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Title

**Critical Discourse Analysis of Algerian newspaper
articles**
The case of *Ennahar* and *Echorouk*

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Dedication

I dedicate this modest work to

My supervisor

My family, my little angel "Louai"

My pumpkin Aya

My friends

And to My best friend ever, Hana

List of Abbreviations

CDA: Critical Discourse Analysis.

DA: Discourse Analysis.

SFL: Systematic Functional Linguistics.

TAP: Tunis Afrique Press.

TP: Transitivity Patterns.

TS: Transitivity System.

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General introduction

1. Research Problem

Nowadays technology has made media as the most important communicative vehicle, for its own view of social reality, and for the influence people's minds and thoughts through different media discourses, such as television, radio, magazines and newspaper articles as the case of our study. The theoretical framework of this study is critical discourse analysis. The method adopted for analyzing the selected data is transitivity analysis which used to examine the ways that newspaper articles construct ideologies. Many studies have been conducted in the field of Critical Discourse Analysis to show and explain how the language used in media which have the same event can be shaped by ideology and may be presented differently such as: M, Javed and Mahmood (2011-2012), and the TAP (2013). It is interesting to conduct a similar study in the Algerian context, selecting articles from *Ennahar* and *Echorouk* newspapers on July 2015.

2. Objectives of the study

Through the present research, we aim at:

- 1) Figuring out the transitivity patterns used in both Algerians newspapers' articles in their English version which presenting the event of "Introduction of the Arabic dialect in primary schools "unacceptable ruckurs", on July 2015".
- 2) Explaining how ideology is constructed and presented in the language used in Algerians newspapers' articles in their English version.

3. The Research Questions

The present study attempts to provide answers to the following questions:

- 1) How do the Algerian newspapers present the same event differently?
- 2) To what extent are ideologies constituted through media texts?

4. Significance of the research

The study in hand aims at shedding light on CDA as a framework. It would be beneficial to students who are interested in learning and understanding the transitivity analysis. Also it could provide information on the relation between discourse, power and ideology. To explain how power can shape the language used in media. And how this language can present and construct ideology.

5. Methodology

This study follows in its analysis Halliday's transitivity system (1985). The data analyzed in this study consist of selected Algerian newspaper articles.

6. Corpus Description

The data used in this study consist of the selected articles from the Algerian *ECHOROUK* and *ENNAHAR Online* newspapers in their English version talking about the introduction of the Arabic dialect in primary schools "unacceptable ruckurs", on July 2015.

7. Structure of the dissertation

The present dissertation is composed of two parts: theoretical and practical. The theoretical part contains two chapters. The first one reviews Critical Discourse Analysis, its definition and background. It tackles also media and its relation to discourse, ideology and power. The second one deals with transitivity system. The practical part is concerned with methodology that has been followed in this study, the analysis of the collected data and its results.

Theoretical part

Chapter one

Critical Discourse Analysis

Introduction

Critical Discourse Analysis (henceforth CDA) is one of the important approaches to discourse analysis, it was considered in the late 1970's as a field of study concerned with studying and analysing written and spoken texts. This chapter deals with CDA, its definition and background. It tackles also media and its relation to discourse, ideology and power.

1. Definition of Discourse

The term Discourse has got many definitions that have the exact meaning of discourse. It is also defined as language in use for communication. A particular stretch of language, whatever it was spoken or written, using for the purpose of communicating. (Cook, 1989). Similarly, Widdowson (2007) stated that "People produce texts to get a message across, to express ideas and beliefs, to explain something, to get other people to do certain things or to think in a certain way, and so on" (p.6).

On the other hand, Discourse Analysis (henceforth DA) is the study of the ways in which language is used in texts and contexts. Cook (1989) has defined DA as the study of spoken and written language in its social and psychological context.

1.1 Making Discourse Analysis Critical

CDA is different from DA. Since DA is for the study of text in a context, and is about language in use, CDA paying attention to the ideational meanings, assumptions about relations under interactional practices.

It also focuses on explaining and showing discourse structures, causes and connections which are hidden in terms of properties of social interactions and

especially social structures rather than mainly describing them as discourse analysis did (Fairclough, 1997).

