the pivotal element of the clause.... The analysis of the clause hinges on the main verb since it is by identifying the main verb that the process can be determined, and then the rest of the analysis unfolds from this. (p.25)

### **b- The Process Test**

With view to that the clause expresses a given situation that can be functionally analysed. Each function construes a meaning and each has a proper structural configuration relevant to

its elements. The analysis of the clause from the representational perspective, that is, the experiential metafunction requires to identify and describe the processes and the participants.

Keeping in mind that the clause has one main verb which represents its process allows the identification of these elements. The process determines the expected participating entities in the situation and to work out these participants. Fontaine (2013) proposes a set of test which she refers to as the process test. She describes it as way of generalising the clause as to determine and thus identify the number of participants within it. She explained: "The process test relies on what speakers know about how a particular verb works to express a process" She furthermore presents the test as it follows: "Process test In a process of [verb-]ing, we expect to find someone/something [verb-]ing (someone/ something) ((to/from) someone/something or somewhere)." (2013, p. 39)

In the end and in order to conclude with the point of clause analysis, the view that can therefore be held is that taking into account the perspective of clause structure is regarded as effective and operative in the process of analysis. This is true because although the functional analysis has its own importance, there is a fact that cannot be ignored here that the structural analysis is the one which paves the way to explore the clause's potential for meaning construction, in other words, enabling the clause to function at many levels simultaneously. Thus, we can understand that a structural- functional analysis is of great importance when working with clauses within the framework of SFL in particular. We all agree with the fact that Halliday's model to language has a functional tendency to study language, however many of us, would ignore the fact that this model is greatly based on the structure of language, or what Halliday calls realisations to explore the metafunctional aspect of language.

Verb Category	Verb be/linking verb			Action verb		Non action verb	
				Trans.	Intrans.	Verbal	Mental
<b>Circumstance</b>	NP + be + NP/PP/ AdvP	there/ it + be	NP + be + adj.	NP + trans. V + O/C	NP + intrans. V + (adjunct)	NP + verbal	NP + mental V + NP
<b>Process</b>	relat. (ident, possess)	exist.	relat. (attrib.)	mat.	mat.	verbal	mental, behav.
<b>Sample Verbs</b>	<i>is, become, own</i>	<i>is, am, are</i>	<i>is, am, are</i>	<i>try, give</i>	<i>choose, expose</i>	<i>talk, say, tell</i>	<i>look, think, believe</i>

**Table 3: Transitivity Process Identification Test (sourced from Isti'anah, 2012, p. 29)**

## Conclusion

The complementarity in the theory of Systemic Functional Grammar can be seen through many perspectives. Initially, language is defined, as Halliday (1994, 2004, 2014) puts it, as a system resource of meaning making which thus implies that a sort of unlimited linguistic options are available to language users in order to create and construct different meanings. This can be possible because the system according to Halliday consists of different strata (henceforth level) and that each stratum is indispensably related to the other one. These strata are phonology, grammar and syntax. In this way we can reveal our daily experiences from choosing from the systems available in each of these levels. This concerns the production level. But discourse analysis is not the discipline which is interested in the process of how discourse is produced but rather in how it is understood and interpreted by different users. In this respect, Halliday's theory comes to answer this issue through the different models that Halliday (1994) proposes and which are derived from the system itself. These models are summarised in what Halliday calls Systemic Functional Grammar. The difference between SFL and SFG in this way can be understood as Halliday (1994) explains as the difference between the theory (SFL) and model (SFG) the application of the theory in the field of analysis.



## **II. Chapter two: Representing Ideology in the British Press: An Account of a Critical-grammar Based Approach**

### **Introduction**

There is no doubt that discourse analysis and media studies are closely related. In the field of discourse analysis the mission is to focus on knowledge about language beyond the word, clause, phrase and sentence that is needed for successful communication. One of the other missions within discourse analysis is to look at patterns of language across texts. From the other hand, media studies is the discipline that is interested in the content, history of various media, particularly, the mass media; drawing on from social sciences, humanities as well as communication studies. Other researchers within the field develop multiple theories and methods which find their subjects in areas such as cultural studies, political science, sociology, anthropology, social theory as well as criticism. Therefore, since media discourse is meant to communicate information, ideas, as well as prejudice and ideologies to different audiences, discourse analysis is the area which appears to deal with this type of discourse in particular, as a method to explain and interpret those issues related to it; that is, all inexplicit ideologies and hidden meanings that ordinary or mass readers lack to figure out. In this respect, this chapter introduces, at first, the media industry in Britain, specifically, journalism industry. It then continues by giving an overview about few important concepts related to the study of media and which are closely related to main purpose of the current research. For example: media representations and ideology. After that, the chapter explains a method which is related to study these concepts which concerns CDA, in particular, its history, its theories (models). In this concern it focuses, at the end, on the socio-cultural model to discourse analysis which is suggested by Fairclough (1991) as a way to study communicative events in the press.

## **1. An Overview on Newspapers**

### **1.1. The Industry of News and Journalism in Britain**

Brian McNair, the author of the book: *News and Journalism in the UK*, presents his fifth edition that is roughly an updated form of the earlier four versions. Most importantly, updates concern recent changes happened to the British media. He thinks that the most noticeable changes are revealed in the revolutionised digitization of media. It is accordingly considered today as the puzzle word for old media forms. Moreover, McNair adds that this revolution further strengthens the role of the media in the British society which characterized by its democratic political system as reinforcing factor. His view cannot be described as a strange one, particularly because of the miscellaneous subjects of interest and for the several occupied positions as a professor of journalism, media commentator, and adopting research methods and mediated sexuality in his undergraduate and post graduated levels. Trends of newspapers in the UK have been searched several times by many scholars, researchers as well as journalists too. With view to the same context, Brian McNair (2008) discusses some important changes that concern the British media, therefore; the revolutionized digitization. Studying media trends helps to understand the role of the media of the concerned states and societies. Being democratic, the British political system reinforces the role of media; in the sense that, it makes strengths

#### **1.1.1. Why Journalism Matters?**

The section entitled: *why journalism matters?* The assumption that can be made from this title is that journalism particularly, unlike other media categories, is considered as an important organization. So, the author departs from this point and takes advantage of it to specify the reasons behind that. In this discussion, we will sort out the key elements referred to by the author and that place journalism, in Britain, in a prominent position. By the twentieth century and forward media in Britain, like other European countries, became an

institution for making money (a business institution). Also, it is important to mention that the additional role coined to the media is related to the huge economic shift Great Britain has marked. Theoretically when new politics have been introduced to the economic system and which caused a media industrial revolution.

Mc Nair (2008) emphasised the structure of media in Britain especially during the twenty-first century when it became a revolutionized industrial institution i.e., a multi-functioning organisation in the society namely at the social, economic and political levels. He also points to media ownership, newspaper trends, readership and circulation, and online usage of media. At first the other attracts us to media industry and that is going huger also to its important role in the British economy. It offers human employment opportunities, it uses financial resources and next to this it receives prominent status in the British society. There is statistical information that support this view, Mc Nair (2008, p. 1) returns that “According to a 2007 report by the World Association of Newspapers (WAN), there are more than 10,000 newspaper titles in existence, employing some two million people and generating US\$180 billion of revenue”, despite of the impacts of online media on print journalism. The media in the UK are very famous of their power at the global level. It consists of diverse challenging companies like BBC, CNN, Sky, Reuters (p.1).

British Journalism with its three categories; aural (radio), audio visual (TV) and print (newspapers, magazines) witnessed a remarkable development. TV news, for instance, augmented from 2 hours in the week; provided by just two TV channels BBC and ITC, to 80 to 243 hours ( per week) between 1986 and 2001 with an estimated expansion average of 800 per cent, these data are provided by (BSC/ITC) 2002 report. Radio in another attained a progress benefiting from digital services with the BBC (with its 5 channels), talk Sport and other commercial channels as challenging news providers. Print journalism in the other hand

provided national and local newspapers with an increasing number higher than what England provided about 20 years ago. Finally, the global and free accessibility of online media; be home or overseas producing news websites, poses concerns for print newspapers which number of circulation decreases on expense of the other since the 1990s when online news platforms in some ways replaced print journalism (a circulation number of 310 000 for the Guardian newspapers compared to 25 million online regular users for its website). Online journalism appeared in the UK since the late 1990s.

### **1.1.2. Language in Newspapers**

Language is a social practice, thus according to Fairclough it serves many social roles including the constitutive one which accordingly allows it to function diversely: “language use is always simultaneously constitutive of (i) social identities, (ii) social relations and (iii) systems of knowledge and belief” (1995a, p. 134). There are multi-layered dimensions through which discourse can be studied. This allows focusing on different aspects separately that concurs with the purpose of the analysis. Fairclough comments:

Textual analysis presupposes a theory of language and a grammatical theory, and one problem for critical discourse analysis is to select from amongst those available. While systemic linguistics is a congenial theory to work with, in the longer term critical discourse analysis . . . should be informing the development of a new social theory of language which may include a new grammatical theory. (Fairclough, 1995, p. 10)

Fairclough suggested that CDA involves interpretation-stage analysis which requires a call for more cognitive orientations. (Fairclough, 1995a, p. 59). Most importantly, SFL’s description- stage analysis of representation and evaluation in discourse and their ideological functions lacked to account for the text receivers’ (readers/ hearers) cognitive and psychological features when dealing with Discourses, To put it another way, cognitive

approaches' interpretation-stage analysis serves to explain textual ideologies' effects of how reality is cognitively represented and evaluated in the hearer's minds. Calling for an interpretation-stage analysis is important if CDA engage in reviewing its criticisms and re-consider its claims. The role of the critical discourse analysts in providing a relevant analysis lies in their decisions of which model (s) to stress more, Hart (2014) notes:

which one the analyst selects will depend on which is most appropriate for the task at hand, where different models provide different perspectives on language and communication and afford a handle on the alternative functions, features and modalities of discourse which, depending on the particular research context, analysts may be interested in. ( p.10)

### **1.1.3. The National Press**

According to a study on newspaper's circulation in the UK, statistics show that by the year of 2008, the industry of newspapers greatly expanded ranging from free sheets and paid for of around 12 daily newspapers and 11 Sunday newspapers. Their circulation number reached 10 million with a great portion for what was used to be called the tabloids. The leading tabloid newspaper then was the Sun which preceded the Daily Mirror and the Daily Mail respectively.

The word tabloid was precisely used to refer to newspaper with specific size and layout, and also with specific style of popular journalism whether be a print or broadcast platform. In the same context, tabloids were classified into first, red tops with the Sun and the Daily Star in the forehead. With few of the readership, tabloids are usually known by socio-economic reading class. The content of tabloids however varies from salacious to sensational trends. The other category is called mid-market tabloids like the Daily Mail and the Daily Express

whose readership is likely to be from a higher socio-economic category described as more affluent, better educated public.

The other lasting category of British newspaper is called broadsheets. Globally speaking, there are two prominent perspectives that make them distinct from the tabloids; size and content. The size of broadsheets is a bit larger than the tabloids'. Besides, broadsheets' content, unlike the case of tabloids, is best described for being too demanding. Broadsheets compared attracted less public than tabloids generally do. Yet, in 2003 the only newspaper from the broadsheets category (the Daily Telegraph) ranked four with over than one million amount of circulation. It achieved 800,000 daily sales for which it remained the most popular newspaper in the UK and most importantly the only broadsheet in the market. The other broadsheet newspapers like the Times, the Guardian and the Independent, due to some economic and competitive reasons, switched to other category to attain their goals, particularly to smaller print formats known as the Berliner format.

From the 1990s on, everything related to the British media changed. The traditional tabloids/ broadsheets dichotomy was replaced by heavy-weight, mid-market- and red-top. This classification is mainly done with view to economic, financial and market perspectives. These perspectives can be compared simultaneously to the elite, mid-market- and mass circulation categories. These concepts are used to appropriately refer to newspapers sectors in the UK, with the domination of red-tops and mid-market in the British Market including 11 Sunday editions, e.g. in 2008 the Sunday newspaper ranked four among the most popular five newspapers in the UK. (McNair, 2009, p. 5)

In order to investigate trends of the British newspapers, it will be unsatisfied, to make any assumptions on account of the market figures of a short period of time. A number that revealed a diachronic study will be, however, more reliable to figure out these trends.

Considering for example the epoch lasting from 1988 to 2008, it has been announced by several specialists and commentators that major popular newspapers' circulation in the UK fall about one third per a decade. The Sun and the Daily Star, for instance, represent the mirror illustration of this decline. Even so, the mid-market tabloid newspaper; the Daily Mail marked some increasing sale figures. Besides that, heavy weights (elite titles) too have showed pervasive progress of circulation percentages: The Times 20%, the Financial Times 63% of what equals about 300,000 sales at the international level.

It is true that the period from 1988 until 2008, with view of the British newspapers' circulation, has been described as a crisis era; still the announced declines did not concern all newspapers. Furthermore this cannot be generalised for all newspapers with the same effect. Because not all of them declared it, not they do with the same degrees of shoot. And so, if any attempt to give a fairly accurate count for the global percentages, it will make a number ranging from two to three per cent for the whole two decades. Also, it is important to mention that the average of circulation that is referred to, here, concerns both daily and Sunday editions, which makes: 66 per cent and 56 per cent for each respectively. As consequence, some prominent titles like Daily Mirror have lost their place in the British market (half of its circulation number).

Nevertheless, no one can judge the status of the British press at that period as a weak spot because twenty years ago newspapers did not face any challenge in which other media outlets were concerned, the only challenge was among the circle of the press. It is not the case however following the 1980 when British media environment has forced newspapers, TV, radio and other media outlets to compete each other, since the supply of information remains the main interest for them, and which circulation has to reach the large extent of audience in the country as well as overseas. This was merely real, when the doors of online

media and computer-internet based media in general, in Great Britain, were ready to be opened for a more global audience around the world. The mission of the British media, then, was to cope with such controversy. From one hand, it had to handle the situation of losing audience from the old media platforms, and seek for a more globalised one, by targeting new audience through content of this new type of media from another hand so as to make a balance among the two.

#### **1.1.4. The Regional Press:**

Regional newspapers or the free sheets unlike other kinds of newspapers are designed in order to supply information about local business and services. In Great Britain, their importance is not less powerful than that of the daily or Sunday titles. First because, the regional press is considered as essential employer; as it provides job positions for British journalists. Second, because it catches the attention of a huge readership, although its function is to supply advertisements about business and other services, regional press moreover holds usually within its content a particular amount of local news, the same that can be found in any other British media outlet. Bob Franklin (2006) noted that regional press attracted 84 per cent of adult readers while 70 per cent of them sway to national titles (p. xvii). It seems also that the British people are classified as truly newspaper readers, Brian McNair (2009) commented on that:

Northern Ireland, with a population of 1.6 million people, supports 18 daily papers.

Scotland's five million people support some 80 titles. These data were gathered some time ago, before the 'credit crunch' and the associated recession, since when the economic climate for all media organisations has worsened (p. 9)

The free sheet fashion, adopted in British media, affected the generation of many key papers in several cities in Britain like: the *Metro*; *the-London paper*. Regional press's



implications on the British journalism level did not stop here, it has been commented that the internet-based media is not the only cause for the print newspapers' circulation crisis, but free sheets as well play a great role in that decline. Other paid for regional newspapers; there are few titles with a large circulation, among the hundreds, printed in Scotland like: *the Daily Record* and *Sunday Mail*, which are considered for the Scots as national newspapers. Likewise the *Wales* is for the Welsh citizens and the *Belfast Telegraph* to the Northern Irish.

The production of the regional press significantly attracted the British markets during the 1990s till the year 2009 under the corporation of about 600 small companies, national proprietors. Yet, their ownership is smaller compared to those of the national press, for instance, the Trinity Mirror Group, the US-based Newsquest Media Group. The most dominating company then was the Johnston Press. In 2005 it bought the titles of the *Scotsman* for £216 million and by the summer of 2008 they reached 284 regional newspaper titles on the national level. From another perspective, the major media proprietors of the regional press were Associated Newspapers and the Guardian Media Group with Thomson Regional Newspapers as the most remarkable one. Till the parent Thomson Corporation announced, in the late 1995, the need of sell their newspapers interests in order to increase revenues as McNair (2009, p. 9) explains "The English and Irish TRN titles were taken on by Trinity International Holdings, the Scottish titles by the enigmatic Barclay brothers (the *Scotsman*) and Associated Newspapers (the Aberdeen Press and Journal). The traditional trends of regional media; in England owned by free proprietor, therefore has been replaced eventually by independent companies.

#### **1.1.5. The Periodical Press**

In Britain, there exist three types of print media; the national press, the regional press and periodical press. This latter differs from the two earlier mentioned types in the quality and

trends of its subjects of interest varying from journalism, leisure, entertainment, and business. Periodical newspapers differ, also, as the name indicates in the period of their issues from weekly, fortnightly, to monthly publications. The *Private Eye* and the *Economist* constitute the two most well-known titles in the context of high circulation number, although each one has its own redaction style and tone. The *Private Eye* is most famous for its satirical approach dealing with business and political issues and after that moved to the production of mainstream news agenda. The *Economist* however deals restrictedly with business and financial themes mainly to reveal the national and international status of economy, for this it receives high readership and its circulation ranked first inside and outside the UK market reaching a circulation of 180,000 and about 460.000 respectively compared to other titles like the *Prospect*?27,700 of circulation.

We can find 3000 periodicals published in the UK, and that are specialised in particular themes. There which Supply information of some goods and prices like cars: *Exchange & Mart* and *What Car?* Titles like *House & Garden* and *Good Housekeeping* for home decoration, and *i-D* and *Dazed & Confused*; that are concerned with style and fashion trends. The circulation of magazines like that of daily and Sunday newspapers which has marked a decline through time. The (ABC) Audit Bureau of Circulation that is responsible for periodical concerns declared a crisis for this kind during the early first 10 years of the 2000s. This happened for the loaded magazine dedicated for men 100,000 of decline. The production of periodicals in Britain is owned by big companies namely IPC and Bauer. But what can be said about them is that they are not all equally strong and well organised. This is exclusively true for the old appearing organisations like Pressdram responsible for the *Private Eye* magazine.

