Hidden Ideologies and Media Bias: A Critical Discourse Analysis of the Al-Aqsa Flood Operation in The Guardian Newspaper

Mustafa Ahmed Awaj*
Tikrit University / College of Education for Humanities Department of English
mustafaahmedawsaj@gmail.com
&
Prof. Muhammed Barjes Salman (Ph.D.)
Tikrit University/ College of Education for Humanities Department of English
Dijla1983@tu.edu.iq

Abstract

This study examines the portrayal of the Al-Aqsa Flood Operation (7 October 2023) in The Guardian newspaper through the lens of critical discourse analysis. Media bias significantly influences public perceptions and propagates ideological stances. The study employs Fairclough's three-dimensional approach (2001) to analyse textual, discursive, and social dimensions within the selected paragraphs. The problem lies in identifying and uncovering the hidden ideologies embedded in the media discourse surrounding the Al-Aqsa Flood Operation. This research explores whether or not the linguistic patterns and strategies used to frame the event and their ideological underpinnings are free from bias. The study hypothesises that 1) grammatical structures are the most frequently used textual strategy, while 2) presupposition dominates discursive strategies. Moreover, 3) the selected paragraphs are expected to exhibit bias, with 4) informational power being the

* **Corresponding Author:** Mustafa Ahmed Awaj**, Email:** mustafaahmedawsaj@gmail.com
Affiliation: Tikrit University - Iraq

predominant social power utilised. The findings reveal that the newspaper employs textual strategies such as grammar to influence readers' perceptions, while presupposition is the most utilised discursive strategy. Moreover, the findings expose that The Guardian newspaper demonstrates ideological bias in their coverage, often employing hostile and tendentious language to portray the Al-Aqsa Flood Operation. In addition, informational power is the most common type.

<u>Key Words</u>: Critical Discourse Analysis, Media Bias, Al-Aqsa Flood Operation, Fairclough and The Guardian.

الأيديولوجيات الخفية والتحيز الإعلامي: تحليل خطاب نقدي لعملية طوفان الأقصى في صحيفة الغارديان

مصطفى احمد عوسج

كلية التربية للعلوم الانسانية/ جامعة تكريت

و

أ.د. محمد برجس سلمان

كلية التربية للعلوم الانسانية / جامعة تكريت

الـمستخلـص

تهدف تبحث هذه الدراسة في تصوير عملية طوفان الأقصى (٧ أكتوبر ٢٠٢٣) في صحيفة الغارديان من خلال منظور التحليل النقدي للخطاب. يؤثر التحيز الإعلامي بشكل كبير على تصورات الجمهور وينقل المواقف الأيديولوجية. وتوظف الدراسة نهج فيركلاف الثلاثي الأبعاد (٢٠٠١) لتحليل الأبعاد النصية والخطابية والاجتماعية في الفقرات المختارة. تكمن المشكلة في تحديد وكشف الأيديولوجيات الخفية المضمنة في الخطاب الإعلامي المتعلق بعملية طوفان الأقصى. وتستكشف هذه الدراسة ما إذا كانت الأنماط والاستراتيجيات اللغوية المستخدمة في تأطير الحدث، وأسسها الأيديولوجية، خالية من التحيز أم لا. تفترض الدراسة أن ١) التراكيب النحوية هي الاستراتيجية النصية الأكثر استخدامًا، ٢) الافتراض المسبق هو الاستراتيجية الخطابية المهيمنة، ٣) يُتوقع أن تعكس الفقرات المختارة تحيزًا، ٤) القوة المعلوماتية هي الشكل السائد للسلطة الاجتماعية المستخدمة. تكشف النتائج أن الصحيفة تستخدم استراتيجيات نصية، مثل القواعد النحوية، للتأثير

على تصورات القرّاء، بينما يُعد الافتراض المسبق أكثر الاستراتيجيات الخطابية توظيفًا. كما تُظهر النتائج أن صحيفة الغارديان تعكس تحيزًا أيديولوجيًا في تغطيتها، إذ تعتمد غالبًا على لغة عدائية وتحريضية في تصوير عملية طوفان الأقصى. بالإضافة إلى ذلك، تبيّن أن القوة المعلوماتية هي النوع الأكثر شيوعًا من السلطة الاجتماعية المستخدمة.

الكلمات الدالة: تحليل الخطاب النقدي، الانحياز الإعلامي، عملية طوفان الأقصى، فيركلاف و الغارديان.