1.2. Critical Discourse Analysis (CDA)

CDA is one of the important approaches to discourse analysis. It is an interdisciplinary approach. It was considered in the late 1970's as a field concerned with studying and analysing written and spoken texts. It views language as a form of social practice, and focuses on the exercises of its power in society. It is considered as a way of studying the discourse critically in order to see how discourse can influence society. It was the idea of Roger Flower and his colleagues at the University of East Anglia. There is no single definition of CDA, because it is not a school of specific direction, but rather an approach under the scope of which we can find several directions. (Deborah 2001, Dijk 2001).

Deborah (2001) has defined CDA as a type of discourse analytical research that primarily studies the way social power abuse, dominance, and inequality are enacted, reproduced, and resisted by text and talk in the social political context with such dissident research, critical discourse analysts take explicit position, and thus want to understand, expose, and ultimately resist social inequality.

In the same vein, Fairclough (1995) provided the following definition for CDA: By CDA I mean 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.

1.2.1. Objectives of CDA

Since CDA views language as a form of social practice, it aims at the following objectives. It tries first to explore the connections between the use of language and social practices. The users of language do not function in isolation but in a set of cultural, social and psychological frameworks, so that CDA accepts this social contexts and studies. The connections between textual structure and social context take this into account, and explore the links between textual structures and their functions in interaction within the society. Second, it tries to uncover the relationships between language, power, and ideology through people interactions. Third, CDA aims at investigating how such practices events and texts arise out of and how are ideologically shaped by relations of power and struggles over power. (Fairclough and wodak, 1997 ; Couthard, 1996 ; Fairclough, 1992).

1.2.2.Principles of CDA

CDA is not a school or a specific direction, but at most a shared perspective of theorizing, analysing and application. In the application of CDA in a study, it should be based on some principles (Fairclough and wodak 1997). As follows:

- Critical discourse analysis addresses social problems by examining the linguistic character of social and cultural processes and structures.
- Power relations are exercised and negotiated through discourse.
- . Discourse constitutes society and culture, and it reflects and reproduces social relations
- Ideologies are very often produced through discourse. Their production includes way of representing and constructing society such as relations of power, relations of domination and exploitation.
- Discourse cannot be considered separately from the discourses that have preceded it and that will follow it. Nor can it be produced or understood

without taking these intertextual relations and sociocultural knowledges into consideration.

- Critical discourse analysis makes connections between social and cultural structures and processes and properties of texts. These connections are very often mediated.
- Critical discourse analysis goes beyond description and is both interpretative and explanatory. Further, these interpretations and explanations are open and may be affected by new readings and new contextual information.
- CDA, by uncovering opaqueness and power relationship is a form of social action that attempt to intervene and bring about change incommunicative and socio-political practices.

The theory of systemic functional linguistics, which is initiated by Halliday, has offered the transitivity analysis. This type of analysis is considered as one of the authentic tools used in analyzing discourse critically in order to reveal the embedded ideologies in texts. This will be tackled in the second chapter.

1.3. Media

Media (the singular form of which is “medium”) is the collective communication outlets or tools used to store and deliver information or data. The term media is defined as a one of the means or channels of general communication in society, as newspapers, radio or television. With the advanced technology, media are considered as the most important element of mass communication. Fairclough (1995) defined media as the power, the power to influence peoples’ opinions, knowledge, beliefs, values, social reactions and social identities in deferent ways and using specific languages.

In this vein, many scholars state that media text functions as a window through which we can view the world and live the events as real. It has the power to influence readers by all means since it is an effective mechanism for affecting individual perceptions of reality. By analyzing the media text ideologically, we are able to see the debates in society through text (Malkawi

2012). Media allows us to see what kinds of ideas circulate through media texts, how they are constructed, how they change over time, and when they are being challenged (Croteau & Hoyne, 2003).

1.3.1. Definition of Ideology

The main objective of media is to convey information about a specific event, by using a specific language that reflects peoples' ideologies. CDA sees that ideologies are produced through language (the newspaper articles language, which is the case of our study). One of the main CDA objectives is to reveal and examine the hidden ideologies in the language used and to make it clear.