### **1.1.6. Ownership of the British Press**

National Newspapers in Britain belong either to their publishing organisation like News Corporation, The Trinity Mirror Group, Northern & Shell, the Barclay brothers, and Associated Newspapers. Or to independent entrepreneurs who together are responsible for their financial support. Rupert Murdoch, which News Corporation possesses two daily and three Sunday newspapers. They both reached 34 per cent, 39.6 per cent respectively of the total circulation. The Trinity Mirror Group owned now by a group of bankers and that achieved 17 and 18.5 per cent national sales of daily and Sunday newspapers. The Northern & Shell whose major owner Richard Desmond paid an amount of £125 million in 2000 for the Express and the Star newspapers. Conrad Black's Hollinger group in 2006 sold the Daily and Sunday Telegraph to the Barclay brothers. Last but not least, the Associated Newspapers organisation that owns the Daily Mail and Mail on Sunday titles.

For other titles like the Guardian and the Observer belong to independent owners under the regime of non-profit making Guardian Media Group and the Scott Trust. The Independent and its sister newspaper the Independent on Sunday have found themselves in a problematic situation facing financial issues, thus they were obliged to put away their constitutions and follow the Guardian and the Observer trend, which is to allow independent investors to intervene in order to save the title, finally they have been sold to Tony O'Reilly and his Independent News & Media group in 1998. The remaining paper belonged once to the communist party; The Morning Star. Today this is no longer the case when it relies on its readers in addition to advertising recourses revenues.

## **1.2. How Media Affect the Construction of Discourse?**

### **1.2.1. Access to the Media**

This aspect is thought to have considerable importance within the field of media discourse and it is concerned with two issues which are inherently related. From the standpoint the people have no equal distribution of media access in all its forms, be it written, verbal or broadcasted, this aspect first attempts to inquire about which audience has an access to the media. Relying on the relevant answer, regarding, it second questions its implications concerning the place of media in society namely because: “media output is very much under professional and institutional control, and in general it is those who already have other forms of economic, political or cultural power that have the best access to the media”, argues Fairclough (1995b, p. 40)

Similarly, this idea concurs with van Dijk’s view concerning individuals' access to discourse which for him is, an important aspect too. Most importantly: access to discourse is a major (scarce) social resource for people, and that in general the elites may also be defined in terms of their preferential access to, if not control over public discourse. Such control may extend to the features of the context (Time, Place, Participants), as well as to the various features of the text (topics, style, and so on). (Van Dijk, 1992, p. 10)

### **1.2.2. Economics of the Media**

This is another vital property which crucially determines both the practices and texts of the media including those of mass media. Namely because this category represents profit making institutions and economically its power lies in the rate of its selling product, in Chomsky and Fairclough's terms the audience of interest to advertisers (Chomsky, 1989; Fairclough, 1995b) This results that the media are vulnerable to “effects of commercial pressures”, puts Fairclough (1995b, p. 42). This is nucleus to what Fowler illustrates about the kind of effects regarding the press which important role serve in determining: “what is

selected as news and in what ways such news is published” (Fowler, 1991, p. 20). To illustrate how this media property has been related to the massive researches within critical media studies we can refer to works about advertising practices which is regarded as one of the most attractive issues within the area (Achbar, 1994; Chomsky, 1989; Hackett, 1991; Winter & Hassanpour, 1994). In addition to that, we can refer to the issue of media ownership which is also an important factor that has great influence on media discourse (Fairclough, 1995b, p. 43; Chomsky, 1989; Hackett, 1991, p. 65; Winter & Hassanpour, 1994). The best example mentioned by Fairclough here concerns the media commercials which are owned by few large corporations in the West, as Winter & Hassanpour (1994) assert: “two corporations, [Southam chain and Thomson corporation-the owner of the *Globe & Mail*], control 59 per cent of Canadian daily newspaper circulation, and they are corporations with extensive interest outside the newspaper industry, run by the corporate elite.” (p. 15). In the end, we have mentioned that media ownership has impact on how discourse is produced. Its importance is understood in that it "manifests itself in various ways, including the manner in which media organizations are structured to ensure that the dominant voices are those of the political and social establishment, and in the constraints on access to the media ..." Fairclough, 1995b, p. 43).

### **1.2.3. Politics of the Media**

The politics of the media should be regarded in any media analysis because mainstream media produces ideology in their discourse and is usually concurs with the service of the state as many critics claim ( Chomsky, 1989; Fairclough, 1995b; Fishman, 1980; Fowler, 1991; Hackett, 1991; van Dijk, 1991, 1993). This consequently serves to determine and reproduce a kind social relations as dominant group on the expense on other ones (the dominating group), Fairclough (1995b, p.44). Nevertheless, Fairclough puts that it is not always that media and state share same ideological backgrounds and thus their interests fall into conflicts, such as

when American media, mainly television caused the public to refuse the Vietnam War. (Fairclough, 1995b, p. 45). Such impacts of TV were discussed in Gowing (1991) and Schorr (1991), particularly when TV convinced the Bush administration to intervene in the case of Kurdish refugees in Northern Iraq.

Chomsky posits that he has totally a distinct opinion about media oppositions to the state, the same as Achbar's (1994), that the opposing sides represent a part of dominant elite groups who through their aggressive ways pretend that the main goal is to achieve free speech and the interest of the community as a whole. (p.53) His view poses a critical situation because whilst there are many critics that the state does in no way intervene on what the media produces, how this becomes a property of the powerful and dominant strings of society. The answer to this question as Fairclough & Chuliaraki (1999), explain:

Hegemony is relations of domination based upon consent rather than coercion, involving the naturalization of practices and their social relations as well as relations between practices, as matters of common sense-hence the concept of hegemony emphasizes the importance of ideology in achieving and maintaining relations of domination. (p. 24)

Hackett (1991) uses the expression agents of hegemony as to refer to the mainstream media which is peculiar in democratic countries; where there is literacy and freedom of expression (pp.56-57). Thus to achieve public consent, as (Chomsky, 1989; van Dijk, 1998a; Hackett, 1991; Fowler, 1991) put it, the ruling class has to exploit massive and diverse persuading means in order to maintain its domination. These means represent the mass media which is the manufacturing element of this consent.

#### **1.2.4. Practices of Media Text Production and Consumption**

Production refers to the set of routines that media institutions realise in order to produce news. This starts from the news gathering to news writing and editing stage (Fairclough,

1995b; Fowler, 1991; van Dijk, 1993). Conception on the other hand involves the ways audiences consume the news through their reading and comprehension to the texts like in the case of newspapers or listening and analysing in the case of radio or TV.

Coming to the step of deciding what the news is, this might have led us to think about the issue of newsworthiness, which is wrong. Most importantly, selecting what is the news is a process which remains one of the important practices of media production, Eaman (1987, p. 51) puts: "events become news when transformed by the news perspective, and not because of their objective characteristics . . . news is consciously created to serve the interest of the ruling class." This makes the media as a means which portrays a part of reality as Fowler (1991) justifies that: "the world of the Press is not the real world." and partiality entails that what media produces is "skewed and judged" (p.11). Moreover, selection can be related to the kind sources of information journalists depend on or choose, Fairclough (1995b) says in this concern:

one striking feature of news production is the overwhelming reliance of journalists on a tightly limited set of officials and otherwise legitimized sources which are systematically drawn upon, through a network of contacts and procedures, and sources of 'facts' and to substantiate other 'facts.' (1995b, p. 49)

Ideally, ordinary people has the property to speak freely about their personal lives rather than expressing opinions on certain issues like officials do (p.49). Both Fairclough (1995b) and Fowler (1991, p. 22-23) agree that officials are a regarded powerful source of information is due to the fact that the media depend on the status quo to keep their ownership and to increase their profitability. Accordingly, this results: "a predominantly established view of the world, manifested textually in, for instance, ways in which the reporting of speech is treated" (1995b, p. 49)

Moving to the consumption stage, this issues has gained much interest within the area of discourse analysis which mainly concentrates of how audiences read and comprehend media texts (Boyd-Barrett, 1994; Fairclough, 1995b; Fowler, 1991; Widdowson, 1998). CDA practitioners agree that this depends on individuals and they acknowledge that as cited by Fairclough that different readers might read similar texts differently (Fairclough, 1995b, p. 15-16). In a similar vein, Van Dijk (1993) states that "media recipients [are] active, and up to a point independent, information users" and they may form interpretations and opinions of news reports different from those the newspaper projected or implied (van Dijk, 1993, p. 242). From one hand, critical discourse analysts base their view on that readers are not equipped with knowledge to be critical readers of texts (Fowler, 1991, p. 11; van Dijk, 1991) and from another hand that relevant interpretations is a result of audiences' background knowledge and information about the current event in question (van Dijk, 1993, p. 242).

Doing media discourse is that it helps to make assumptions about the impacts of media on audiences, and the meaning of a texts emerges as soon as readers begin their interpretations, Fairclough (1995b) states:

It strikes me as self-evident that although readings may vary, any reading is a product of an interface between the properties of the text and the interpretative resources and practices which the interpreter brings to bear upon the text. The range of potential interpretations will be constrained and delimited according to the nature of the text. (p. 16).

Furthermore, Fairclough believes in another factor which may help with determining the meaning of discourse which is through reception studies, where audiences are asked about their actual interpretations of text. But, of course, as he mentioned there could be no



discourse analysis if this is not accompanied by the analysis of production and consumption (Fairclough, 1995b, p. 16).

## **2. Ideology**

From a broad view point ideology refers to systematic scheme of ideas, usually relating to politics or society, or to the conduct of a class or group and regarded as justifying actions, esp. one that is held implicitly or adopted as a whole and maintained regardless of the course of events( Oxford dictionary).From a more specialised sense however, Van Dijk (1998b) points out the term has to supersede traditional views and therefore suggests to link it to perspectives of power and dominance almost, he adds explains: “Ideologies are usually defined as political or social systems of ideas, values or prescriptions of groups or other collectivises, and have the function of organising and legitimating the actions of the group” (p. 316).

However, language use is not a purely cognitive perspective. It is also intrinsically related to human beings’ social and cultural fundamentals which Bourdieu (1991) refer to them as “the constraints and requirements of specific linguistic markets, and socioculturally mediated linguistic ideologies” (p.62). With this in mind, we cannot rely only on Van Dijk’s perception of ideology because it does not account for other aspects which affect language namely culture.

Fairclough's account of ideology highlights the ways in which ideologies of particular groups are encoded in the language used in addition that it identifies the ways in which these ideologies are presented in society. Fairclough for instance takes his own perspective to eventually come with the belief that newspapers as a part of a wider political grouping. What the researcher implies to achieve through the research corpus; in other words, the British newspapers, is to point out to the linguistic aspects as well as the socio-political ones that are inevitably linked to the culture of that particular community. Closely related to this

communicative socio-cultural approach, Knowles and Mainkjaer (1996) identify that ideologies refer to the ways in which meanings within texts serve to establish and maintain domination. This is closely related to the purpose of this study which is set to uncover; particularly, how language is used in newspapers in order to sustain particular labels and prescriptions about Islam relying on individual ( social) and institutional ( cultural) ideologies which increase fear and anxiety towards this religion and therefore to divide the world.

People use language as an action; that is, as a tool to realize different social purposes. language is described as such because of its functional aspect that enables language users to transform language into meanings, ideas, concepts and values, which looking at henceforth them serves as a prominent apparatus to decode social systems which are embedded in different forms of language, as Woolard (1998) puts: “to the extent that speakers conceptualize *language* as *socially purposive action* — we must look at their ideas about the meaning, function, and value of *language* in order to understand the degree of *socially* shared systematicity in empirically occurring linguistic forms" (Kathryn Woolard, 1998, p. 12).

### **2.1. The Media Representations**

The concept of ideology implies terms such as stance, evaluation and perspective. For instance the label textual ideology is similarly understood as how people’s particular use of language or way of thinking, reflects particular interpretations, of how things are perceived or ought to be. In this sense, speakers’ language use is always subjected to judgements of being ideological since it attempts to promote, encourage and support certain ideas, concepts, labels over others. Thus to understand how ideology is displayed through language communication, we need to describe the process of language use at the first place.

To start with, there are mainly two necessities in order for the language users to succeed in their communication: the linguistic capacity and the linguistic knowledge. The two requirements enter in a co-dependent relationship; in the sense that, at the first place the

linguistic capacity allows people to use the system (language) when they engage in different processes such as speech and writing, and at the second place the linguistic knowledge which role comes to designate the rules about language use; more precisely, it is the knowledge about the patterns of the various systems of language mainly those of grammar from one hand and knowledge of how these systems work (function) in different communicative purposes from another hand.

So what eventually results as stance, perspective or ideology in language is just an inspiration of what Halliday refers to as linguistic choice (Halliday, 1973, 1978, 1994, 2004, 2014). Indeed, language ideology can be understood as of how people's language choice from the system they have, influences the different ways through which they represent the world, which in Haynes'(1989) terms as Hart explains "Grammars as system engender ideology through the, often inhibited, choices they allow 'for representing "the same" material situation in different ways (Hart, 2014, p .2)

## **2.2. Ideology and Discourse**

With the emergence of the field of discourse the analysis, research was oriented to focus on two main aspects namely the nature and the function of language. From the one hand discourse analysts emphasize on nature of language because it is a means by which human beings can interact and do different things in the world, in other words language is, although not the only one, means of communication Paul Chilton (2004, p.30). In the same way, Bell and Garrett (1998) add that the study of language can never be held if it is decontextualized from its social nature and that language use (discourse) goes along the same line with social relations. As such, in the case of media and communication, for instance, language is regarded as a potential resource to construct meanings, shape opinions, depict the world and mediate ideologies, and in each process culture plays a vital role in influencing language use. Both (Fowler, 1991; Simpson, 1993) summed up that language is the main focus of discourse

studies due to its functional role in representing the world, most importantly through particular lens and under constrained labelled ideas and concepts. In other words, language needs to be studied because it is not a simple but rather a complex means of communication which does not evaluate the world objectively. It crucially sways always to particular ideological patterns that go hand in hand with the goal of the depicted images and messages that language users intend to mediate, hence excreting a kind of social dominance structures at the expense of other social groups.

From the other hand, language is functionally diverse Chilton (2004) and both Hall (1982) and Traynor (2004) agree that language is the centre of the concept of ideology and thus insist with the vital role of a linguistic analysis to dissolve such textual ideologies. Furthermore, scholars in the field of language and representation such as Fairclough (1992); Fowler (1991); Hall (1982); Trew (1979) and van Dijk (1993) coin the concept of language function with the one of ideology, in which they demonstrate that ideology cannot be understood unless there is a focus on the aspect language. Ideally, because it is thought as the most recognized means of communication. Language analysts, to put it close, believe that in ordinary practice when people interact through language, they do not use it as a tool to present real life facts but rather to re-present, re-shape the already existing beliefs, realities and so on (Scannell, 1998). In this respect, as van Dijk (2002) affirms that the discourse analyst or the linguist needs to neglect traditional views which call to consider language as an abstract system and instead he/she needs to look at it as a medium human beings use to generate and mediate different ideologies. Accordingly approaches such as discourse analysis, Critical Linguistics, Critical Discourse Analysis, and Critical Stylistics have come into existence to study the phenomenon of language in order to decode textual ideologies

### **3. Critical Discourse Analysis to Media Ideology**

Because society and reality are two important concepts in the investigation of discourse, it is customary to know how they naturally exist. This of course has not to do with humans' minds; the issue is rather related to the control and construction of both population and culture's particular use of language, which furthermore construct a particular type of discourse. Focusing on these two items (society, reality) is very relevant to discourse analysis practices according to Jorgensen & Phillips' (2002) terms (pp. 1-24). For instance, Critical Discourse Analysts have directed their interests to study the relationship between discourse and social action in domains as diverse as race and immigration, gender, war, crime, education and the environment.

It is important to know that Critical Discourse Analysis like any approach focuses on particular levels of analysis, and that this fact is related to the study's purpose. Wodak (2001) refers to CDA's micro level of analysis as well as why the study of the relationship between language and power has to be from a critical stance. From one hand there is Lee's (1992) claim that Discourses as ideology exist in competition with one another, due to several factors dominant ideologies eventually result. Consequently, Hart (2014) consider discourse as the vital factor cooperates going to such competition. Discourse, or in the words of Fairclough; the discourse of powerful actors, is place where Discourses of dominant ideologies are re-articulated (Hart, 2014, p.4).

According to Fairclough (1995) Discourses represent repeated and continuous instantiations of discourse for this reason it is part of society's common sense, in other words, it is taken for granted as ordinary language and not as Dominant ideologies, and thus he defines the nature of relationship between both settings as one of normalization. This is possible in one way that Discourses, the site of hidden ideologies, as Kress (1989) put it make what is social seem natural. This brings us back to Wodak's point about the critical

perspective of CDA, an account which serves as a denaturalizing or demystifying tool to understand the properties of discourse, hence Discourses, in addition to the relationship between them (Wodak, 2010, p. 32).

The application of CDA can therefore be expanded to different types of discourse including mediated, social, historical and political discourse. Some scholars including Widdowson (1995) think about CDA of being biased with view of that its analyses are invalid. Yet, this thought remains relative, most importantly to Fairclough (1996) who argues that one form of objectivity can be recognized from the stand point that values of researches are genuinely defined by the scholars' own positions when conducting them. In addition to that, it is important to note that reducing bias in research, specifically in critical-discourse based settings is a matter of theoretical and methodological sets which must be chosen on reliable norms.

### **3.1. CDA and Grammar**

The usefulness of grammatical categories lies within the fact that their theories are based on systematicity which allowing comparative approaches that serve as site where reliable observations and assumptions can be made as evidence Halliday (1985a) put: "a discourse analysis not based on [a] grammar is not an analysis at all, but simply a running commentary on a text" (p. xvi). In the same view, Martin (2000) stresses the dynamic role of grammar in CDA:

Grammars provide critical discourse analysts with a technical language for talking about language – to make it possible to look very closely at meaning, to be explicit and precise in terms that can be shared by others, and to engage in quantitative analysis where this is appropriate. (Martin, 2000, pp. 275-276)

However, this is not to say that grammars as linguistic models and categories of analysis are the only way through which CDA can be done. CDA is a diverse area that links various

disciplines not only linguistics but also social and cultural studies. For Fairclough (1992), for instance, discourse analysis is: “a multidisciplinary activity, and one can no more assume a detailed linguistic background from its practitioners than one can assume detailed backgrounds in sociology, psychology or politics” ( Fairclough, 1992, p. 74). Although the study of media discourse seems to be more influenced by social theories, the application of linguistic accounts here remain its main core, which for that reason distinguishes CDA from other critical approaches to discourse analysis.