1. INTRODUCTION
1.1 Discourse Analysis

The term "discourse" is used in various ways and has different meanings and interpretations; therefore, it is ambiguous and difficult to define. The term "discourse" in discourse studies refers to a particular way of employing language in a specific context for a particular purpose, "a cluster (or formation) of ideas, images, and practices, which provide ways of talking about forms of knowledge and conduct associated with a particular topic, social activity or institutional site in society" (Hall, 1997:6).

A new interdisciplinary field of study, discourse analysis (henceforth DA), has emerged from several humanities and social science disciplines, including literary studies, linguistics, anthropology, semiotics, sociology, and psychology. In addition, it can apply to both spoken and written texts (Van Dijk, 1988:17). Similarly, Johnstone (2008: 3) claims that DA does not regard language as an abstract system but as a communicative instrument for expressing our information and feelings.

1.2 Critical Discourse Analysis

Machin and Mayr (2012: 2) assert that Critical Discourse Analysis (henceforth CDA), often known as critical linguistics (CL), originated in the late 1970s. CDA is a multifunctional approach. Its uses are various and can be observed in different fields and disciplines. It investigates societal issues such as social inequality, injustice, racism, power abuse, ideology, hegemony, and power relations by analysing the attributes of discourse and speech structures compared to the structures and cognition of a particular society. CDA is a theoretical multidisciplinary framework that combines various approaches from different fields and sciences to examine the fundamental relationship between language and society (Wodak and Meyer 2009, 95-120).

CDA is thus an analytical practice that examines language as a form of social practice and adopts a critical approach toward the study of discourse. "The significance of language in the production, maintenance, and change of social relations" is the central objective of CDA, which investigates how language is used to support and establish social power relations (Fairclough, 1989:1).

1.3. Key Concepts of Critical Discourse Analysis
1. 3.1 Ideology

Different scholars have studied ideology and have provided different definitions for it. Van Dijk (2006: 125) defines ideology as a multifaceted concept that may be understood differently depending on the specific situation in which it is used. It is also a set of beliefs that shape a group's social identity by directing and organising its activities, goals, norms, and values. Van Dijk further argues that these beliefs must be socially

relevant to the group members regarding schemata, interpretation, or participation. In addition, it is both built and shared throughout the group (Van Dijk, 2006: 729).

In a similar vein, Mayr defines ideology as a collection of beliefs, practices, and dogmas (Mayr, 2008: 10). Similar to Van Dijk and Mayr, Simpson (1993:5) describes ideology as "assumptions, ideas, and value systems that social groups collectively share". Ideology has a strong relation with media bias, and this is relevant to the current study in that it attempts to analyze the paragraphs of Al-Aqsa Flood Operation news in an English newspaper.

1.3.2 Power

As mentioned by Van Dijk (1993b:249; Fairclough 1989; Wodak 2001; Holmes 2005:33), power is an essential aspect of CDA. They also assert that the discourse contributes to the formation of power disparities (imbalances) that are getting worse or are reinforced through explicit or implicit signals. Similarly, Fowler et al. (1979:188) argue that language is a unification of the structures that constitute it, and it is used not just to manipulate public opinion but also to establish and maintain the power of companies, organisations, and state agencies.

Holmes (2005:32) emphasises that people exhibit their power in various ways in reaction to the actions of others. For instance, people who use language to manipulate people's thoughts, beliefs, and behaviours seek to acquire more power and steer events and things towards their specific objective or agenda.

1.3.3 Manipulation

CDA emphasises the notion of manipulation as it is connected to notions of power exploitation and societal inequity conveyed through spoken and written discourses. In other words, manipulation serves as a means to acquire power and plays a crucial role in exploiting power, particularly in the context of dominance (Van Dijk, 2006c:359).

Van Dijk (ibid:363) defines manipulation as using discourse to exert illegitimate influence. So, a manipulator aims to deceive or influence people into believing or doing something that benefits him while potentially causing damage or preventing the achievement of the manipulated individual's interests. Manipulation may be categorised as either positive, meaning it is legitimate, or negative, meaning it is illegitimate.

1.4. Newspapers and Ideology

Media organisations frequently acknowledge that newspapers maintain objectivity and transparency in their reporting, claiming that they merely provide a platform for individuals to discuss and report on world events devoid of personal bias or vested interest (Wodak, 2001a: 6). However, at all times, media assertions of objectivity and independence should be regarded with suspicion. Every language and discourse is naturally influenced by ideology. In other words, ideology shapes discourse, and discourse shapes ideology (Jäger, 2001:50). Thus, news articles might possess varying interpretations and discourses depending upon the ideological viewpoints used by different writers throughout their writing. In addition, Van Dijk (2000b:33) argues that most people's ideas and beliefs are shaped by the content they encounter in newspapers.