The term ideology is defined as a set of beliefs or principles to an individual or group and lexically, as a set of beliefs or principles, on which a political system, party or organization is based. Similarly, Calzada-perez (2003) has defined it as a set of ideas which organizes our lives and helps us understand the relations to our environment. In this vein, many scholars discuss ideology, as Fairclough (1992) said that ideology built into conventions may be more or less naturalized and automatized. Also, Fowler (1991) said that anything is said or written about the world is articulated from a particular ideological position. In fact, when we speak or write we always take a particular perspective on what the world is like (Gee, 1999).

1.3.2. Power in media

Nowadays where technology plays a great role in our lives, we all believe that media are trusted and reliable and it affected us. Therefore, people with power can manipulate media in ways that serves their interests by influencing their opinions through news. When reporting news, newspaper articles use a specific language to influence people's ideologies. From the social angle, power is defined as a term of control. Thus, people with power can control the acts and minds of society members. This power has many kinds such as the military power, that of parents and that of discourse (a

specific language, such the case of our study the newspaper articles language). According to Van Dijk (2001), mind controlling is a first major form of power. He also stated that “Controlling people’s minds is the other fundamental way to reproduce dominance and hegemony” (p.357).

In the same vein, Pedersen (2002) stated that “societal thoughts and actions can be influenced by the mass media’. That means media can influence people’s actions indirectly. Since people’s actions are controlled by their minds, their knowledge and opinions are controlled and influenced by media. So, it is easy to control some of their actions by persuasion and media manipulation. In order to influence public opinion, people with power can manipulate media in a way that serves their interests.

Conclusion

This chapter aimed to overview the concepts of discourse, CDA, media and its relation to power and ideology. CDA, as explained in this chapter, is not a normal kind of analysis. It is rather a form of social action. Since CDA is mainly concerned with the use of language and other means in setting social inequality and dominance of a group over others. So that systematic functional linguistics (SFL) is also concerned with the study of the relationships between language and its functions in social settings, and this is what the next chapter is about.

Chapter Two

Systemic Functional Linguistics and Transitivity System

Introduction

The theory of systemic functional linguistics, which initiated by Halliday, has offered the transitivity analysis. This type of analysis is considered as one of the authentic tools used in analyzing discourse critically in order to reveal the embedded ideologies in texts. This chapter deals with this theory, its background, definition and the language metafunctions. It also tackles the transitivity analysis system and its elements.

2. Systemic Functional Linguistics

Systemic functional linguistics (henceforth SFL) is an approach to language, developed mainly by M.A.K Halliday during the 1960s. It aims at studying the relationship between language and its functions in social settings. This theory of language socially oriented because it emphasized the functional basis of language structure. Language is functional, since it is not a tool for conveying ideas, its main function is to get things done. Language does convey ideas, but only as one part of getting things done. (Halliday, 1985).

2.1. The Metafunctions of Language

The theory of a fundamental language function has been developed by Halliday, in which language serves three major metafunctions, namely, the ideational, the interpersonal, and the textual. Each of them is about a different aspect of the world and a different mode of meaning of clauses. The ideational metafunction deals with how we represent reality in the language. It consists of the experiential and logical function. The experiential focuses on the organization of our experience and understanding of the world and looks at the grammar of the clause, as quoted, “We use language to talk about our experience of the world, including the world in our own minds, to describe

events and states and the entities involved in them” (Thompson, 2004 ,p .30). While the logical one looks at the meaning between those clauses. The interpersonal metafunction refers to the use of language to maintain and establish social relations. “We also use language to interact with other people to establish and maintain relationships with them, to influence their behaviour, to express our own viewpoint on things in the world, and to elicit or change theirs” (Thompson, 2004, p.30). The textual metafunction is about the grammatical choices which construct texts (Halliday, 2004; Thompson, 1996).

2.1.1.The System of Transitivity

Halliday’s transitivity system is a system that deals with the clause as a whole, not just the verbs. It considers how the meaning is put out in the clause in the form of processes. Three basic elements are involved in this process: first, the process itself, which is expressed by the verb phrase in the clause, second, the participants involved in the process, which are realized by noun phrases in the clause, as well as the third element, the circumstance, which specify the when, where, why, and how of the process. Halliday (1981) also defined transitivity ‘as the grammar of the clause’ and as ‘a structural unit’ for expressing a particular range of ideational meaning. According to Halliday, the clause can be analyzed by the transitivity, and make the clause more understood, because the reader will know the specific process in the clause. In transitivity there are six types of processes; material, verbal, mental, behavioral, relational, and existential.