Systemic Functional Grammar will be at most the closest application appropriate for Critical Discourse Analysis. Young and Harrison (2004, p.1) state that Halliday’s (1985,1994) model is considered as a natural CDA framework, due to the fact that many fundamental issues fit favourable explanations particularly in CDA and SFG, which is not the case if we consider CDA with another domain like TGG, this can be illustrated of both fields deal with language. Unlike, other domains of language CDA and SFL define language as social semiotic system, they also consider all forms of language in addition to language functions which has to do with meaning, in addition to that, they analyse discourse in the social and cultural contexts in which language operates and they claim with the dialectical relationship which links language and contexts of situation.

### **3.2. SFL and CDA:**

Critical Discourse Analysis CDA is a discipline that is concerned with the study and analysis of text, be it spoken or written. The main discourse aspects it investigates are power, dominance, inequality and bias; particularly, as how these processes are maintained, transmitted and reproduced within society Van Dijk (1998a). Norman Fairclough (1993, p. 135) defines it as:

discourse analysis which aims to systematically explore often opaque relationships of causality and determination between (a) discursive practices, events and texts, and (b)

wider social and cultural structures, relations and processes; to investigate how such practices, events and texts arise out of and are ideologically shaped by relations of power and struggles over power; and to explore how the opacity of these relationships between discourse and society is itself a factor securing power and hegemony.

From this we can draw an understanding that CDA aims to unveil the hidden relationship between language and other processes as such tracing connection between discourse practices, social practices as well as social structures.

### **3.3. The Leading Factors to the Emergence and Evolution of CDA**

#### **3.3.1. Halliday's Contribution and the Emergence of Critical Linguistics**

Halliday is the one who is credited for the evolution of the so naming approach CDA. Particularly in the late 1970s when a group of linguists and literary theorists from East Anglia University developed what they have called Critical Linguistics basing on his SFL. Applications of this new perspective revealed most importantly works on ideology and discourse like for instance Trew (1979a) who has been interested in isolating ideology in discourse from one hand and the ways in which ideological processes revealed linguistics systems and processes. (1979a, p. 155). Such interest consequently continued to the development of more critical linguistic analytical tools namely in the works of Roger Fowler (Fowler et al., 1979, Fowler, 1991)

Critical linguistics firstly adopted Halliday's claims about language metafunctions that language enacts three functions: ideational, interpersonal, and textual. In this view, Fowler (1991, p.71) and Fairclough (1995b, p. 25) agree that the ideational metafunctions represents language users' experiences. The interpersonal metafunction has to do with speakers' attitudes, evaluations about a particular phenomenon or event and so it established a relationship between language users. In addition to that as these two functions are coupled together they form a third one called the textual metafunction; it connects discourse to the co-



text surrounded by it and context within which it is used. As such it enables speakers to produce texts that are understood by listeners.

The second point which critical linguists and thus CDA philosophers such as (Chouliaraki & Fairclough, 1999; Fairclough, 1989, 1992, 1993, 1995b, 1995a; Fowler et al., 1979; Fowler, 1991; Hodge & Kress, 1979).were concerned with in the Hallidayan framework was its account of language as a social act. Fowler et al. (1979) for instance discussed some shared and controversial issues in both sociolinguistics and CL. They state that CL pervasively connects linguistic and social structures (p. 185) and the fact that sociolinguistics divides between the concepts of 'language' and 'society', as they noted "one is forced to talk of 'links between the two'", for CL "language is an integral part of social process" (Fowler et al., 1979, p. 189).

The third SFL central issue to CDA lies in its assumption about the choices that speakers of a language do at the level of vocabulary and grammar, and how these choices, as fowler et al (1979, p. 188) put it: " principled and systematic" are made. This lead to the belief that choices (grammatical and vocabulary) are based on the issue of ideology.

### **3.3.2. The End of CLs Era and the Development of Social Studies Research**

CL has been developed and broadened over the years to what was called CDA particularly in the works of Chouliaraki & Fairclough, 1999; van Dijk, 1998a). Early concerns where have focused on the audience and their role in the interpretations of discourse. Later on, the scope of CDA has been widened to shed the light on other aspects beyond the notion of the text. This consists of a more social and cultural view of analysis based on intertextuality.

Regarding the first point, Fairclough's (1995) revealed work is conceived as an opposition to CL views mainly for their lack to account for what he called "the interpretive

practices of audiences". He specifically attempted to argue on their assumption that there is no difference in how audiences and analysts perceive texts, Boyd- Barrett (1994) claims that "a tendency towards the classic fallacy of attributing particular 'readings' to readers, or media 'effects,' solely on the basis of textual analysis" (p. 31).

Furthermore, Fairclough rejected the idea that analysis concerns only grammar and lexis for he adds that this should include intertextual aspects, he comments: "the linguistic analysis is very much focused upon clauses, with little attention to higher-level organization properties of whole texts" (p. 28).

Believing so, Fairclough (1995b) notes that this is not to argue about the vital role of CL; his view, he insists, serve to value the importance of the development of theory. In the early stages CDA was defined as the framework which "is best viewed as a shared perspective encompassing a range of approaches rather than as just one school" Bell & Garret (1998, p. 7). Eventually, it continued to be viewed as a multi-theoretical framework; Van Dijk (1998a) claims: "given the common perspective and the general aims of CDA, we may also find overall conceptual and theoretical frameworks that are closely related"

### **3.4. CDA Models**

Many scholars such as van Dijk, Wodak, and Fairclough have contributed immensely to the development of CDA sociocognitive, sociolinguistic, and socio-cultural models respectively van Dijk (1988, 1991, 1993, 1995, 1998b, 1998a), Wodak (1995, 1996, 1999), and Fairclough (1989, 1992, 1993, 1995a, 1995b, 1999). Each of these frameworks require whole theses and books to be well explained, thus in the following discussion we will summarily explore the most important directions within each one of them. However, due to the purpose of this research which accounts for linguistic, social, and cultural perspectives of analysis special space will be additionally dedicated for the socio-cultural model. This at last

will enable us to conclude with an understanding of why such an approach is comprehensive as compared to the mainstream CDA frameworks

### **3.4.1. Van Dijk' Socio-Cognitive Model**

Being interested in the critical study of media discourse his notions to CDA focused upon how media in Europe represent ethnic groups and minorities is their discourse. He integrated his ideas mainly to the journalistic discourse following the publication of News Analysis (1988). Boyd- Barrett, 1994) puts that Van Dijk's perspective of news analysis is distinctive because of the two levels of discourse it considers for the analysis; that is, at the textual and structural of as well as at the production and reception (comprehension) levels of discourse.

For the structural level van Dijk considered analysis of structures at various levels of description including linguistic features (grammatical, phonological, morphological and semantic) and higher level properties which lies in coherence, themes and news topics, schemata and rhetoric of texts. These levels alone, as he noted, do not suffice for CDA applications. Discourse is not simply an isolated textual or dialogic structure. Rather it is a complex communicative event that also embodies a social context, featuring participants (and their properties) as well as production and reception processes. (Van Dijk, 1988, p. 2)

The production processes refer to journalistic and institutional practices of news-making from one hand, and the economic and social practices from another hand. Together, they form an outstanding uniform in the creation of media discourse as they can also be related to its structures.

Besides that reception processes consist of the notion of comprehension and thus memorisation and reproduction of news. So according to Van Dijk (1988, 1991, 1993) there are some sorts of relationships to be identified at this particular dimension and which accordingly requires two levels of analysis. They are microstructure and macrostructure

levels. Analysis at the microstructure level serves to explain first the relationship among the three processes which consist of the production of news text (structure, production and comprehension). The macrostructure level however is concerned with the relationship of these three processes with the wider social context in which they operate.

In this sense, micro-analysis focuses on how semantic relations generate textual coherence in addition to how rhetorical elements is related to the factuality of the news. Macro analysis concentrate on the thematic of the news stories, henceforth, the structure of the topic as well as the schemata of the news stories. Van Dijk (1988) for this considers the headlines and the lead paragraph to conduct analyses of this kind. For him they "define the overall coherence or semantic unity of discourse, and also what information readers memorize best from a news report" (p. 248). To be closer, they are the most important element in the news stories as they include the most important data of how journalists see and define the news events, which reveals a pure cognitive model. Readers are assumed to have distinctive background knowledge, beliefs thus their definition of what is important information about event will subjectively be varied too. (Van Dijk, 1988, p. 248).

In addition to that van Dijk described the news schemata as structured according to a specific narrative pattern which consists of three sections summary, story and consequences. Their sequence is by relevance and readers will memorise what is in the summary (the headline and the lead paragraph), because it contained the general information.

From what has been said above and to put it explicitly, what a socio-cognitive approach to CDA attempt to come with is all about uncovering the discursive ideology (van Dijk, 1995). In his view ideologies are "typically, though not exclusively, expressed and reproduced in discourse and communication, including non-verbal semiotic messages, such as pictures, photographs and movies" (1995, p. 17). Most importantly, Van Dijk's approach to ideology consists of three part of analysis: social which examines the overall societal

structures (henceforth contextual analysis), cognitive (micro and macro structures), and discursive which main interest is about texts (1995, p. 30). Thus, we can describe the sociocognitive approach to discourse as based on a binocular view: text based and context based; that is, interpretive and social accordingly.

The sociocognitive feature (social and personal cognition), according to van Dijk acts like a mediator between society and discourse. The social cognition refers to, as he puts it, "the system of mental representations and processes of group members" (1995, p. 18).

For the most part he believes that there is a relationship between social cognition and ideologies and this relationship influences the way in which discourse is produced, understood, transmitted and reproduced (p. 19). For this reason Fairclough provides the belief that: "ideologies ... are the overall, abstract mental systems that organize ... socially shared attitudes.... ideologies indirectly influence the personal cognition of group members" (pp. 18-19).

During the exchange of discourse individuals rely on their mental representation, in other words, the models which control their social actions and interactions, mainly of how they speak or write, act and react and even how they interpret social practices (Van Dijk, 1995, p. 2). For example, the mental representation of "Us" and "Them" as positive and negative respectively (p.22). So this kind of analysis was for the most part one of the crucial aspects in van Dijk's works. Van Dijk (1988, 1991, 1993, 1995, 1996, 1998a, 1998b). Van Dijk (1988b) proposes five steps which are mandatory for analysing ideological dichotomies in discourse as follows:

- a. Examining the context of the discourse: historical, political or social background of a conflict and its main participants
- b. Analysing groups, power relations and conflicts involved
- c. Identifying positive and negative opinions about Us versus Them

- d. Making explicit the presupposed and the implied
- e. Examining all formal structure: lexical choice and syntactic structure, in a way that helps to (de)emphasize polarized group opinions. (Van Dijk, 1988b, pp. 61-63)

### **3.4.2. The Discourse Sociolinguistics Approach**

In the late 1980s a group of linguist from Vienna School of Discourse Analysis gathered to contribute with a new achievements to the field of discourse studies. Ruth Wodak for instance has made her thumb with the help of her colleagues setting up a new approach which she refers to as Discourse Sociolinguistics. Wodak was greatly inspired by mainly the Bernsteinian tradition which drew upon sociolinguistics, and Jürgen Habermas' ideas which were a symbol of Frankfurt at that time. Wodak (1996, p.3) interprets this view as the following:

Discourse Sociolinguistics...is a sociolinguistics which not only is explicitly dedicated to the study of the text in context, but also accords both factors equal importance. It is an approach capable of identifying and describing the underlying mechanisms that contribute to those disorders in discourse which are embedded in a particular context--whether they be in the structure and function of the media, or in institutions such as a hospital or a school--and inevitably affect communication.

The application of Wodak's approach constituted various institutional setting, namely, judicial, educational, health centres. It has been widened to many social contexts as for example race and gender. In 1990 Wodak published a work on anti-Semitism. As a result, a discourse historical method to CDA has been developed. This method involves the integration of all background knowledge in the analysis and interpretation of text whether spoken or written (Wodak, 1995, p.209). This study revealed the value of context in discourse as it has a vital role in shaping its structure, maintaining its function and also impacting the

context of anti-Semitic utterances (Wodak et al., 1990, p.209). Thus, the concentration of the historical contexts of discourse in the analysis is what distinguishes Wodak's approach from other CDA frameworks; most importantly, the sociocognitive one.

The historical approach can be compared to Fairclough's model in that it agrees with how it sees language as a means which constitutes and manifests social processes and interaction. (Wodak & Ludwig, 1999, p. 12). This view set forth three ideas about discourse. First the intrinsic link between discourse power and ideology. Second, the historical aspect which characterises discourse, and that due to which, discourse is by synchronic and diachronic ways connected to other simultaneous or previous events (Wodak& Ludwig, 1999, p.12). Analogous to this is Fairclough's background of intertextuality. Third, interpretation which depends on readers and listeners' background knowledge, thus we find different interpretations for the same event (p.13). Wodak & Ludwig (1999) try to assert that there is no existence for what people assume as RIGHT or WRONG interpretations. Therefore a hermeneutic approach is required. They explain: "Interpretations can be more or less plausible or adequate, but they cannot be true" (emphasis in original) (p. 13).

### **3.4.3. A Communicative, Sociocultural Approach**

The perspective which Fairclough adopted is regarded as a central approach to CDA and its application receives a wide success for more than 20 years. The object from such an approach which Fairclough refers to as Critical Language Study is to raise the consciousness of the power of social relations, through focusing on various linguistic practices (Discourses). (1998, pp. 4-5). Later on, this vision has been developed in his future works to generate one of the most incomparable frameworks of CDA (Fairclough, 1992, 1993, 1995a, 1995b; Chouliaraki and Fairclough, 1999).

Fairclough takes his path to be interested specifically in the discourse of media and thus he provides an outstanding framework of concepts and principles. These have to do ideally

with the notion of ideology and power, hence drawing on social and cultural structures in analysis of texts. During the process of laying the foundations of the theory, Fairclough firstly starts by directing his observation to the various developments that the society witnesses in a global sense. This sort of development including social and economic change is a result of individuals' actions, but despite of that, this issues remains to be perceived as being happened naturally and not due to some causal actions. Yet, Chouliaraki and Fairclough (1999) consider the significant impact of such changes on language.

With this in mind, we assume that Fairclough's framework to CDA attempts to awake awareness about these social changes as being central in the transformation of language and its use, thus, discourse. The central questions they tried to ask concern, as they put: "... of what is, how it has come to be, and what it might become, on the basis of which people may be able to make and remake their lives" (p. 4). Chouliaraki and Fairclough (1999) claim that:

CDA of a communicative interaction sets out to show that the semiotic and linguistic features of the interaction are systematically connected with what is going on socially, and what is going on socially is indeed going on partly or wholly semiotically or linguistically. Put differently, CDA systematically charts relations of transformation between the symbolic and non-symbolic, between discourse and the non-discursive. (p. 113)

Coming to the dimensions which are relevant to this analytical model in particular, we find that Fairclough concentrates on three main elements which for him are vital in analysing communicative events; most importantly, what he refers to as the discursive interactions. These are, as he suggested: text, discourse practice, and sociocultural practice (Fairclough, 1995b, p. 57; Chouliaraki & Fairclough, 1999, p. 113). For the matter of fact, these aspects can be closely compared to Van Dijk's three analytical aspects to ideology: discourse,



sociocognition, and micro and macro structures in this respect. In view of that, Fairclough comments that his framework has similar conceptions with that of Van Dijk, (Fairclough, 1995b, p. 59). The only minute, however crucial, difference that can be traced here is that while Van Dijk's sociocognitive notion is the one which mediates between the other two aspects of ideology, Fairclough arguably brings the claim that it is within the discourse practice level (including text production and consumption) that the sociocognitive as well as mental representations are mediated. (Fairclough, 1995b, p. 59).

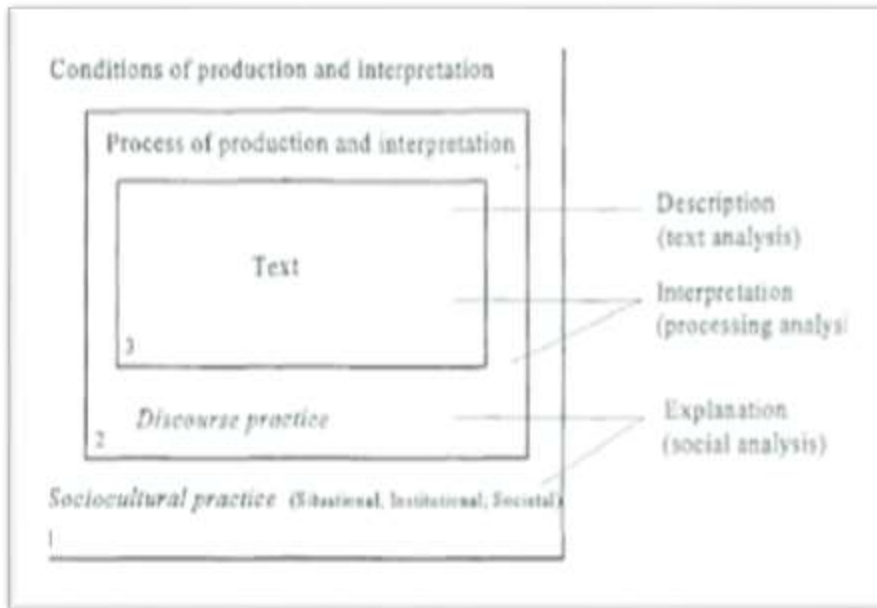
#### **4. Fairclough's Framework for Analysing a Communicative Event**

##### **4.1. Main Issues**

Before entering to the main subject of the process of analysing discourse Fairclough observes that there has to be a description of the underlying analytical framework of the "communicative event" which he therefore classifies it into three dimensions: TEXT, DISCOURSE PRACTICE, SOCIOCULTURAL PRACTICE ( Fairclough, 1995, p.57), Each of these dimensions implies:

TEXT: 'Texts' may be written or oral, and oral texts may be just spoken (radio) or spoken and visual (television). DISCOURSE PRACTICE: By 'discourse practice' I mean the processes of text production and text consumption.