2.1.2. Types of Processes

According to Halliday (2014), there are six types of process in Transitivity System. These are material, mental, relational, verbal, behavioral and existential processes. The transitivity system aims at identifying and explaining the processes, the participants involved in these processes and the circumstances associated with these processes.

a) Material Process

Material process is a process of ‘doing’ and ‘happening’. It expresses the notion that some entity “does” something which may be done “to” some other entity and also that something happened (Halliday, 2004). In the material process, there are two participants, namely, the actor and the goal. An example is given:

Table 1: Material Process

The teacher	taught	the students
Partic :Actor	Process: material	Partic :Goal

b) Mental processes

Mental process, a process of sensing, is concerned with the things that happen in our minds and with our experience of the world of our own consciousness. There are two participants in this process: the senser which is the dower of the act of feeling, thinking, or seeing and the phenomenon which is the sensed: The felt, the thought or the seen. This is illustrated below:

Table 2: Mental process

She	Believing	You
Partic: Senser	Process: mental	Partic: Phenomenon

c) Relational Process

Relational process is a process of ‘being’ and ‘having’. This type of process indicates the relationship between two separate participants. Halliday (2004) states:

As we have seen, ‘material’ clauses are concerned with our experience of the material world and ‘mental’ clauses are concerned

with our experience of the world of our own consciousness. Both this outer experience and this inner experience may be construed by ‘relational’ clauses; but they model this experience as ‘being’ rather than as ‘doing’ or ‘sensing’. (P.259)

There are two types of relational process, attributive and identifying relational processes. The attributive relational process involves two participants. The first, the carrier, comes before the verb. It carries the attribute which is sometimes an adjective or a nominal group. They are expressed by prepositional phrases to represent circumstances. The identifying relational process, is the identity of entities (the entity A identifies the entity B). It involves two participants: the value which is the identifier and the token. This is the identified entity. (Halliday, 2004)

Table 3: Attributive relational process

The party	Is	Great
Carrier	Process	Attribute

Table 4: identifying relational process

This girl	Is	My sister
Value	Process	Token

d) Verbal Process

This process is known as process of saying. Its participants are the sayer, the participant who speaks, and the receiver, which is the hearer, or the one receiving the message. However, the second participant is determined

according to whether the message is addressed to or directed at. If the message is addressed to, then the second participant is the **receiver**, but if it is directed at, the second participant is called the **target**. In addition, the **saying**, which is the representation of what is said, can be considered as a participant. The later can be either a Quote (traditionally direct speech) which is the original version of the saying, or *Reports* (traditionally indirect speech). This is the restated version of the saying (Lock, 1996).

Table 5: Verbal process (addressed to)

She	Asked	Her pupils
Sayer	Process: verbal	Receiver

Table 6: Verbal process (directed at)

My mother	Asked	me	A lot of questions
Sayer	Process: verbal	Target	Circumstance

e) Behavioural Process

According to (Halliday, 2004) these processes deal with human physiological and psychological behavior, such as smiling, starting, coughing

and breathing. The behavioural process involves two participants: the **behavior** which is a ‘conscious being’, and the **behaviour**.

Table 7: Behavioural process

Selma	Started	Her exercises
Behaver	Process: Behavioural	Behaviour

f) Existential process

The existential process is the last process. It indicates that something exists or happens (Halliday, 2004). The existential clause usually has the verb ‘be’ or ‘exist’ to express existence. It has got just one participant which is the existent. It seems as an event or a situation (Lock, 1996).

Table 8: Existential process (event)

There	Will be	A conference	Next month
/	Process: Exist	Partic:Exis (event)	Circum

Table 9: Existential process (situation)

There	Is	noise	In this room
/	Process: Exist	Partic:Exis (situa)	Circum

The six processes discussed above are summarized in Table 11 below

Table 10: The processes of transitivity

The Clause		
Process type	Participant	Circumstance
Material	Actor + Goal	
Mental	Senser + Phenomenon	
Relational	Carrier + Attribute	
	Value + Token	
Verbal	Sayer + Receiver/Target	(- / +)
Behavioural	Behaver + Behaviour	
Existential	Existent	

Note : (-) feature absent , (+) feature present

Conclusion

This chapter aimed to overview the theory of systematic function linguistics and the Hallidyan's transitivity system to critically analyze the selected articles in order to reveal the embedded ideologies. The chapter also gave a detailed explanation of the transitivity process types. In addition, some examples have been given. In the next chapter, the researcher will discuss the research methodology. Then, the findings will be shown by the end of the piece of research.

The Practical Part

Chapter Three

Methodology and Discussion

Introduction

This chapter aims at explaining the adopted methodology used in this research in order to investigate the transitivity patterns used in the selected Algerian newspapers articles which construct power and ideology. Also it describes the procedures used in analyzing the data

3.Methodology

The study follows the descriptive research design to collect both quantitative and qualitative data. The researcher used both methods to study the problem. The qualitative research helps in understanding the underlying reasons of a phenomenon and the quantitative helps in the patterns analysis of transitivity and its results.

3.1. The data

The data that are analyzed in this study consist of two selected Algerian newspaper articles which tackle the same event, *Ennahar and Echorouk online*. The articles are titled: *the introduction of Arabic dialect in primary schools “An Unacceptable Ruckus”*. They appeared in July 2015. This research aims at critically analyzing the Algerian newspaper articles by using the transitivity analysis as an authentic tool to reveal the embedded ideologies in the selected articles.

3.2. The Procedure

In order to critically analyze discourses, it is important to use a specific method of analysis. Transitivity analysis seemed a best tool in our piece of

research. Our focus is to explore the ways in which the language of newspaper articles constructs ideologies. The data that were analyzed in this study consist of two articles. They have been selected from *Ennahar and Echrouk Algerians* newspapers in July 2015.

In the analysis, we started by classifying the articles into clauses, since the basic focus of transitivity is on the clause as Halliday (1981) has defined it as the grammar of the clause.

The step after is to classify those clauses into patterns according to the Halliday's transitivity system as shown in the table below.

Table 11: The Processes of Transitivity

The Clause		
Process type	Participant	Circumstance
Material	Actor + Goal	
Mental	Senser + Phenomenon	
Relational	Carrier + Attribute	
	Value + Token	
Verbal	Sayer + Receiver/Target	(+ / -)
Behavioural	Behaver + Behaviour	
Existential	Existent	

As a last step, the researcher made a comparison between the total transitivity patterns in both articles in order to explain how ideologies are constituted through media texts and how the Algerian newspapers differ in the patterns of transitivity although they are presenting the same event .

3.3. Findings and Results

After analyzing the data, the researcher tried to present the findings of the transitivity found in both articles. Both of *Ennahar* and *Echorouk* articles were segmented into clauses, since it is the most important unit in transitivity which can make the clause more understandable for the readers, according to Halliday (1985). The researcher found that *Ennahar* newspaper article consists of 25 clauses and *Echorouk* newspaper article consists of 30 articles.

Table12: The clauses in the articles

the article	Number of clauses
<i>Ennahar</i>	25
<i>Echorouk</i>	30

After the segmentation of the articles into clauses, in the step after, the researcher has classified the clauses into patterns according to the Hallidiyan's transitivity system as shown in the table below:

Table 13: Transitivity Patterns for *Ennahar* and *Echorouk* Articles.

	Processes	Participants	Circumstances
<i>Ennahar</i>	25	30	08
<i>Echorouk</i>	20	32	12

In the transitivity analysis system, the researcher found that there are six processes as explained in tables below:

Table 14: Processes types for *Ennahar* Article

Process type		Percentage		Participants		
			%			
Material	15	60 %		Actor	07	Goal 09
Mental	01	4 %		Senser	/	Phenomenon 01
Relational	03	12%		Carrier	03	Attribute 04
Verbal	05	20 %		Sayer	04	Receiver/target 01
Behavioral	00	00%		Behavior	/	Behavior /
Existential	01	4%		Existent	01	/ /
Total	25	100%			15	15

Table 15: process types for *Echorouk* Article

Process type		Percentage		Participants		
Material	14	70%	Actor	14	Goal	09
Mental	02	10%	Senser	01	Phenomenon	02
Relational	01	05%	Carrier	01	Attribute	01
Verbal	02	10%	Sayer	02	Receiver/target	01
Behavioral	00	00%	Behavior	/	Behavior	/
Existential	01	05%	Existent	01	/	/
Total	20	100%		19		13

Here are some examples from both articles:

Material Process

- From *Ennahar* article: Specialists attending the original conference.
- From *Echorouk* article: Nouria Benghebrit branded from the city of Laghouat.