SOCIOCULTURAL PRACTICE: And by 'sociocultural practice' I mean the social and cultural goings-on which the communicative event is a part of. (Fairclough, 1995, p. 57)



**Figure 1: Fairclough's dimension of discourse and discourse analysis (1995, p.57)**

#### 4.1.1. Text

This is the first aspect which Fairclough considers for his model of analysis. It covers all linguistic strata that are below and above the level of the sentence including vocabulary, grammar, semantics, phonology as well as cohesive structures (Fairclough, 1995b, p. 57). According to Fairclough the lexical-grammatical and semantic features of text have a retrospective impact on each other, they form the basis of the linguistic analysis. In addition to that, Fairclough provides a multifunctional view about a text, thus any sentence within it can be analysed in terms of representations, relations, and identities, he explains:

- Particular representations and recontextualizations of social practice (ideational function) -- perhaps carrying particular ideologies.
- Particular constructions of writer and reader identities (for example, in terms of what is highlighted -- whether status and role aspects of identity, or individual and personality aspects of identity).
- A particular construction of the relationship between writer and reader (as, for instance, formal or informal, close or distant). (Fairclough, 1995b, p. 58).

So we can conduct a linguistic analysis on these accounts as such whether they are present or absent in texts that could include, as Fairclough (1995, p .85) retains: "representations, categories of participant, constructions of participant identity or participant relations".

#### **4.1.2. Discourse Practice**

Discourse practice refers to the processes of text production and text consumption, which means it has two facets: institutional processes and discourse processes. The first dimension is mostly understood in the realm of media discourse. The second on the other hand can be analysed within using the principle of intertextuality. This concept is defined by Fairclough as; " "basically the property texts have of being full of snatches of other texts, which may be explicitly demarcated or merged in, and which the text may assimilate, contradict, ironically echo, and so forth." (1992, p. 84) Moreover, Fairclough adds that there are two types of intertextuality (p.85). Manifest intertextuality which can be traced in the text by looking at specific signs within it namely quotation marks and constitutive intertextuality which bases conventions that are relevant to the structure of discourse in the production of new texts.

- **The Intertextual Analysis of Discourse Processes**

Besides the linguistic framework of text analysis, Fairclough considers a further model, particularly at the discourse practice level which in his terms is called "intertextual analysis" (1995b, p. 61). To him: "Intertextual analysis focuses on the borderline between text and discourse practice in the analytical framework. Intertextual analysis is looking at text from the perspective of discourse practice, looking at the traces of the discourse practice in the text" (1995b, p. 16) Chiefly, this explains that while the first level of analysis (the linguistic) reveals descriptive aspects of the text, the second level (the intertextual) involves most importantly interpretive aspects about the text. (1995b, p. 12)

Fairclough brings his intertextual analysis to wide range of media theory as for instance his studies about the British press, particularly The Sun newspaper's report about an official

document concerning the drug trafficking affair. At last he ends up concluding with two main assumptions, at the first place the linguistic forms in report inexplicitly represent the official document (p. 2), and at the second level some of the linguistic and semantic signs in the report indicate the merging of the voice of *The Sun* with the voice of the official document. To understand this merging, in other words, The Sun's adoption for the recommendations of the document Fairclough pursues explanation that the official document on which The Sun newspaper based its report was produced by a House of Commons committee and so as not to do this explicitly, the paper avoids the issue of redundancy particularly in its use for the expression of "the official document", it rather rely on other linguistic aspects mainly rephrasing.

Rephrasing is a technique consist of two main steps, the first is to shift away from formal language towards a more conversational and verbal language. For example the use of the term peddlers instead of traffickers. Similarly, the second is to convert the script of the monologue of the official document to a more conversational dialogue. This is in other terms to shift from an official discourse into a popular language which accordingly serves the needs of the readership of the newspaper. To conclude analysis of intertextuality in *The Sun* reveals that it relies in its production on another text. Using intertextuality means attempting to configure and maintain the original version of a particular text to for a new discourse type. Its role therefore fulfils the audience' expectation as the new discourse will be exploited explicitly in future uses.

Both linguistic features and intertextuality are important in the analysis of discourse and although intertextuality relies on the linguistic properties of the text Fairclough (1995b) insists that linguistic analysis is descriptive in nature, whereas interpretative analysis is more interpretative. Linguistic features of texts provide evidence which can be used in intertextual analysis, and intertextual analysis is a particular sort of interpretation of that evidence (p. 61)

### **4.1.3. Sociocultural Practice**

This is the third dimension which Fairclough considers for the analysis. There are three aspects that together form the analytical principles and which concern the sociocultural context of a communicative event. These include economy of the media, the power and ideology of the media, and issues and values of the media. In the same context Fairclough notes that these three aspects are not all mandatory for the analysis, and one can apply any one independently depending on the object of the study. (1995b, p.62)

To understand this view clearly, Fairclough suggested to bring his model of sociocultural practice to media discourse, so that it becomes easy for those are in the field to be more knowledgeable about its application. Accordingly he sets forth in addition to his concepts of CDA further considerations for the analysis of media discourse. These considerations are summed up in the economics and politics of the mass media, in other words, as Fairclough (1995b, p. 36) states: “the nature of the market which the mass media are operating within, and their relationship to the state, and so forth”.

### **4.2. The Significance from the Application of Fairclough’s Framework of CDA**

This model of CDA consists of three inter-related processes of analysis that in their turn are relevant to three inter-related dimensions of discourse. These are stated as the following:

- 1 The object of analysis (including verbal, visual or verbal and visual texts).
- 2 The processes by means of which the object is produced and received (writing/ speaking/designing and reading/listening/viewing) by human subjects.
- 3 The socio-historical conditions which govern these processes.

As Fairclough (1989, 1995) claims each of these dimensions requires a distinct kind of analysis

- 1 Text analysis (description),

- 2 Processing analysis (interpretation),
- 3 Social analysis (explanation).

### **Conclusion**

The significance of Fairclough's model of CDA can be appreciated since the application of such framework remarkably allows the analysts to be focusing on the signifiers shape the text, in other word, the specific linguistic choices, how they are being juxtaposed in the text, their sequence, their layout and so on. Nevertheless, it simultaneously requires them (the analysts) to be aware of the historical determination of all these aspects (the text signifiers) as well as the conditions of possibility of a given utterance which determine their choices. This is to say that like Halliday, texts are the mere instantiations of language. Here texts for Fairclough represent instantiations of both discourses that are regulated by social dimensions and the processes of production and reception that are socially constrained too. Thus, being able to focus on multiple points of analytic entry makes Fairclough's account to discourse a useful method to be adopted here, that is, for the kind of analysis which represents two interdisciplinary areas that of Discourse Analysis and Media Studies. Its usefulness however is not limited here, namely, this framework does not impose to begin the analysis from one of the particular points it provides, as soon as they all lead to explanatory conclusion. This remains subject to the interconnections that the analyst finds the interesting patterns and disjunctions that need to be described, interpreted and explained. SFL CDA

### III. Chapter 3: Transitivity Patterns in Charlie Hebdo Attack in British Newspapers

#### Introduction

This chapter is devoted to the analysis and interpretation of the process types used in both the headlines and leadings (leading paragraphs) in The Guardian and the Telegraph newspapers in relation to their social and cultural background. Our approach provided very useful data. From one hand because it is based on Halliday's Systemic Functional linguistic to analyse the representational meaning, in more technical terms (language representation) under the transitivity system and from another hand because it draws on Fairclough's socio-cultural perspective to CDA to interpret the findings about the study of certain ideologies which are made implicit by these two newspapers (The Guardian and The Telegraph).

#### 1. Transitivity Analysis

##### a. The Guardian Newspaper

#### HL 1:

Charlie Hebdo: Now is the time to uphold freedoms and not give in to fear

**Terrorists can kill and maim, but they cannot topple governments. We must not hand them victory by treating this massacre as an act of war**

Part: Token	Pr. Identifying relational	Part. Value
Now	Is	the time to up hold freedoms

Part: Actor	Proc: material
Terrorists	can kill and maim

Part: Actor	Proc: material	Part: Scope
They	cannot topple	Governments

Part: Actor	Proc: material	Part: goal	Circumstance
We	must not hand	them	Victory

/	<b>Proc: material</b>	<b>Part: goal</b>	<b>Circumstance</b>
/	<b>Treating</b>	<b>This massacre</b>	<b>As an act of war</b>

**Table 4: Transitivity elements**

**HL 2:**

After the Charlie Hebdo attack, we must resist the clash-of-civilisations narrative

**Terrorism feeds on society’s fears - and the relentless questioning of Muslims’ loyalty plays into its hands**

<b>Part: Actor</b>	<b>Proc:</b> <b>material</b>	<b>Part: Scope</b>
<b>We</b>	<b>Must resist</b>	<b>The clash of civilisations</b>
<b>Part: Actor</b>	<b>Proc:</b> <b>material</b>	<b>Part: Scope</b>
<b>Terrorism</b>	<b>Feeds</b>	<b>On society’s fear</b>
<b>Part: Actor</b>	<b>Proc:</b> <b>material</b>	<b>Part: Attribute</b>
<b>the relentless questioning of Muslims’ loyalty</b>	<b>Plays into</b>	<b>Its hands</b>

**Table 5: Transitivity elements**

**HL 3:**

The Guardian view on Charlie Hebdo: those guns were trained on free speech

**Jihadi Kalashnikovs murdered journalists in Paris, but their aim was at stifling liberty of expression everywhere. The condemnation must be unequivocal**





**Table 6: Transitivity elements**

<b>Part: Actor</b>	<b>Proc: material</b>	<b>Part: Scope</b>	<b>/</b>
<b>Those guns</b>	<b>Were trained</b>	<b>On free speech</b>	<b>/</b>

<b>Part: Actor</b>	<b>Proc: material</b>	<b>Part: Goal</b>	<b>Circumstance</b>
<b>Jihadi Kalashnikovs</b>	<b>murdered</b>	<b>journalists</b>	<b>in Paris</b>

<b>Carrier</b>	<b>Pr: Rel-Att</b>	<b>Pt: Attribute</b>	<b>Circumstance</b>
<b>their aim</b>	<b>Was</b>	<b>at stifling liberty of expression</b>	<b>Everywhere</b>

<b>Carrier</b>	<b>Rel-Attr</b>	<b>Pt: Attribute</b>	<b>/</b>
<b>The condemnation</b>	<b>Must be</b>	<b>Unequivocal</b>	<b>/</b>

**HL 4:**

Fears of turning point for French politics after Charlie Hebdo attack

**Shooting may have long-term implications for a society already witness to a rise in xenophobic and anti-Islam sentiment**

<b>Carrier</b>	<b>Pr: Rel-Attr</b>	<b>Pt: Attribute</b>
<b>Shooting</b>	<b>May have</b>	<b>Long-term implications..</b>

<b>Pt: Senser</b>	<b>Pr: Mental</b>	<b>Pt: Phenomenon</b>
<b>A society</b>	<b>Witness</b>	<b>To a rise in xenophobic and anti-Islam sentiment</b>

**Table7: Transitivity elements**

**HL 5:**

The Charlie Hebdo killers must not silence us. We should ridicule them

**The gunmen behind the Paris murders want to shut down our freedom of expression.**

**Our response should be to openly disrespect them**

<b>Part: Actor</b>	<b>Proc:</b>	<b>Part: goal</b>	<b>/</b>
	<b>material</b>		
<b>The Charlie Hebdo killers</b>	<b>must not</b>	<b>Us</b>	<b>/</b>
	<b>silence</b>		
<b>Part: Actor</b>	<b>Proc:</b>	<b>Pt: Client</b>	<b>/</b>
	<b>material</b>		
<b>We</b>	<b>Should</b>	<b>Them</b>	<b>/</b>
	<b>ridicule</b>		
<b>Pt: Senser</b>	<b>Pr: Mental</b>	<b>Pt: Phenomenon</b>	<b>/</b>
<b>The gunmen behind the</b>	<b>Want</b>	<b>to shut down our freedom of</b>	<b>/</b>
<b>Paris murders</b>		<b>expression</b>	
<b>Pt: Carrier</b>	<b>Pr: Rel-Attr</b>	<b>Circumstance</b>	<b>Pt:</b>
			<b>Attribute</b>
<b>Our response</b>	<b>Should be</b>	<b>To openly disrespect</b>	<b>Them</b>

**Table 8: Transitivity elements**

**HL 6:**

Gunmen attack Paris magazine Charlie Hebdo's offices killing at least twelve

**At least 12 dead after three gunmen walk into building in Paris and open fire before fleeing in a getaway car**

<b>Pt: Actor</b>	<b>Pr: Material</b>	<b>Pt: Goal</b>
<b>Gunmen</b>	<b>attack</b>	<b>Paris magazine Charlie Hebdo's offices</b>
/	<b>Pr: Material</b>	<b>Pt: Goal</b>
/	<b>killing</b>	<b>at least twelve</b>
<b>Pt: Actor</b>	<b>Pr: Material</b>	<b>Circumstance</b>
<b>At least 12</b>	<b>Dead</b>	<b>after three gunmen</b>
<b>Pt: Actor</b>	<b>Pr: Material</b>	
<b>three gunmen</b>	<b>walk into</b>	<b>building in Paris</b>
/	<b>Pr: Material</b>	<b>Circumstance</b>
/	<b>Open fire</b>	<b>before fleeing in a getaway car</b>
/	<b>Pr: Material</b>	
/	<b>Fleeing</b>	<b>In a getaway car</b>

**Table 9: Transitivity elements**

**HL 7:**

Charlie Hebdo: We cannot let the Paris murderers define Islam

**Today's fanatics are blind to the compassion and care in the prophet's life. Their ignorance must be tackled head on**

<b>Pt: Actor</b>	<b>Pr: Material</b>	<b>Pt: Client</b>	<b>/</b>
<b>We</b>	<b>Cannot let</b>	<b>The Paris</b>	
		<b>murders</b>	<b>/</b>
<b>Pt: Carrier</b>	<b>Pr: Rel-Attr</b>	<b>Pt:</b>	<b>/</b>
		<b>Attribute</b>	
<b>Today's fanatics</b>	<b>Are</b>	<b>Blind</b>	<b>to the compassion and care in the prophet's life</b>

<b>Pt: Goal</b>	<b>Pr: Material</b>	<b>Circ</b>	<b>/</b>
<b>Their ignorance</b>	<b>Must be tackled</b>	<b>Head on</b>	<b>/</b>

**Table 10: Transitivity elements**

**HL 8:**

After the Charlie Hebdo attack, let's not pretend we're not afraid

**For all the brave words, we are scared, and that's OK – sensible people are scared in scary times**

<b>Pt: cir</b>	<b>Pr: Mental</b>	<b>Pt: Senser</b>	<b>/</b>
<b>After the Charlie Hebdo attack</b>	<b>let's not pretend</b>	<b>we</b>	<b>/</b>
<b>Pt: Carrier</b>	<b>Pr: Rel-Attr</b>	<b>Pt: Attribute</b>	<b>/</b>
<b>We</b>	<b>'re not</b>	<b>Afraid</b>	<b>/</b>
<b>Circumstance</b>	<b>Pt: Carrier</b>	<b>Pr: Rel-Attr</b>	<b>Pt: Attribute</b>
<b>For all the brave words</b>	<b>We</b>	<b>Are</b>	<b>scared</b>
<b>Pt: Value</b>	<b>Pr: Rel-Ident</b>	<b>Pt: Token</b>	<b>/</b>
<b>That</b>	<b>Is</b>	<b>OK</b>	<b>/</b>
<b>Pt: Carrier</b>	<b>Pr: Rel-Attr</b>	<b>Pt: Attribute</b>	<b>Circumstance</b>
<b>Sensible people</b>	<b>Are</b>	<b>Scared</b>	<b>In scary times</b>

**Table 11: Transitivity elements**

**HL 9:**

Charlie Hebdo attack: mourners in France fear political backlash

**Far-right Front National party and its leader Marine Le Pen have been most vocal in wake of attacks saying France is now at war**

<b>Pt: Senser</b>	<b>Pr:</b>	<b>Pt:</b>	<b>/</b>
	<b>Mental</b>	<b>Phenomenon</b>	
<b>mourners in France</b>	<b>Fear</b>	<b>political</b>	<b>/</b>
		<b>backlash</b>	
<b>Part: Carrier</b>	<b>Pr: attr</b>	<b>Pt: Attribute</b>	<b>/</b>
	<b>rel</b>		
<b>Far-right Front National party</b>	<b>have been</b>	<b>most vocal</b>	<b>/</b>
<b>and its leader Marine Le Pen</b>			
<b>Sayer</b>	<b>Pr:</b>	<b>Pt: Verbiage</b>	<b>/</b>
	<b>Verbal</b>		
<b>Far-right...</b>	<b>Saying</b>	<b>France...</b>	<b>/</b>
<b>Pt: Carrier</b>	<b>Pr: attr</b>	<b>Circ</b>	<b>Pt: attribute</b>
	<b>rel</b>		
<b>France</b>	<b>is</b>	<b>now</b>	<b>at war</b>

**Table 12: Transitivity elements**

**HL 10:**

Charlie Hebdo attack: the 12 victims of the terror attack

**Satirical magazine’s journalists and cartoonists were killed in attack that also claimed lives of two police officers and a maintenance worker**

<b>Pt : Goal</b>	<b>Pr: Material</b>	<b>Circ</b>
<b>Satirical magazine’s</b>	<b>were killed</b>	<b>in attack</b>
<b>journalists and cartoonists</b>		
<b>/</b>	<b>Pr: Material</b>	<b>Pt : Scope</b>

/

**Claimed**

**lives of two police officers and a  
maintenance worker**

**Table 13: Transitivity elements**

**HL 11:**

Charlie Hebdo shooting: police release names and photos of two brothers wanted for the attack – as it happened

- Attack on satirical magazine kills 12 on Wednesday
- France declares day of national mourning for Thursday
- Authorities describe search for three attackers

**Two masked gunmen dressed in black and armed with Kalashnikovs entered the offices of the French satirical magazine, Charlie Hebdo, in the 11th arrondissement at 11.30am on Wednesday and opened *fire* on an editorial meeting. Twelve people were killed in the attack, including eight journalists and two police officers.**

**Gunmen who attacked the magazine could be heard on video captured at the scene saying “Allahu akbar,” “we’ve killed Charlie Hebdo” and “we’ve avenged the prophet”. Two eyewitnesses said they claimed to be from al-Qaida. One of them specified al-Qaida in Yemen, a group also known as al-Qaida in the Arabian Peninsula**

**All 12 victims have been identified, and include eight cartoonists or journalists, two Charlie Hebdo staff, and two police officers.**

**A large manhunt continues for two suspects, Said Kouachi, born in 1980, and Cherif Kouachi, born in 1982, both from Paris. The pair fled the scene in a car, before hijacking another. Security has been increased across Paris.**