Mental Process

- From *Ennahar* article: The minister of Education expressed the wish.
- From *Echorouk* article: Nouria Benghebrit expressed the wish.

Relational Process

- *Ennahar* newspaper: Arabic remains the first language.

- *Echorouk* newspaper: The Arabic language remains the first language.

Verbal Process

- *Ennahar* newspaper: The source said for Ms.Benghebrit.
- *Echorouk* newspaper: The minister speaking on the local radio.

Existential Process

- *Ennahar* newspaper: The constitution was clear.
- *Echorouk* newspaper: The constitution is clear.

3.4. Discussion

From the analysis above, the researcher noticed that both of the articles have been analyzed affectively. The numbers of clauses that found in *Ennahar* article (25) are less than the clauses in *Echorouk* articles(30). The same remark for the numbers of participants, (30) participants in *Ennahar* and (32) in *Echorouk*. For the circumstances it found that *Ennahar* article contains (08) circumstances whather (12) circumstances in *Echorouk*. Concerning the processes, it found that highest percentage in both articles is the **material process** (60 % in *Ennahar* article, while it is 70% in *Echorouk* article). **The verbal process** is the second, with (20%) in *Ennahar* and (10%) in *Echorouk*. The process which occupies the third position is **relational** (12%) in *Ennahar* and (05%) in *Echorouk*. **The mental** is the fourth process, and it occupies (4%) in *Ennahar*, while (10%) in *Echourouk* article. **Behavioral** and **existential** processes have a little percentage; both of them are not easily seen.

Conclusion

From the discussion above we can summarize the findings as follows: first, Transitivity succeed to analyze *Ennahar and Echorouk* articles affectively. With the analysis of their clauses, we can know exactly the processes in a language. Second, Transitivity divided the processes into six, namely: Material, Mental, Relational, Verbal, Existential and Behavioural Process. Third, The Material process occupies the highest percentage in Both of *Ennahar* and *Echorouk* newspaper article, which is commonly used to describe the development of events.

General Conclusion

The results of this study show that Newspaper articles are a kind of media discourse (discourses of media), they seem as a product of social practice. This articles can be critically analyzed to show how discourse can influence society by its structure and the produced ideologies. It also shows that Transitivity system can analyze newspaper article clauses affectively. And figures out their transitivity patterns to reveal the differences in both articles although they tackling the same event. The results of TA on the articles showing the deferent types of processes that are recognized in the language and article structure. It seemed as a successful tool of analyzing since it is a process of marking participants, processes and circumstances. In order to reveal the embedded ideologies between lines. In addition, since both of *Ennahar* and *Echorouk* newspapers are the most readable and useful newspapers in Algerian society. They succeed in giving a positive image to audience, that the Arabic language is the language of Quran and teaching, at variance the Arabic dialect. That was highlighted in the audience reaction (Unacceptable Ruckus).

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Appendices

1. Ennahar newspaper article:

Education: introduction of Arabic dialect, "an unacceptable ruckus"

By **dz breaking**

July 31, 2015

Speaking on local radio, Ms. Benghebrit said: Arabic remains the first language of instruction, adopted in the teaching of other subjects, adding here that the Constitution was clear on the issue, the source said.

For Ms. Benghebrit, we must be wise and care more about educational issues instead of making state of suggestions made by specialists attending the regional conference to evaluate the implementation of school reform. However, she calls to take account of the linguistic background of the child.

The Minister of Education said that the study of textbook contents makes appear an "inadequate" place left to the national heritage, and expressed the wish to give a place to this heritage, including folk poetry.

"How to design the Algerian dimension, if the education sector is not investing on innovative aspect conveyed by the Arabic and Amazigh languages," she asked.

2.Echorouk Newspaper Article

Benghabrit: Rumor about introduction of teaching of Arabic dialect in primary school cycle is an "unacceptable ruckus"

2015/07/31

By: Cherif Daoudi / English version: Med. B.

The Minister of National Education, Nouria Benghabrit, branded Thursday from the city of Laghouat in south-eastern Algeria, the persisting rumor regarding the projected introduction of the teaching of the Arabic dialect in the primary school cycle as an "unacceptable ruckus".

The Minister, who was speaking on the local radio channel indicated that "the Arabic language remains the first language of instruction, adopted in the teaching of other subjects", emphasizing, in this regard, that "the Constitution is clear-cut on the issue".

"One should demonstrate wisdom and deal more efficiently with genuine pedagogical matters," said Ms. Benghabrit, before referring to the suggestions put forth by specialists who attended the recent seminar on the evaluation of the implementation of the school system reform and who recommended to take account, in a gradual manner, of the linguistic background of the child.

The Minister of National Education found, moreover, that the contents of the study textbooks left a "poor" place granted to national heritage, and expressed the wish to shed light at the educational level, on this national heritage, including popular poetry.

Abstract

This study attempts to critically analyze the Algerian newspaper articles, the case of *Ennahar and Echorouk*. It sheds light on Transitivity Analysis as a selected method for analysing the data to explain how ideology is constructed and presented in the Algerian newspaper articles in their English language version. This work is divided into two parts; theoretical and practical. The theoretical framework is centered on critical discourse analysis. Selecting Transitivity as a method adopted for analyzing data. The practical part discusses the findings and results of the analysed articles. The study came to the resolution that indeed ideologies were found implicitly induced after an effective analysis of the same event reported in *Ennahar and Echorouk* articles' language use.

Keywords: Critical Discourse Analysis, Ideology, Media, Transitivity Analysis.

Résumé

Cette étude tente d'analyser de façon critique les articles de journaux algériens, le cas d'Ennahar et Echorouk comme support de discours. Il vise à faire la lumière sur la transitivité analyse comme une méthode de leur choix pour analyser les données et d'expliquer comment l'idéologie est construit et présente dans la langue utilisée dans les articles de journaux algériens dans leur version anglaise. Ce travail est divisé en deux parties ; théoriques et pratique. Le cadre théorique est l'analyse critique du discours. La méthode adoptée pour l'analyse est la transitivité. Le chapitre pratique discuter les résultats de l'analyses, qui montrent clairement que les articles sélectionnés été efficacement analysés, afin de relever les idéologies incorpores entre les lignes par le biais de la langue utilisée dans les journaux Algériens, lorsqu'ils déclarent le même événement.

Mots-clés : Discours Critique Analyse, Idéologie, Medias, Analyse de transitivité.

ملخص الدراسة

تتمحور هذه الدراسة حول التحليل النقدي للمقالات الجزائرية حيث تم اختيار مقاليتين مقتبستين من جريدتي *الشروق و النهار* باعتبارهما عينتان لدراسة وسائل الإعلام الخطابية، كما تهدف هذه الدراسة إلى تسليط الضوء على التحليل الانتقالي كطريقة مختارة للتحليل والتي توضح بها الأيديولوجية الموجودة في الصحف الجزائرية الناطقة باللغة الانجليزية. ينقسم هذا العمل إلى جزأين أساسيين أحدهما نظري بينما الأخر تطبيقي، بالنسبة للجزء النظري فينقسم بدوره إلى فصلين: يستعرض الفصل الأول منه خلفيات التحليل النقدي للخطاب و تعريفه بصفته إطار عملنا، كما يتطرق الى علاقة وسائل الإعلام بالخطاب والأيديولوجيات. أما الفصل الثاني فيتناول نظرية علم اللغويات الوظيفية المنهجية كما يتناول أيضا التحليل الانتقالي باعتباره الطريقة المعتمدة في هذه الدراسة. ويناقش الجزء العملي منهجية البحث وتحليل النتائج ومناقشتها. فقد بينت النتائج المحصل عليها من خلال هذا البحث إلى تشبع الصحافة الجزائرية المكتوبة باللغة الانجليزية بالأيديولوجية أثناء تقديمها واستعراضها لنفس الأحداث.

الكلمات المفتاحية: التحليل النقدي للخطاب، الأيديولوجية، وسائل الإعلام، التحليل الانتقالي.