**A third suspect, 18-year old Hamyd Mourad, handed *himself in to police* after seeing his name published but reportedly claimed his innocence, saying he had been at school all day.**

**There have been several arrests overnight, the French Prime Minister, Manel Valls, has said.**

**Thousands of people across the world have gathered at vigils for the victims and their loved ones.**

**The UK’s emergency security committee, Cobra, will meet in response to the attack. World leaders have condemned the attack. UN secretary-general Ban Ki-moon said it was a “direct assault on democracy, media and freedom of expression”.**

<b>Pt: Actor</b>	<b>Pr: Material</b>	<b>Pt: Goal</b>	<b>/</b>
<b>Police</b>	<b>Release</b>	<b>Names and photos</b>	<b>/</b>
		<b>of two brothers</b>	
<b>Pt:</b>	<b>Pr: Mental</b>	<b>Circ</b>	<b>/</b>
<b>Phenomenon</b>			
<b>two brothers</b>	<b>Wanted</b>	<b>For the attack</b>	<b>/</b>
<b>Circ</b>	<b>Pt: Actor</b>	<b>Pr: Material</b>	<b>/</b>
<b>As</b>	<b>it</b>	<b>happened</b>	<b>/</b>
<b>Pt: Actor</b>	<b>Pr: Material</b>	<b>Pt: Goal</b>	<b>Circ</b>
<b>Attack on</b>	<b>kills</b>	<b>12</b>	<b>on Wednesday</b>
<b>satirical</b>			
<b>magazine</b>			
<b>Pt: Actor</b>	<b>Pr: Material</b>	<b>Pt: SCOPE</b>	<b>Circ</b>
<b>France</b>	<b>declare</b>	<b>day of national</b>	<b>for Thursday</b>
		<b>mourning</b>	
<b>Pt: Actor</b>	<b>Pr: Material</b>	<b>Pt: Scope</b>	<b>Circ</b>
<b>Authorities</b>	<b>describe</b>	<b>Search</b>	<b>for 3 attackers</b>
<b>Pt: Actor</b>	<b>Pr: Material</b>	<b>Pt: Scope</b>	<b>Circ</b>
<b>Two masked</b>	<b>Dressed,</b>	<b>in black, with</b>	<b>in the 11th</b>
<b>gunmen</b>	<b>armed,</b>	<b>Kalashnikovs, the</b>	<b>arrondissement</b>
	<b>entered</b>	<b>offices of the</b>	<b>at 11.30am on</b>
		<b>French satirical</b>	<b>Wednesday</b>
	<b>- opened</b>	<b>magazine, Charlie</b>	<b>- on an</b>
		<b>Hebdo,</b>	<b>editorial</b>
	<b>- fire</b>		<b>meeting</b>



<b>Pt : Goal</b>	<b>Pr: Material</b>	<b>Circ</b>	<b>/</b>
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<b>Twelve</b>	<b>were killed</b>	<b>In the attack</b>	<b>/</b>
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**people**

<b>Pt: Actor</b>	<b>Pr: Material</b>	<b>Pt: Goal</b>	<b>/</b>
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<b>Gunmen who</b>	<b>Attacked</b>	<b>the magazine</b>	<b>/</b>
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<b>/</b>	<b>Proc: mental</b>	<b>Circ</b>	<b>/</b>
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<b>/</b>	<b>could be</b>	<b>on video</b>	<b>/</b>
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**heard**

<b>/</b>	<b>Pr: Verbal</b>	<b>Pt: Verbiage</b>	<b>/</b>
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<b>/</b>	<b>Saying</b>	<b>Allah Akbar</b>	<b>/</b>
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<b>Pt: Actor</b>	<b>Pr: Material</b>	<b>Pt: Goal</b>	<b>/</b>
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<b>we</b>	<b>'ve killed</b>	<b>Charlie Hebdo</b>	<b>/</b>
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<b>Pt: Actor</b>	<b>Pr: Material</b>	<b>Pt: Goal</b>	<b>/</b>
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<b>we</b>	<b>'ve avenged</b>	<b>the prophet</b>	<b>/</b>
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<b>Pt : Sayer</b>	<b>Pr: Verbal</b>	<b>Pt: Verbiage</b>	<b>/</b>
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<b>Two</b>	<b>Said</b>	<b>they.....</b>	<b>/</b>
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**eyewitnesses**

<b>Pt: Senser</b>	<b>Pr: Mental</b>	<b>Pt: Phenomenon</b>	<b>/</b>
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<b>They</b>	<b>claimed</b>	<b>to be from al-Qaida</b>	<b>/</b>
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<b>Pt : Goal</b>	<b>Pr: Material</b>	<b>/</b>	<b>/</b>
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<b>All 12 victims</b>	<b>have been</b>	<b>/</b>	<b>/</b>
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**identified**

<b>/</b>	<b>Pr. Rel attri</b>	<b>Pt : phenomenon</b>	<b>/</b>
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**And**            **Include**        **eight ...officers.**     /

**Pt : Actor**     **Pr: Material**   **Pt : Client**         /

**A large**        **continues**       **for two suspects**     /

**manhunt**

**Pt : Actor**     **Pr: Material**   **Pt : Scope**            **Cir**

**The pair**       **Fled**            **the scene**            **In a car**

**Pt : Goal**       **Pr: Material**   **Cir**                    /

**Security**       **Has been**       **across Paris**         /

**increased**

**Pt : Actor**     **Pr: Material**   **Pt : Goal**            **Cir**

**A third**        **handed**        **Himself**            **in to police**

**suspect**

**Cir**            **Pr: Mental**     **Pt: Phenomenon**   /

**After**        **Seeing**        **His name published** /

**Cir**            **Pr: Material**   **Pt : Scope**            /

**Reportedly**   **Claimed**       **His innocence**       /

**-----**        **Pr: exist**            **Pt: existent**        **Circumstance**  
**(situ)**

**There**        **Have been**     **Several arrests**     **Overnight**

**Pt : Sayer**     **Pr : Verbal**     **Verbiage**            /

**the French**   **Has said**       /                         /

**prime**

**minister,**

**Manel Valls**

**Pt : Actor**     **Pr: Material**   **Cir**                    **Pt : Scope**

Thousands of      Have      at vigils      For....  
 people across      gathered  
 the world

Pt : Actor	Pr: Material	Circ	/
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The      will      In response to      /  
 UK’s...Cobra      meet      attack

Part: senser	Proc: mental	Part: phenol	/
--------------	--------------	--------------	---

World      have      The attack      /  
 leaders      condemned

Pt : Sayer	Pr : Verbal	Pt : Verbiage	/
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UN      Said      It was a      /  
 secretary-      “...expression”  
 general Ban  
 Ki-moon

**Table 14 : Transitivity elements**

**HL 12:**

Charlie Hebdo: Don’t blame this bloodshed on France’s Muslims

**We were appalled by the murders yet now find ourselves facing a violent backlash**

**Table 15 : Transitivity elements**

Pr: Material	Pt: Scope	Client	/
Don’t blame	This bloodshed	On France’s Muslims	/
Pt: Senser	Pr: mental	Pt: phenol	/
We	were appalled	by the murders	/
Pt: Senser	Pr: mental	Pt: phenol	Cir
We	Find	Ourselves	Facing a violent backlash

**HL 13:**

Muslims fear backlash after Charlie Hebdo deaths as Islamic sites attacked

**Imams condemn Paris gunmen as ‘barbarians’ but fear stigmatisation could mean they ‘pay a price for the atrocity’**

**Table 16: Transitivity elements**

<b>Part: senser</b>	<b>Proc: mental</b>	<b>Part: phenol</b>	<b>Cir</b>
Muslims	Fear	Backlash	after Charlie...
<b>Cir</b>	<b>Pt : Actor</b>	<b>Pr: Material</b>	/
As	Islamic sites	Attacked	/
<b>Pt: Senser</b>	<b>Pr; mental</b>	<b>Pt: Phenomenon</b>	<b>Cir</b>
Imams	Condemn	Paris gunmen	As barbarians
<b>Part: senser</b>	<b>Proc: mental</b>	<b>Part: phenol</b>	/
Imams	Fear	Stigmatisation	/
/	<b>Pr: Rel-Ident</b>	<b>Pt: Value</b>	/
/	Could mean	They pay price for the atrocity	/
<b>Pt: Actor</b>	<b>Pr; Material</b>	<b>Pt: Scope</b>	<b>Cir</b>
They	Pay	Price	for the atrocity

**HL 14:**

The Guardian view on Charlie Hebdo: show solidarity, but in your own voice

**Journalists were murdered for exercising free speech. They trampled on religious taboos. But the principal conflict is not between liberty and majority Muslim opinion, rather it is between a handful of terrorists and everyone else**

**Table 17 : Transitivity elements**

/	<b>Pr: material</b>	<b>Part: goal</b>	<b>Circumstance</b>
/	<b>Show</b>	<b>solidarity</b>	<b>But in your own voice</b>
<b>Pt: Goal</b>	<b>Pr: material</b>	<b>Circumstance</b>	/
<b>Journalists</b>	<b>were murdered</b>	<b>on exercising free speech</b>	/
<b>Pt: Actor</b>	<b>Pr: material</b>	<b>Circumstance</b>	/
<b>They</b>	<b>Trampled</b>	<b>On religious taboos</b>	/
<b>Part: value</b>	<b>Proc: iden rel</b>	<b>Part:token</b>	/
<b>the principal conflict</b>	<b>is not</b>	<b>between liberty and majority Muslim opinion</b>	/
<b>Part: value</b>	<b>Proc: iden rel</b>	<b>Part:token</b>	/
<b>It</b>	<b>Is</b>	<b>between a handful of terrorists and everyone else</b>	/

**HL 15:**

The Guardian view on the response to terror: the attack on Charlie Hebdo was a crime, not an act of war

**Across Europe, these are dangerous times. Political and religious leaders must maintain the calm**

**Table 18 : Transitivity elements**

<b>Part: value</b>	<b>Pr: iden rel</b>	<b>Pt:token</b>
<b>the attack on Charlie Hebdo</b>	<b>Was</b>	<b>a crime</b>
<b>Part: carrier</b>	<b>Proc: attr rel</b>	<b>Part: attribute</b>
<b>These</b>	<b>Are</b>	<b>Dangerous times</b>

<b>Pt: Actor</b>	<b>Pr: material</b>	<b>Part: goal</b>
<b>Political and religious leaders</b>	<b>Must maintain</b>	<b>The calm</b>

### HL 16:

The Charlie Hebdo attack is an extreme example of the violence journalists face

**The climate of hatred that fuels attacks on journalists worldwide has reached the heart of European newsrooms**

**Table 19: Transitivity elements**

<b>Part: value</b>	<b>Pr: iden rel</b>	<b>Pt:token</b>
<b>The Charlie Hebdo attack</b>	<b>Is</b>	<b>an extreme example of the violence</b>
<b>Pt: Phenomenon</b>	<b>Pr: mental</b>	<b>Part: senser</b>
<b>The climate of hatred ....</b>	<b>Has reached</b>	<b>the heart of European newsrooms</b>

### HL 17:

Charlie Hebdo timeline: how events have unfolded

**Gunmen burst into the Charlie Hebdo offices on Wednesday, killing 11 and sparking a manhunt across northern France**

Wednesday 7 January, 11.30am local time

**Two gunmen - Chérif Kouachi and his brother Saïd - storm the offices of the Charlie Hebdo magazine in Paris. They shoot dead several people including the magazine's editor and some of its cartoonists. Five minutes later, they emerge on to the street and get into their car to escape. They drive north and exchange fire with a police vehicle. One officer, Ahmed Merabet, is wounded in the shootout; a Kouachi brother then runs up and shoots him in the head. In total 12 people are killed in the attacks.**

Midday

**The gunmen crash their car and hijack another vehicle, calmly forcing the driver out. They tell him: "If the media ask you anything, tell them it's al-Qaida in Yemen." They drive off from Paris's 19th arrondissement in a grey Clio. Paris is put on the highest state of alert.**

**Table 20: Transitivity elements**

<b>Cir</b>	<b>Pt.Scope</b>	<b>Pr. Material</b>	
<b>How</b>	<b>Event</b>	<b>Have unfolded</b>	<b>/</b>
<b>Pt: Actor</b>	<b>Pr:</b>	<b>Circumstance</b>	<b>/</b>
	<b>material</b>		
<b>Gunmen</b>	<b>burst</b>	<b>into the Charlie</b>	<b>/</b>
		<b>Hebdo offices</b>	
<b>/</b>	<b>Pr:</b>	<b>Part: goal</b>	<b>/</b>
	<b>material</b>		
<b>/</b>	<b>killing</b>	<b>11</b>	<b>/</b>
<b>/</b>	<b>Pr:</b>	<b>Part: goal</b>	<b>/</b>
	<b>material</b>		
<b>/</b>	<b>sparking</b>	<b>manhunt across</b>	<b>/</b>
		<b>northern France</b>	
<b>Pt: Actor</b>	<b>Pr:</b>	<b>Part: goal</b>	<b>/</b>
	<b>material</b>		
<b>Two gunmen</b>	<b>storm</b>	<b>The offices of the</b>	<b>/</b>
		<b>Charlie magazine</b>	
<b>Pt: Actor</b>	<b>Pr:</b>	<b>Part: goal</b>	<b>/</b>
	<b>material</b>		
<b>They</b>	<b>shoot dead</b>	<b>several people</b>	<b>/</b>
<b>Circ</b>	<b>Pt: Actor</b>	<b>Pr: material</b>	<b>Part:Scope</b>
<b>Five minutes</b>	<b>They</b>	<b>Emerge on</b>	<b>To the street</b>
		<b>later</b>	

/	<b>Pr:</b>	<b>Part: scope</b>	/
	<b>material</b>		
<b>And</b>	<b>Get</b>	<b>Into their car</b>	/
/	<b>Pr:</b>	<b>Part: goal</b>	<b>Pt: Recipient</b>
	<b>material</b>		
/	<b>Exchange</b>	<b>Fire</b>	<b>With police</b>
<b>Pt: Goal</b>	<b>Pr.</b>	<b>Circumstance</b>	/
	<b>Material</b>		
<b>One officer,</b>	<b>is</b>	<b>in the shootout</b>	/
<b>Ahmed Merabet</b>	<b>wounded</b>		
<b>Pt: Actor</b>	<b>Circ</b>	<b>Pr: Material</b>	
<b>a Kouachi</b>	<b>Then</b>	<b>Runs up</b>	/
<b>brother</b>			
<b>Pt: Goal</b>	<b>Pr.</b>	<b>Circumstance</b>	/
	<b>Material</b>		
<b>In total 12</b>	<b>Are killed</b>	<b>In the attacks</b>	/
<b>people</b>			
/	<b>Pr.</b>	<b>Part: goal</b>	<b>Circ</b>
	<b>Material</b>		
/	<b>Shoots</b>	<b>Him</b>	<b>In the head</b>
<b>Pt: Actor</b>	<b>Pr.</b>	<b>Part: scope</b>	/
	<b>Material</b>		
<b>The gunmen</b>	<b>Crash</b>	<b>Their car</b>	/
/	<b>Pr.</b>	<b>Part: Goal</b>	/
	<b>Material</b>		



/	<b>Hidjack</b>	<b>Another vehicle</b>	/
<b>Circ</b>	<b>Pr.</b>	<b>Part: Goal</b>	/
	<b>Material</b>		
<b>Calmly</b>	<b>Forcing</b>	<b>The driver</b>	/
	<b>out</b>		
<b>Sayer</b>	<b>Pr: Verbal</b>	<b>Pt: Verbiage</b>	/
<b>They</b>	<b>Tell</b>	<b>Him .... Yemen</b>	/
<b>Pt: Actor</b>	<b>Pr.</b>	<b>Cric</b>	/
	<b>Material</b>		
<b>They</b>	<b>drive off</b>	<b>from Paris</b>	/
<b>Pt: Client</b>	<b>Pr:</b>	<b>Circ</b>	/
	<b>Material</b>		
<b>Paris</b>	<b>is put</b>	<b>on the highest state</b>	/
		<b>of alert.</b>	

**HL 18:**

Charlie Hebdo: first they came for the cartoonists, then they came for the Jews

**Of course the Paris killers targeted a kosher supermarket: they're a fascist death cult fighting a dirty little war**

**Table 21: Transitivity elements**

<b>Circ</b>	<b>Pt: Actor</b>	<b>Pr. Material</b>	<b>Pt Recipient</b>
<b>First</b>	<b>They</b>	<b>Come</b>	<b>For the cartoonists</b>
<b>Circ</b>	<b>Pt: Actor</b>	<b>Pr. Material</b>	<b>Pt Recipient</b>
<b>Then</b>	<b>They</b>	<b>Com</b>	<b>For the Jews</b>
<b>Pt: Actor</b>	<b>Pr. Material</b>	<b>Pt Goal</b>	/
<b>The Paris killers</b>	<b>targeted</b>	<b>a kosher supermarket</b>	/

<b>Pt: Value</b>	<b>Pr: Rel-Ident</b>	<b>Pt:Token</b>	/
<b>They</b>	<b>'re</b>	<b>a fascist death cult</b>	/
/	<b>Pr. Material</b>	<b>Pt Goal</b>	/
/	<b>fighting</b>	<b>A little dirty war</b>	/

**HL 19:**

Gunman takes hostages at Paris kosher supermarket

**Police identify hostage-taker as Amedy Coulibaly, wanted in connection with killing of policewoman in Montrouge on Thursday**

<b>Pt: Actor</b>	<b>Pr. Material</b>	<b>Pt Goal</b>	<b>Circumstance</b>
<b>Gunman</b>	<b>Takes</b>	<b>Hostages</b>	<b>At Paris kosher supermarket</b>
<b>Pt: Actor</b>	<b>Pr. Material</b>	<b>Pt: Goal</b>	/
<b>Police</b>	<b>Identify</b>	<b>Hostage taker</b>	<b>As Amedy Coulibaly...</b>

**Table 22: Transitivity elements**

**HL 20:**

Hunt for Charlie Hebdo suspects continues in rural France

**Kim Willsher in Longpont, Jon Henley in Paris, Julian Borger, Sandra Laville,**

**Tens of thousands of French police and soldiers continue to search for Cherif and Said**

**Kouachi, who allegedly carried out attack in Paris**

**Table 23: Transitivity elements**

<b>Pt: Actor</b>	<b>Pr. Material</b>	<b>Circ</b>	/
<b>Hunt for Charlie Hebdo suspects</b>	<b>continues</b>	<b>in rural France</b>	/
<b>Pt: Actor</b>	<b>Pr. Material</b>	<b>Pt: Goal</b>	/
<b>Kim Willsher ... and soldiers</b>	<b>Continue</b>	<b>To search for ...</b>	/

<b>Pt: Actor</b>	<b>Cir</b>	<b>Pr: Material</b>	<b>Pt:Scope</b>
<b>Cherif and Said Kouachi</b>	<b>allegedly</b>	<b>Carried out</b>	<b>Attack</b>

**HL 21:**

Muslims in Europe fear anti-Islamic mood will intensify after Paris attacks

**Anti-immigrant politicians from Germany to Sweden citing Charlie Hebdo killings as support for their position**

**Table 24: Transitivity elements**

<b>Pt: Senser</b>	<b>Pr: Mental</b>	<b>Pt: Phenomenon</b>	<b>circ</b>
<b>Muslims in Europe</b>	<b>Fear</b>	<b>anti-Islamic mood will intensify</b>	<b>After Paris attack</b>
<b>Pt: Behaver</b>	<b>Pr: Behavioural</b>	<b>Behaviour</b>	<b>cir</b>
<b>Anti-immigrant politicians from Germany to Sweden</b>	<b>Citing</b>	<b>Charlie Hebdo killings as support</b>	<b>for their position</b>

**HL 22:**

New York Times editor in fiery Facebook attack on critic of Charlie Hebdo stance **Dean**

**Baquet calls journalism professor an ‘asshole’**

**Marc Cooper had called decision not to publish cartoons ‘absolute cowardice’**

**Table 25: Transitivity elements**

<b>Pt: Behaver</b>	<b>Pr: Behavioural</b>	<b>Pt: Behaviour</b>
<b>Marc Cooper</b>	<b>had called</b>	<b>decision not to publish cartoons ‘absolute cowardice’</b>

**b. The Telegraph Newspaper**

**HL 1:**

**Charlie Hebdo attack: 2011 firebomb over Prophet Mohammed issue**

The satirical French magazine, which has come under an attack that reportedly killed 12 people, was targeted three years ago during controversy over cartoons about Islamic prophet Mohammed

**Table 26: Transitivity elements**

<b>Recipient</b>	<b>Material</b>	<b>Actor</b>
<b>The satirical French magazine</b>	<b>has come</b>	<b>under an attack</b>
<b>/</b>	<b>Material</b>	<b>Goal</b>
<b>/</b>	<b>Killed</b>	<b>12 people</b>
<b>Recipient</b>	<b>Material</b>	<b>Cir</b>
	<b>was targeted</b>	<b>three years ago</b>

**HL 2:**

**Unity rally for Paris shootings: as it happened**

Organisers say up to 1.6m attended the march as well as more than 40 world leaders including British Prime Minister, David Cameron, as well as Angela Merkel, the German chancellor, and others

**Table 27: Transitivity elements**

<b>Circ</b>	<b>Actor</b>	<b>Material</b>
<b>As</b>	<b>it</b>	<b>Happened</b>
<b>Sayer</b>	<b>Verbal</b>	<b>Verbiage</b>
<b>Organisers</b>	<b>say</b>	<b>up to 1.6m attended the march</b>

### HL 3:

#### Paris Charlie Hebdo attack: In London, silence, defiance and a lone violin

'It is an attack on our democracy, and on freedom of speech, and everything we fought for'

**Table 28: Transitivity elements**

<b>art: value</b>	<b>Proc: iden rel</b>	<b>Part:token</b>	<b>Circ</b>
<b>It</b>	<b>is</b>	<b>an attack</b>	<b>on our democracy...</b>

### HL 4:

#### Paris shootings: The backlash begins against French Muslims

Attacks against Muslims spike after the terror attack on the offices of Charlie Hebdo

**Table 29: Transitivity elements**

<b>Pt: Actor</b>	<b>Material</b>	<b>Pt: Client</b>
<b>The backlash</b>	<b>Begins</b>	<b>against French Muslims</b>
<b>Pt: Actor</b>	<b>Material</b>	<b>Circ</b>
<b>Attacks against Muslims</b>	<b>Spike</b>	<b>after the terror attack</b>

### HL 5:

#### Paris shootings: Terror, sadness but also strength

The tragedies in Paris have galvanised the French public

**Table 30: Transitivity elements**

<b>Pt: Actor</b>	<b>Pr: Material</b>	<b>Pt: Goal</b>
<b>The tragedies in Paris</b>	<b>have galvanised</b>	<b>the French public</b>

### HL 6:

#### Jihadi video of Amedy Coulibaly emerges from beyond the grave

**Amedy Coulibaly**, the gunman who killed four people in a Jewish grocery, says he helped to fund the Kouachi brothers' attack on the satirical magazine Charlie Hebdo

<b>Pt: Actor</b>	<b>Pr: Material</b>	<b>Circ</b>	<b>/</b>
<b>Jihadi video of Amedy Coulibaly</b>	<b>emerges</b>	<b>from beyond the grave</b>	<b>/</b>
<b>Pt: Actor</b>	<b>Pr: Material</b>	<b>Pt: Goal</b>	<b>Circ:</b>
<b>The gunman</b>	<b>Killed</b>	<b>four people</b>	<b>in a Jewish grocery</b>
<b>Pt: Sayer</b>	<b>Pr: Verbal</b>	<b>Pt: Verbiage</b>	<b>/</b>
<b>The gunman</b>	<b>Says</b>	<b>He...Hebdo</b>	<b>/</b>
<b>Pt: Actor</b>	<b>Pr: Material</b>	<b>Pt: Recipient</b>	<b>/</b>
<b>He</b>	<b>Helped to fund</b>	<b>the Kouachi brothers' attack on the satirical magazine Charlie Hebdo</b>	<b>/</b>

**Table 31: Transitivity elements**

**HL 7:**

**Paris Charlie Hebdo attack: it could happen in the UK**

A Paris-style attack could happen on an office building in the UK, British security officials fear as guidance is issued to employers

**Table 32: Transitivity elements**

<b>Pt: Actor</b>	<b>Pr: Material</b>	<b>Circ</b>
<b>It</b>	<b>could happen</b>	<b>in the UK</b>
<b>Pt: Actor</b>	<b>Pr: Material</b>	<b>Cir</b>
<b>A Paris-style attack</b>	<b>could happen</b>	<b>on an office building in the UK</b>

<b>Pt: Senser</b>	<b>Pr: Mental</b>	<b>Circ</b>
<b>British security officials</b>	<b>Fear</b>	<b>As...</b>
<b>Pt: Actor</b>	<b>Pr: Material</b>	<b>Pt: Client</b>
<b>guidance</b>	<b>is issued</b>	<b>to employers</b>

**HL 8:**

**Charlie Hebdo attack: France’s worst terrorist attack in a generation leaves 12 dead**

Ten journalists and two policemen killed after the attack by three gunmen on the Charlie Hebdo magazine office in Paris

**Table 33: Transitivity elements**

Pt: Actor	Pr: Material	Pt: Client	/	/
France’s worst terrorist attack in a generation	leaves	12 dead	/	/
Goal	Pr: Material	Cir	Actor	/
Ten journalists and two policemen	killed	after the attack	by three gunmen	on the Charlie Hebdo magazine office in Paris

**HL 9:**

**Britain will 'never give up' freedom of speech, David Cameron says after Charlie Hebdo attack**

Prime Minister pledged support of UK's intelligence services to France in hunt for gunman during joint press conference with German Chancellor Angela Merkel

**Table 34: Transitivity elements**

Pt: Actor	Pr: Material	Pt: Scope
Britain	will 'never give up'	freedom of speech
Sayer	Verbal	Verbiage
David Cameron	Says	Britain will 'never give up' freedom of speech
Pt: Actor	Pr: Material	Pt: Scope
Prime Minister	Pledged	support of UK's intelligence services



**HL 10:****Paris 9/1: France's three-day terror nightmare comes to a bloody end**

Twenty people held during two coordinated sieges by members of the same terrorist cell, the day ending with the deaths of four hostages and three gunmen

**Table 35: Transitivity elements**

Pt: Actor	Pr: Material	Cir: Manner
France's three-day terror nightmare	comes	to a bloody end
Pt: Goal	Pr: Material	Circ
Twenty people	held	during two coordinated sieges
Pt: Actor	Pr: Material	Pt: Goal
the day	ending	with the deaths of four hostages and three gunmen

**HL 11:****Watch how the Charlie Hebdo Paris attacks unfolded**

Heavily armed men shouting "Allahu Akbar" stormed the Paris headquarters of the satirical weekly Charlie Hebdo on Wednesday, killing 12 people in cold blood in the worst attack in France in decades

**Table 36: Transitivity elements**

/	Pr: Material	Pt:Scope
/	Watch	How Paris attacks unfolded
Cir: Manner	Pt: Actor	Pt: Material
How	Paris attacks	unfolded

**HL 12:****Shooting reported at Paris magazine Charlie Hebdo**

Casualties reported at newspaper that published satirical cartoons of Mohammed, with reports of seven dead

**Table 37: Transitivity elements**

Pt: Scope	Pr: Material	Circ
Shooting	reported	at Paris magazine Charlie Hebdo
Pt: Goal	Pr: Material	Pt: Client
Casualties	reported	at newspaper
Pt: Actor	Pr: Material	Pt: Scope
newspaper	published	satirical cartoons of Mohammed
Pt:Goal	Pr: Material	/
Seven	dead	/

**HL 13:**

**Charlie Hebdo cartoonist murdered in Paris terrorist attack was on al-Qaeda wanted list**

Stéphane Charbonnier had received death threats and lived under police protection

**Table 38: Transitivity elements**

Pt: Goal	Pr: Material	Cir
Charlie Hebdo cartoonist	murdered	in Paris terrorist attack
Pt: Token	Pr: Rel-Ident	Pt: Value
Charlie Hebdo cartoonist murdered in Paris terrorist attack	was	on al-Qaeda wanted list
Pt: Recipient	Pr: Material	Scope
Stéphane Charbonnier	had received	death threats
/	Pr: Material	Cir
And	lived	under police protection

**HL 14:**

**Charlie Hebdo attack: eyewitness describes terror of Paris shooting**

French journalist Laure Bretton says she heard "20 to 30 shots and saw people running " as hooded gunmen attacked the offices of Charlie Hebdo in Paris, France

**Table 39: Transitivity elements**

Pt: Actor	Pr: Material	Pt: Scope	/
Eyewitness	describes	terror of Paris shooting	/
Pt: Sayer	Pr: Verbal	Pt: VERBIAGE	/
French journalist Laure Bretton	says	she heard.. running	/
Pt: Senser	Pr: Mental	Pt: Phenomenon	
she	Heard	20 to 30 shots	

	saw	People	
Pt: Actor	Pr: Material		
People	running		
Pt: Actor	Pr: Material	Pt: Goal	Circ
hooded gunmen	attacked	the offices	in Paris, France

**HL 15:**

**Prophet Mohammed cartoons: the roots of Muslim fury**

Murders in France over cartoons of Mohammed conjure up images of Europe in centuries past when people were put to death for blasphemy

**Table 40: Transitivity elements**

Pt: Actor	Pr: Material	Pt: Goal	Circ
Murders in France over cartoons of Mohammed	conjure up	images of Europe	in centuries past
Pt: Goal	Material	Pt: Scope	Circ
People	were put	to death	for blasphemy

**HL 16:**

**Paris shooting at Charlie Hebdo office: how terrorist attack unfolded**

Twelve people have been killed in France's worst terrorist attack for 50 years. This is how the shooting at the offices of the satirical magazine Charlie Hebdo unfolded

**Table 41: Transitivity elements**

Circ	Pt: Actor	Pr: Material
How	terrorist attack	unfolded
Client	Material	Circum
Twelve people	have been killed	in France's worst terrorist attack for 50 years
Part: value	Proc: iden rel	Part:token
This	Is	How the shooting... unfolded

**HL 17:**

**Islam is defined by its followers. We moderate Muslims must act**

Paris Charlie Hebdo terrorist attack: It's vital, should a religion be 'hijacked' in any way, that the majority of its followers at least discuss the problem, argues Shaheen Hashmat

**Table 42: Transitivity elements**

Goal	Pr: Material	Pt: Actor
Islam	is defined	by its followers
Part: senser	Proc: mental	/
We	moderate	/
Pt: Actor	Pr: Material	/
Muslims	must act	/
Part: senser	Proc: mental	Part: phenol
Shaheen Hashmat	Argues	It's vital
Part: carrier	Proc: attr rel	Part: attribute
It	's	vital

**HL 18:****Paris Charlie Hebdo attack: How should parents explain it to young children?**

Many parents are facing difficult questions from their children about the terrorist attacks in Paris this week. Sally Peck lends a helping hand

**Table 43: Transitivity elements**

Cir	Pt: Actor	Pr: Material	Pt: Scope	Pt: Recipient
How	parents	Should explain	it	to young children?
Pt: Actor	Pr: Material	Pt: Scope	/	/
Many parents	are facing	difficult questions	/	/
Pt: Actor	Pr: Material	Pt: Scope	/	/
Sally Peck	lends	a helping hand	/	/

**HL 19:****Paris Charlie Hebdo attack: This is the worst act of terrorism in France for 50 years**

The deadly attack in Paris is a reminder that the terrorists only need to get lucky once, writes Con Coughlin

**Table 44: Transitivity elements**

Pt: Token	Pr: Rel-Ident	Pt: Value
This	is	the worst act of terrorism in France for 50 years
Pt: Token	Pr: Rel-Ident	Pt: Value
The deadly attack in Paris	is	a reminder
Pt: Client	Pr:Material	Pt: Scope
the terrorists	need	to get lucky once
Pt: Actor	Pr: Material	Pt: Scope

Con Coughlin	writes	The deadly attack in Paris is a reminder that the terrorists only need to get lucky once
--------------	--------	--

HL 20:

### Hunt for gunman in Charlie Hebdo attack: What we know

Police in France hunt three armed gunmen who attacked the offices of satirical magazine

Charlie Hebdo, killing 12

**Table 45: Transitivity elements**

Pt: Phenomenon	Pt: Senser	Pr: Mental
What	We	know
Pt: Actor	Pr: Material	Pt: Goal
Police in France	hunt	three armed gunmen
Pt: Actor	Pr: Material	Pt: Goal
three armed gunmen	attacked	the offices of satirical magazine Charlie Hebdo
/	Pr: Material	Pt: Goal
/	killing	12

HL 21:

### Charlie Hebdo attack: Paris gunman used gesture adopted by radical Islamists

The attackers displayed a degree of skill and calmness that comes only from advanced military training

**Table 46: Transitivity elements**

Pt: Behaver	Pr: Behavioural	Pt: Behaviour
Paris gunman	used	gesture
Pt: Scope	Pr: Material	Pt: Actor
gesture	adopted	by radical Islamists
Pt: Actor	Pr: Material	Pt: Scope
The attackers	displayed	a degree of skill and calmness
Pt:Token	Pr: Rel-Iden	Pt:Value
a degree of skill and calmness	comes	only from advanced military training

**HL 22:**

**A terrible price for freedom of speech**

The tragic attack on Charlie Hebdo could have far-reaching implications

**Table 47: Transitivity elements**

Pt: Carrier	Pr: Rel-Attr	Pt: Attribute
The tragic attack on Charlie Hebdo	could have	far-reaching implications

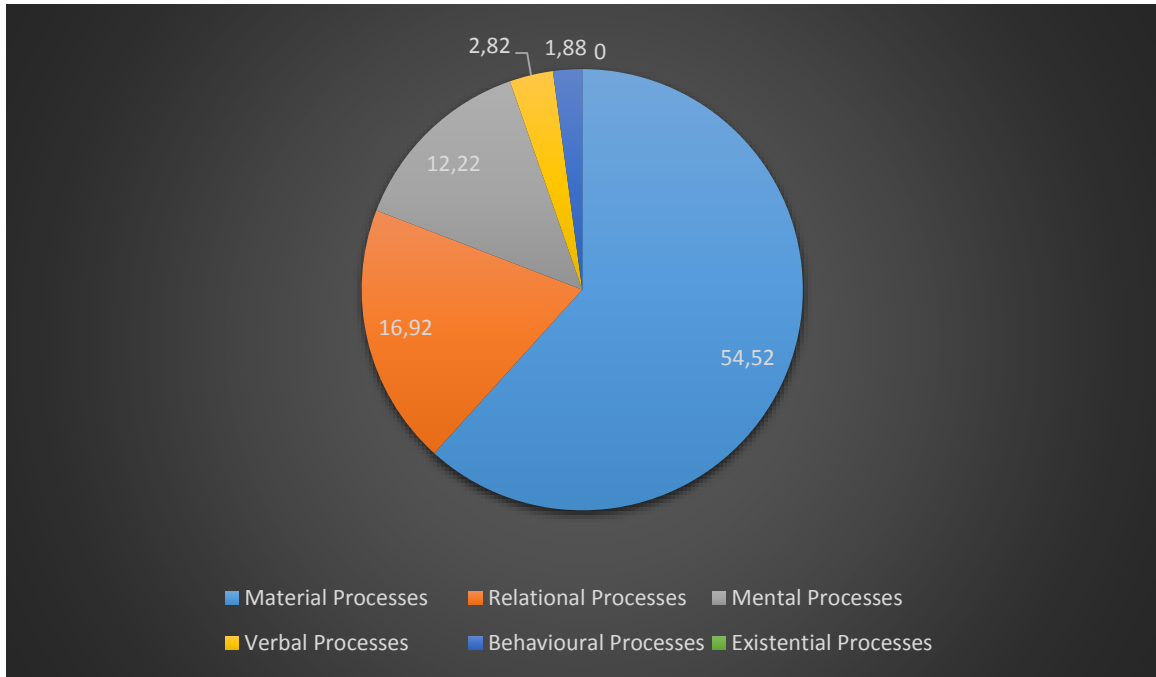
**2. Discussion of the Findings**

**2.1. The Guardian Newspaper**

**2.1.1. Processes**

<b>Transitivity Patterns</b>	<b>The Guardian</b>
<b>Material Processes</b>	<b>58</b>
<b>Mental Processes</b>	<b>13</b>
<b>Relational Processes</b>	<b>18 ( 10 att- 8 ident)</b>
<b>Verbal Processes</b>	<b>3</b>
<b>Behavioural processes</b>	<b>2</b>
<b>Existential processes</b>	<b>0</b>
<b>total</b>	<b>94</b>

**Table 48: Statistics of Process types in the Guardian Newspaper HL**



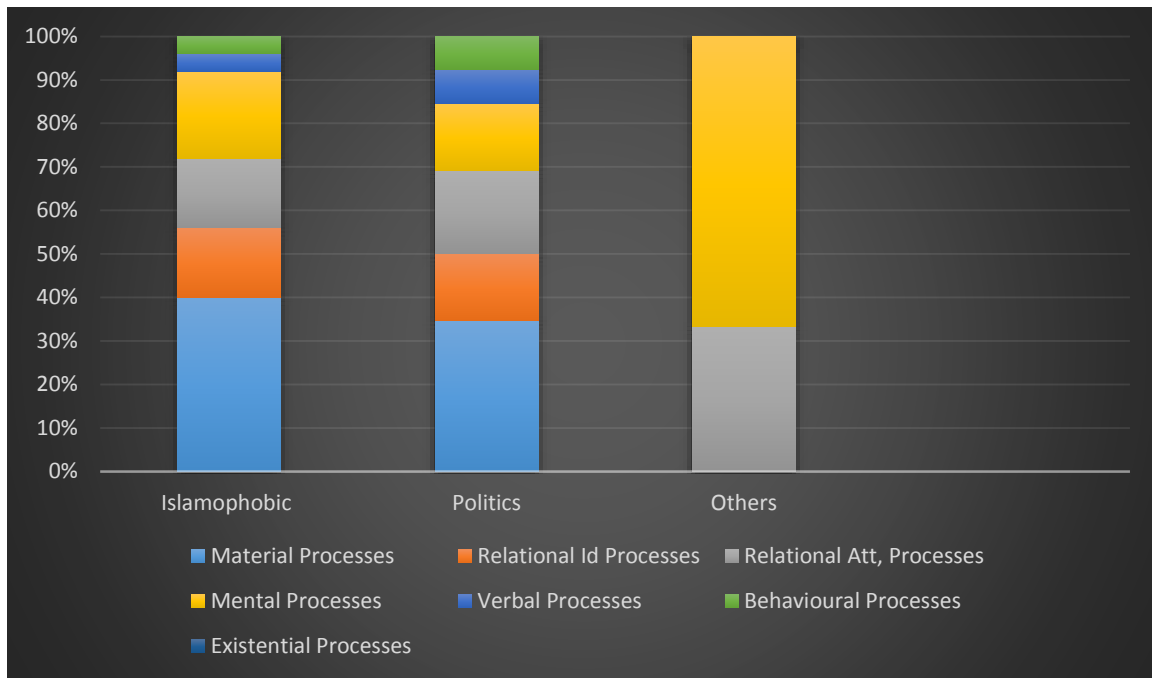
**Chart N° 01: Process Types in the Headlines and Leads of The Guardian Newspapers' Coverage of Charlie Hebdo Attack**

### 2.1.2. Issues

Process types	Main Issues		
	Islam phobic	Politics	others
mat	10	9	/
Rel id	4	4	/
Rel att	4	5	2
mental	5	4	4
verbal	1	2	0
beha	1	2	/
exis	/	/	/
<b>Total</b>	<b>25</b>	<b>26</b>	<b>6</b>

**Table N 49: Issues in the Transitivity Patterns the Guardian Newspaper HL**





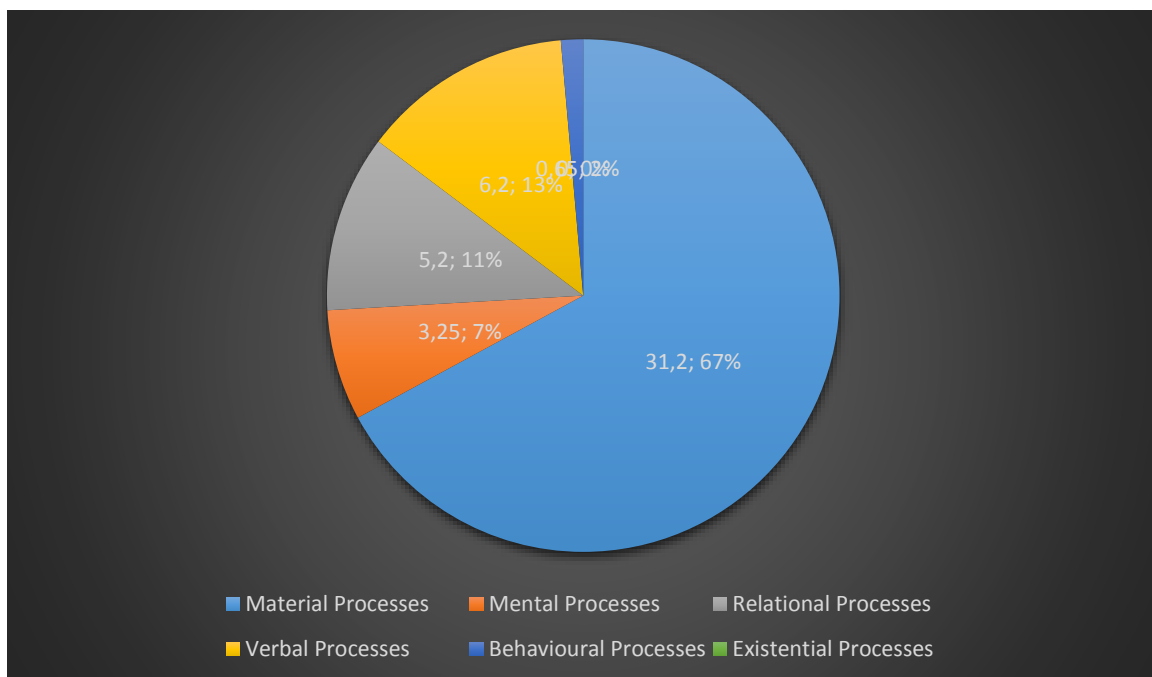
**Chart N°2: Issues in Headlines and Leads of The Guardian Newspaper's Charlie Hebdo Attack 2015 Coverage**

## 2.2. The Telegraph Newspaper

### 2.2.1. Processes

Transitivity Patterns	The Daily Telegraph
Material Processes	48
Mental Processes	5
Relational Processes	8
Verbal Processes	4
Behavioural processes	1
Existential processes	0
	65

**Table N 50: Statistics of Process Types in The Telegraph Newspaper HL**

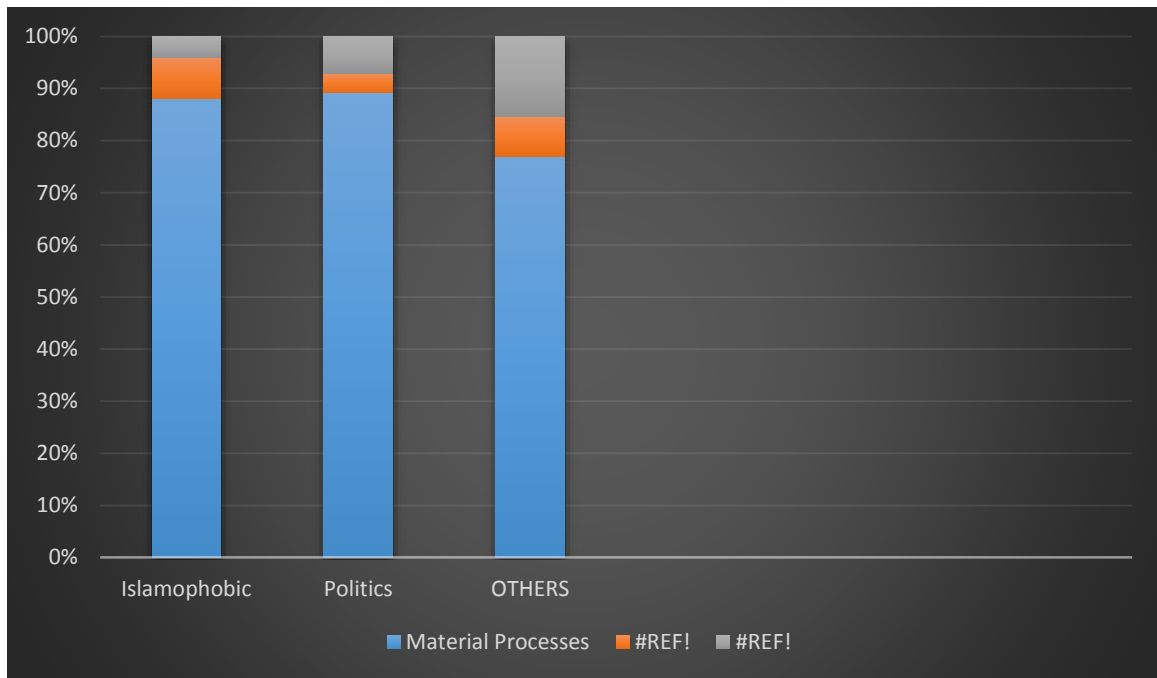


**Chart N°3: Percentage of Process Types in the Headlines and leads of The Telegraph Newspapers' Coverage of Charlie Hebdo Attack 2015**

### 2.2.2. Issues

	Main Issues		
	Islam phobic	Politics	others
<b>Material</b>	<b>22</b>	<b>25</b>	<b>10</b>
<b>Verbal</b>	<b>2</b>	<b>1</b>	<b>1</b>
<b>Mental</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>Relational att</b>	<b>0</b>	<b>1</b>	<b>1</b>
<b>Relational id</b>	<b>3</b>	<b>5</b>	<b>0</b>
<b>behavioural</b>	<b>1</b>	<b>0</b>	<b>0</b>
<b>existential</b>	<b>/</b>	<b>/</b>	<b>/</b>
<b>Total</b>	<b>29</b>	<b>34</b>	<b>10</b>
	<b>18,85</b>	<b>21,1</b>	<b>6.5</b>

**Table 51: Issues in the transitivity patterns The Telegraph Newspaper HL**



**Chart N°4: Issues in Headlines and Leads of The Telegraph Newspaper's Charlie Hebdo attack 2015 Coverage in**

### 3. Description and Explanation

Transitivity Patterns	The Daily Telegraph	The Guardian	The Sum
Material Processes	48	58	106
Relational Processes	8	18 ( 10 att- 8 ident)	26
Mental Processes	5	13	18
Verbal Processes	4	3	7
Behavioural processes	1	2	3
Existential processes	0	0	0
total	65	94	159

Table 52: Transitivity Patterns the British Newspapers' Headlines and Leads

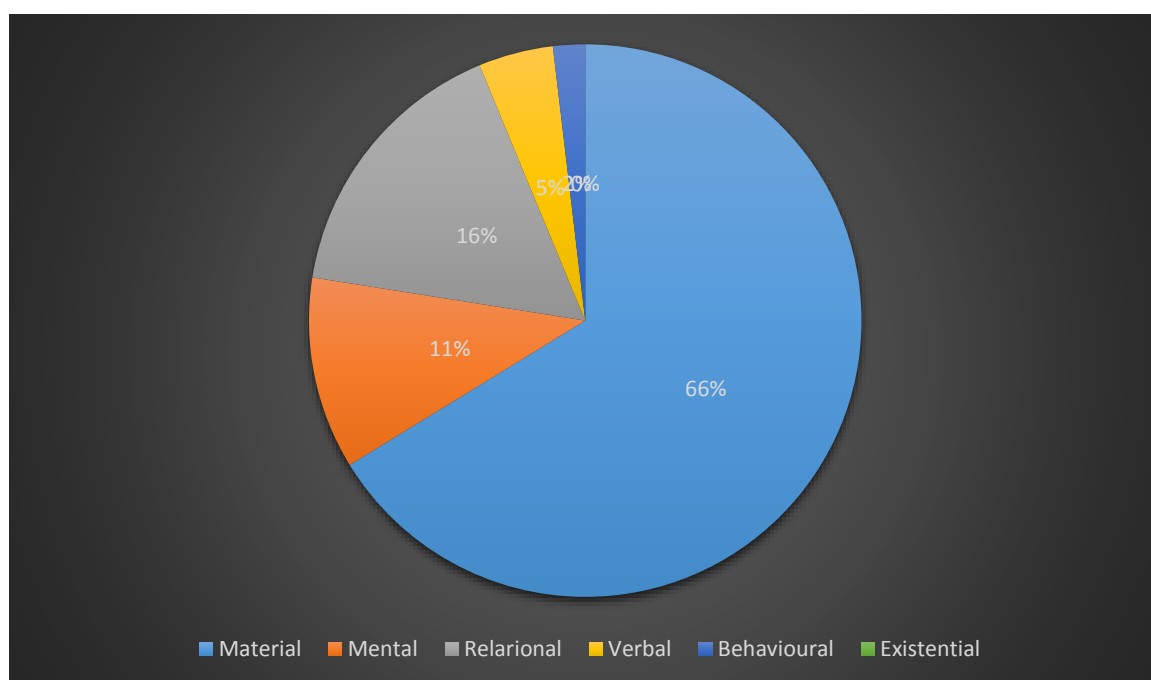


Chart N°5: Transitivity Patterns in the Guardian and the Daily Telegraph Newspapers' Headlines and Leads (Charlie Hebdo Attack 2015 Coverage)

In order to facilitate the description of the results that have been found when analysing the corpus in each newspaper distinctly, we furthermore illustrated these results in one single table (Table 52) and accordingly interpreted them in one single Chart ( Chart N° 5).

Studying the system of transitivity in the headlines and leads in both The Guardian and The Daily Telegraph newspapers shows that both newspapers relied on material processes in the first place in representing the event of Charlie Hebdo attack with an estimated number of 106 out of 159. In the second place comes the use of relational processes with an estimated number of 26 out of a total number of 159 processes. Then From the table we can see that the third process type mostly used following these two processes is that of mental processes (18/159). In addition to that, verbal processes rank in the fourth place ( 7/159). The Behavioural processes mark the fifth order with a number of 3 over the total number of the whole processes (159). At the end we can see that neither of these newspapers rely on the existential processes.

Of course the choice of the organisation and the construction of the headlines and leads using these processes with varying numbers and percentages is not planned randomly. Because each type of a process in the transitivity system reveals a certain meaning that is distinct from another in other processes. According to the meaning of each processes we are going to analyse the results. At the first place we can understand that the choice to work mostly with material processes means that the editors and journalists in both papers prefer to represent the event of Charlie Hebdo attack as an action. Representing events in such a way and particularly the one like Charlie Hebdo attack which is considered as a terror threat, means that the focus is to bring the light on the doers of the action who are according to the coverage labelled in different names ( terrorists, killers, murders, anti-freedom of speech, Islamists, Jihadi Kalashnikovs). Also when using material processes the action is also concentrated and in most cases we can find that the verbs that had been used to represent the actions are most importantly (kill, murder, topple, attack). At last, editors and journalists stressed the victims who are revealed in the corpus differently. For example: journalists, cartoonists, us, government, and French Charlie Hebdo magazine.

Moreover, the use of relational processes expresses mainly the parties involved in the actions. The newspapers' use of this type of process is also remarkable compared to the rest of the process types. This means that journalists in addition of focusing on the actors also cease the occasion to cover the event by showing who is involved, who is right and who is not. The data show that in all cases those who commit the attack are wrong and the published cartoon which was the indirect cause of the attack is only a freedom of speech act.

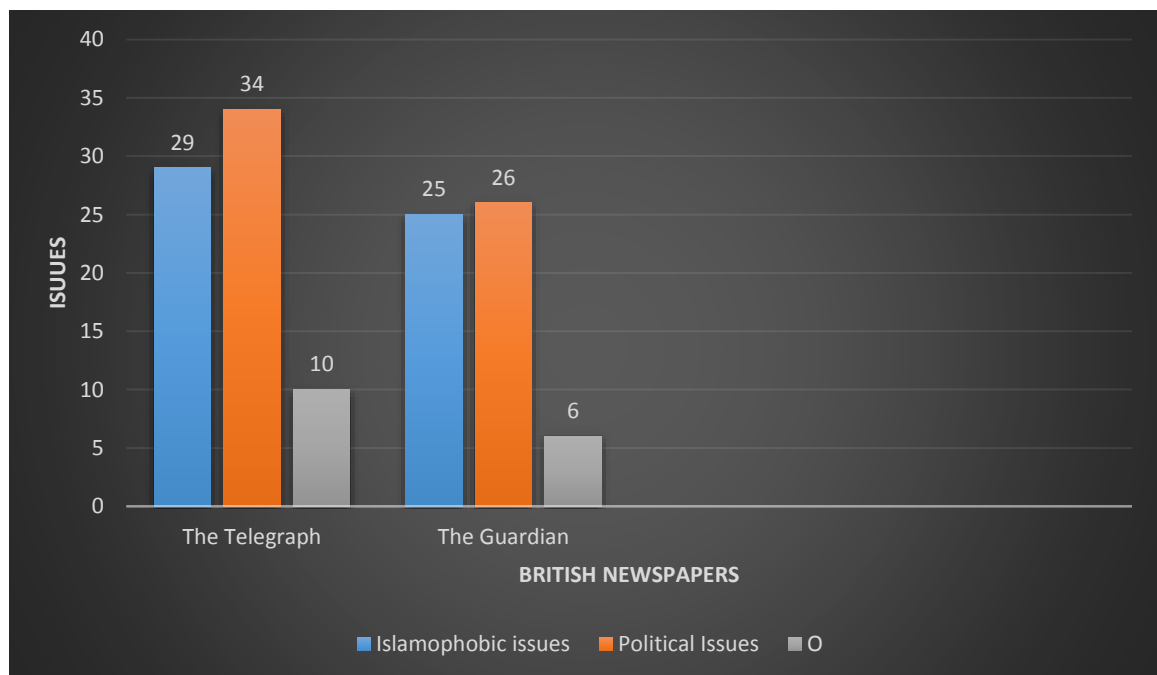
Mental processes on the other hand represent mental actions and in the majority of times it represents the views of both journalists, particularly of how they perceive the event of Charlie Hebdo attack. Besides that, the use of verbal processes even in a little rate indicates what sources the newspapers quoted in their headlines and leadings. Last but not least, in their representation of the event of Charlie Hebdo attack, the newspapers barely used the behavioural processes and may be because this kind of processes is a hybrid process which involves both mental plus material process. The verbs which can be used through are purely psychological. And since it is a part of a material process, its usage within discourse permits the progressive and in this case the clause can be analysed by probing the following question “ what does/ did the Behavior do?, which in this sense the use of a mental process forbids.

This discussion cannot be ended if we do not have a comment on the existential processes which is not included in neither newspapers. Existential processes are thought to be as the easiest processes. Both newspapers are qualities and they use high level of language and this is probably the reason of the absence of such process type in their representation of the event

	<b>Politics</b>		<b>Others</b>		<b>S</b>		<b>S</b>	<b>S</b>	
<b>Processes</b>	<b>T</b>	<b>G</b>	<b>T</b>	<b>G</b>	<b>T</b>	<b>G</b>	<b>Islam phobic</b>	<b>Politics</b>	<b>Others</b>
<b>Material</b>	<b>22</b>	<b>10</b>	<b>25</b>	<b>9</b>	<b>10</b>	<b>/</b>	<b>32</b>	<b>34</b>	<b>10</b>

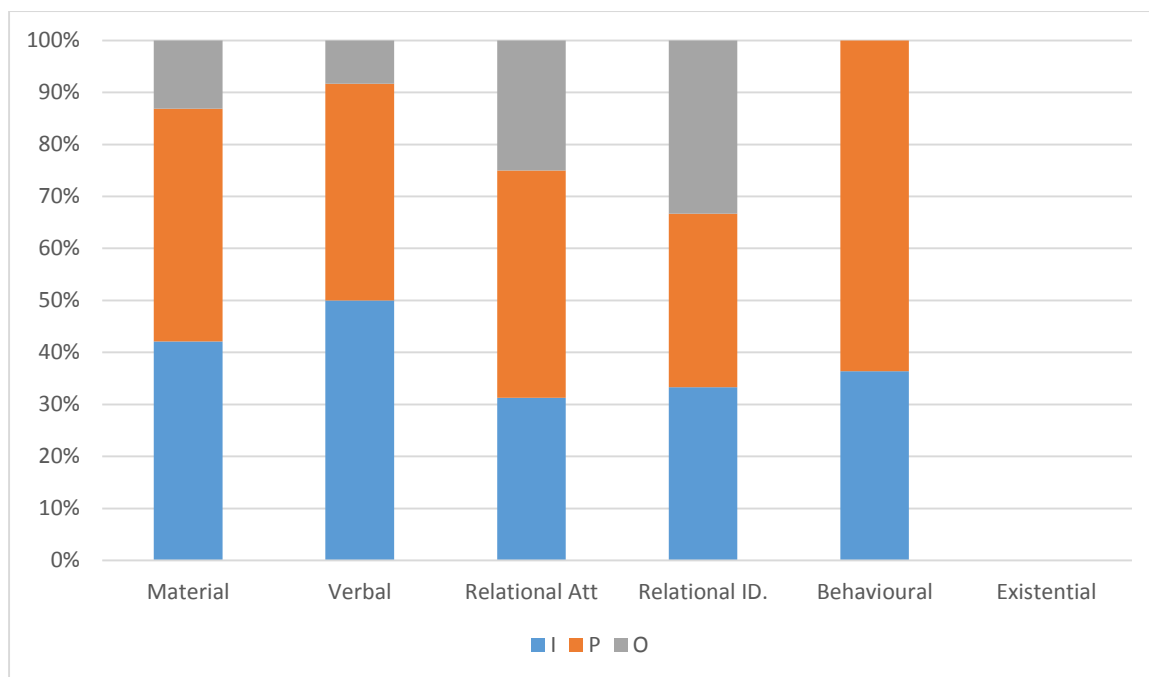
<b>Verbal</b>	<b>2</b>	<b>4</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>/</b>	<b>6</b>	<b>5</b>	<b>1</b>
<b>Mental</b>	<b>1</b>	<b>4</b>	<b>2</b>	<b>5</b>	<b>2</b>	<b>2</b>	<b>5</b>	<b>7</b>	<b>4</b>
<b>Relational att</b>	<b>0</b>	<b>5</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>5</b>
<b>Relational id</b>	<b>3</b>	<b>1</b>	<b>5</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>7</b>	<b>0</b>
<b>behavioural</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>/</b>	<b>2</b>	<b>2</b>	<b>0</b>
<b>existential</b>	<b>/</b>	<b>/</b>	<b>/</b>	<b>/</b>	<b>/</b>	<b>/</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total</b>	<b>29</b>	<b>25</b>	<b>34</b>	<b>26</b>	<b>10</b>	<b>6</b>	<b>54</b>	<b>60</b>	<b>20</b>
							<b>85.86</b>	<b>95.4</b>	<b>31.8</b>

**Table 53: Transitivity Patterns in the British Newspapers' Headlines and Leads: The Case of Charlie Hebdo Attack 2015**



**Chart N°6 : The Rotation of Issues in Telegraph and the Guardian Newspapers' Headlines+ Leads Covering Charlie Hebdo Attack 2015**





**Chart N°7: Percentage of the Issues in Process Patterns in the Charlie Hebdo Attack 2015 Coverage of The Telegraph and The Guardian Newspapers**

So far, having described the data which concerns analysing transitivity patterns in the headlines and leads of The Guardian and The Daily Telegraph newspapers did not lead us to a full interpretation of what has been found. And this is why we intended in our research to integrate the sociocultural model of CDA. Through this model we need not only to analyse the transitivity system and the meaning of each process time. Our purpose furthermore is to interpret the transitivity patterns according to a social and a cultural analysis. Accordingly, in doing so, we drove our thoughts crucially to the content of the news. Subsequently we noticed that there are a number of issues that both newspapers include within their news headlines and leadings. These issues are clearly related to factors that this research study probe; that is, politics and readership. Once more, in observing these issues we could fortunately classify them into three main categories. In other words, we could form news stories which are about politics, news containing an Islamophobic theme and another category which is labelled as “Others” and it contains new stories of different themes which

are not concerned with the aim of the current study, but which nevertheless help in understanding the language of the British newspaper's coverage of Charlie Hebdo attack. From another hand, in order to make this work more professional, all these information have been transformed into numbers and accordingly classified into a formal table (Table 53). Later on they have been represented in two charts respectively (Chart 6, Chart 7).

From the table ( Table 53) we can see that the news stories containing political issues ranked first indicating a number of **60** issues which makes a percentage of **(95, 4%)** of the whole themes. Islamophobic themes ranked second representing **54** issue within the whole corpus making a percentage exceeding 80% **(85.86%)**. At last, the other theme represents a number of **20 issue** and it illustrates **(31.8%)**.

We can interpret these findings if we take into account Fairclough's criteria of politics, discourse practice and access to the media which he considers for the analysis of the communicative event when designing his sociocultural model. The British press like any other press is affected by many factors like culture, society and politics too. That is why when covering Charlie Hebdo attack the two British newspapers (i.e. The Guardian and The Daily Telegraph) will reflect this impact either implicitly or explicitly. The assumption we intend to show here is that indicating the role of politics and culture of the British society within the discourse of Charlie Hebdo attack is done purposefully so as to reveal a specific ideology.

The British media in general and specifically the press are said to be unbiased, since they do not represent a government property. In other words, the government has not right to intervene in the production of the media content and thus has not power to influence or to encourage certain ideologies over others. Despite that the idea we know now that media texts are a sociocultural product, that is, any some ways society and its culture will influence how things are perceived how beliefs are foregrounded and thus how different ideologies and social perceptions are generated in public's opinion.

Charlie Hebdo attack 2015 is considered as a terror threat in both newspapers and we can see that from the issues that were represented in Table 53. Although the British society is a democratic, and that all ethnic groups are equal but still there is a segregation between certain ethnic groups especially Muslims. This idea is a mere truth and the media are the only perpetrator of this truth because they have the power to reflect this reality. Terrorism is generally associated with Muslims and in this case all negative associations and labels can be produced and this generate an Islamophobic ideology which has a negative consequences in all societies. At last those who attacked the French magazine were French born, but the British media ignores this fact and concentrates on their religion (Islam) instead and again this is done purposefully. In other words, to show that Islam is a cruel and forbidding religion.

## **Conclusion**

Halliday consider processes as the most important element in the transitivity system which concerns the representation of experiential meaning in the clause. Being able to see the findings as they are tabulated in the tables above and interpreted in charts in an order way.

Let us remember the main questions of the research:

- 1- What are the transitivity patterns used to represent the event of Charlie Hebdo Attack in The Guardian and The Telegraph newspapers?
- 2- Does the variation in the transitivity system (in the sense of focusing on certain processes on the expanse on other ones) reveals something about the topic?
- 3- To what extent the language of the coverage can be affected by the political orientation and cultural aspects of the newspaper to reveal ideologies about Islam as a terror threat?

As it can be seen the data reveals that the British newspapers (The Guardian and The Telegraph) rely in their representation of the event of Charlie Hebdo Attack on Material Processes in the first place. The Material processes, as it has been mentioned before, are

concerned with the happenings and the goings on. Most of the Material processes involve the focus on the doer of the actions through the use of the active voice. They particularly describe how the three men peruse the attack, in which they were revealed as Actors. However, in other material processes they were show as agents. This is mainly due to the use of passivization (the passive voice).

In these cases particularly, the aim of the text is to focus attention on the Goals of processes rather than the Actors. As we know, the Goal participant can be determined by the question of 'What did  $x$  do to  $y$ ?' with  $x$  being the Actor and  $y$  the Goal. In most situations, the Goal is elided. This technique is called elision; it is a pattern in newspaper style.

In the second position comes the relational processes which involve the relationship between two participants. In the coverage of Charlie Hebdo attack the three men were associated with negative situations and they were labelled as terrorists, killers, Paris attackers, Gunmen, The two brothers and a three suspect, suspects. Criminals, war predators. At the same time journalists were labelled as victims, cartoonist, journalists, they were described in situations of nobility, victory and bravery as well as pity. The data shows that the use of this type of processes makes 16%.

In the third place, British newspapers use mental processes with percentage of 11%. This category sets up the internal actions carried out by the Senser participant (as the one involved in the action) In addition to that Verbal processes comes in the fourth order of the British press' use. They reveal actions reported, said by the Sayer participant. Next to that, the behavioural processes which form 2% of the whole processes.

At last, as the chart show, existential processes are not used in neither newspapers, but we have to mention that analysis concerns only the headlines and the leads (first paragraphs), which means that there is a great possibility that they are to be found within the body of the articles.

Now that we have answered the first question of what transitivity patterns used in these two newspapers (The Telegraph and The Guardian), we move to answer our next enquiry which is about ideologies in the British press. Terror attacks take place every day and it may happen in any place in the world. Each time it happens the media play its part and report the events. However it is important to say that not all the terror attacks receive the same attention of coverage. This is a complex process which concerns deciding what are the news, what is to be reported? And what is not? Many factors intervene. But when attack targets the media this results that the event has to be covered and widely receive attention comparing to other terror attack which we many not even hear of them. Because media is about politics and politics has a great impact on society. Terror attacks involve ideologies which reflect many things about the medium which reports the news. Charlie Hebdo Magazine is a satirical magazine which publishes issues about religion, politics and others too. In 2015 it published a blasphemous issue; a cartoon which depicts the Muslim Prophet Mohamed in a controversial imagine and accordingly has come under attack.

Ideologies are not made always explicit in the language of the newspapers. But of course through the discourse of its coverage we can assume that relying on some criteria mainly the issues revealed in the texts. The representation of Charlie Hebdo attack 2015 reveals three important issues including Islamophobic, politics and another category labelled as others. The first issue shows how the British press perceive the terror attack as a threat not only to the French society but to all the Europeans including the British nation. Now how the event is ideologically coded can be understood through the implicit issues used in the encoding processes of the different representations of the event. This is obvious as they include more political and Islamophobic issues more than that they do about other contexts. Islamophobic issues are made both implicitly or explicitly in the headlines associating terrorism with concepts such as Islam and Muslims although the three men who attacked the offices are

French citizens. So this is an ethnic conflict which exists within the British culture as a particular group.

What makes this vital in the current research is that the British media did not reveal the same views in the 2006 and 2011 publications of such sort. It considered it as controversial and thought that the magazine has no right to insult the Muslim prophet Mohammed. Then they decided not to republish them in their pages. What makes this changes after three years particularly in 2015 has to do with the political change the world witness lately; with the emergence of the ISIS which is a terrorist threat like that of al-Qaida.

However we can see that the results in each newspapers are not the same (See Chart N°6). We can understand this if we consider Fairclough's socio-cultural model of newspaper discourse. It involves issues of readership, economics, and politics of the relevant paper which affect media representation of the reality. Indeed. The Guardian uses ideological discourse representing the event of Charlie Hebdo attack like The Telegraph does, however in a moderate way, as it uses less issues which reflect these ideologies compared to the way the telegraph does. For example the use of the verbs fear and the association of Islam and Muslims with negative labels such as hatred, terror, is cited in the Telegraph more than in the Guardian. Moreover, The Telegraph, explicitly and directly refer to the opinion of paper. It reports in a right political stance as it is merely obvious in the texts N°: 7, 9, 17, 19, and 22. The terror thereat that is associated with the hatred of Muslims as ethnic groups is conveyed in The Telegraph in a more biased way compared to The Guardian. This can be explained as the two papers are set to different audiences that the language differs accordingly to suit their needs appropriately. This political and cultural bias in the language of the newspapers encourages stereotypes about Muslims and negatively affect their presence in the British society which encourages democratic thoughts.

## General Conclusion

We have already know that there are common ways in which bias manifests itself in the news including the framing of a story, the sentence structure, the selection and use of sources, and the use of modal expressions. But the readers interpret a news story with view to the writer's conscious or unconscious choice of words used in the reporting of that story. These patterns reveal the paper's attitudes, point of view and personality traits; through different meanings they convey. Also they express semantic nuances and suggest and evoke evaluation (i.e. criticism or approval). In this way they can afford accurate, neutral and honest analyses of events or biased/distorted, tainted ones. The British Press like any other press proves that it is not really independent form the external environment in which it operates. In other words, political, social and economic factors that influence its practice in the British society resulting a discourse which reflect all these aspects.

Newspapers are the most discourse genre read in the world. Thus, its impact on individuals and their perception to the world is assumed to be vital. Because discourse does not only portray the world, but also draw the lines for the audience of how they must see they world and how the wold ought to be seen through their lens. Discourse in this shapes opinions that is why it is important to impersonally encode it, although in best cases this is hardly possible. This is not to say that the media does not portray the truth and there is no credibility in it. But to avoid media manipulation, readers must be aware of the ways media bias unfolds. In addition of being well knowledgeable about media style and its practices, they should focus their attention on the linguistic part. This is not impossible today, as linguistics provide its learners with a dozen of theories that are relevant to such enquiries. For instance, Discourse analysis which comes in the first place to analyse connected speech. Discourse analysis in its turn consist of many approaches, each of which is concerned with some particular aspects that other ones are not.

This research was oriented to use of one the most revealing theories about meaning; systemic functional linguistics. This is considered as a functional approach as it accounts for functions rather than structures of language. It presents that language enacts three functions simultaneously ideational; when language is used to represent the world, interpersonal, when language is used to enact relationships, and textual the fusion of both first two metafunctions, where language relies on texts that precede or follow it to construct other texts. These metafunctions, furthermore reveal three corresponding meanings accordingly experiential meaning, interpersonal meaning and textual meaning. SFL offers a complementary model called SFG in order to analyse and study the different kinds of meanings that the language encodes.

When intending to analysing ideology in media discourse, researchers; most importantly linguists, media and social analysts, must recognise first the relationship which exists between the media and ideologies. The reason why it is necessary for them to draw together several aspects of media studies. For instance, as Downes and Miller comment on Eagleton's (1991) book on Ideology, they indicate: “

- The media communicate ideas.
- The media represent outside reality to audience ...
- No text can exist without offering its consumers a position or ‘point of view’ to adopt” (1997, p. 28)

Almost all writers and speakers when producing and performing their texts, they include within their writings “ideology”. In most times, this issue is professionally integrated in different texts, in order give the impression for the readers as if it is seamless. Due to this careful fusion it is hardly, sometimes, for readers, ordinary readers precisely, to identify the places as well as the ways through which textual ideology's components are embedded



within these texts. In closer terms, it is difficult to ascertain the elements and the mechanisms that together result media representations of a relevant.

The media usually attempt to represent the world in an indirect way. This leads its reader to miss the real meaning hiding in its news texts. Thus, with a close account to SFL, this helps to detect them easily through different models such as, transitivity, and modality and so on. However media language always depends on other factor such as political, social, and economic to structure its news stories. That is why, it needs an approach which accounts these perspectives. SFL is a theory which accounts for the social and cultural contexts in which language occurs, thus, researcher and readers will benefit from this account to understand different facts about language use. In addition to SFL, there is another approach in the field of discourse analysis which concentrates on non- linguistic issues of discourse of the media. This is known as CDA. Under the model of Norman Fairclough, Van Dijk, Ruth Wodak, Fowler and many others discourse can be critically analysed showering different perspectives are most likely to be found in discourse. In this respect Halliday (2010) explains:

it is always difficult to achieve, and to maintain, a balanced perspective on language, because one is constantly having to shift one's depth of focus. This is true, of course, with any phenomenon that is being investigated in theory, since the focus will always have to shift between the instance and the system that "lies behind" it; if this seems to present a special problem in the case of language, this is because language is a system of meaning -- a semiotic system -- and so the relation between system and instance is a complex of physical, physiological and social-semiotic factors.

In this end let us conclude this work with a prompt insight that understanding language is not only a matter of linguists, or scholars within other scientific disciplines. Language is the matter all of human beings, those who are pensioned to explore it, in order to be more cultivated about this mysterious phenomenon. Hopefully we can, one day, be able to see how

powerful language is in the world we live in. Since for the most part, it does not only help us to recognize pieces of texts in their different forms written, verbal, artistic, literary. When we study language in its various forms, this process teaches us how to think about ourselves, about other people around us, and about the world we live in. In this way we will be a well versed and disciplined individuals and will make ourselves different from the mass of the rest of society. Language becomes then a source of our strength as we know now how it works, we will behave in a smart especially in situations where language is chiefly set to affect our lives. At this time we shall know what we must to do, how to act and react, what decisions to make, in order to positively change our lives and others'. Last but not least, language and knowledge about it, can protect our rights and can make us perform our duties to the fullest, so as not to do, in no way, violate the rights of those who lack to protect themselves.

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