1.5. Media

Media is one of the most significant and widely used sources for people to learn about world events. They can serve as a means to inform people about the activities of other societies and the changes that are taking place in the world. Media functions at

various levels, including the individual, national, and global, and their ideologies can sometimes exhibit subjectivity and objectivity (Nawaz et al. 2013:2).

Van Dijik (1992:50) defines media as any medium capable of transmitting messages that might provoke people's thoughts, emotions, focus, and motivation to acquire knowledge. Media refers to the many forms of communication, such as print and audiovisual, which use physical technology. Generally speaking, there are three categories of media: visual (which can be seen, read, and touched), audio (which is the sole kind of media that can be heard with the ear), and audiovisual (which combines hearing and seeing).

1.5.1 News Media

Cottle (2009:109) asserts that the news media have consistently played a significant role in the attempt to influence public opinion and the methods used in the propaganda war. Nevertheless, the media's connection to the war is constantly evolving and changing, and the function of news media is expanding beyond only conveying or moderating the war occurrences but also progressively participating in its progression and management.

1.5.2 Media Bias

Baron (2005:5) asserts that the problem of bias in the media has already led to a negative impression of the media among many people. At this point, it refers to the phenomenon when news outlets use their subjective viewpoints to influence how they provide information. Occasionally, bias may be invisible while at other times it may be so prominent that it leads journalists to report information inaccurately. All news outlets exhibit bias due to the inherent subjectivity of reporters, who are human beings.

Bias may appear in several ways. Biased reporting is motivated by the desire to appeal to viewers with a certain perspective. For instance, Fox News appeals to conservative viewers, while CNN appeals to liberal viewers. Other news sites and blogs tend to exhibit bias, with some being more prominent than others. Another factor contributing to bias is the intention of journalists and media proprietors' intention to use their influence to advance political leaders and their preferred policies (ibid:6).

2. THE ADOPTED MODEL

According to Fairclough, the assumptions that underlie the selection of a particular discourse are neither random nor accidental; instead, they are ideologically motivated and determined (Ammash,2020:55).

The researcher used Fairclough's (2001) three-dimensional model of analysis. The current study passed through three stages: textual analysis, discursive analysis and social analysis. These stages or dimensions can be explained as follows:

2.1 Textual Analysis (Description)

Fairclough (2001:94) says that the description stage is related to text analysis, which is the process of figuring out what a text's formal properties mean. The researcher used two aspects of textual analysis: vocabulary and grammar.

2.1.1. Vocabulary

Examining and investigating lexical items is important in figuring out where the ideology is hidden within the discourse. There are three dimensions or values of lexical items: the experiential value of words, the relational value of words, and the expressive value of words. According to Fairclough (2001:94), the experiential value of words is some words used by the writer or speaker in the text to reflect the knowledge or belief of

the writer or speaker. It is presented in some aspects: rewording, overwording, categorization, and meaning relations. Overwording and rewording will be utilized in this study. **Rewording** refers to replacing established, naturalized, and dominant wording with systematically alternative wording, a way of wording a text. The term **"overwording"** refers to the use of multiple, closely related expressions to describe the same phenomenon. Relational value of words is presented in euphemisms, dysphemism and formality, which are used in discourse to build social relationships between participants (Fairclough,2001:97). The researcher employs dysphemism strategy in this study to analyze Al-Aqsa Flood Operation news. **Dysphemism** is the use of an unpleasant term instead of a neutral one to describe a person or anything(Allan&Burridge,2006:29).

2.1.2 Grammar

Three grammatical characteristics stated by Fairclough (2001) are chosen to examine the data under consideration. They are transitivity, modality, and passivisation, primarily concerned with the syntax of the conflict discourse in newspapers.

a. Transitivity

Fairclough (1992) claims that the goal of examining transitivity is to identify the political, cultural, social, ideological, or theoretical aspects that define how a process is represented in a specific type of discourse. Therefore, Fairclough's analysis of the text's grammatical aspect relies on Halliday's systemic functional grammar, particularly transitivity.

In addition, according to Halliday and Matthiessen (2014:224 -229), transitivity refers to any verb complement in a sentence. The analysis of transitivity consists of three different parts:) the process, expressed by the verb phrase in the clause; 2) the participants who are normally realized by nouns or noun phrases in the clause; and)the circumstances, typically expressed by adverbial phrases or PPs.

There are six types of transitivity identified by Halliday and Matthiessen (2014), with the verb serving as a resource to identify the process form in each: material, mental, relational, behavioural, verbal and existential. They are presented briefly below:

1. Material process is the process of doing and happening that demonstrates "a quantum of change in the flow of events as taking place through some input of energy." It is realised using verbs such as make, create, form, write and others. (Halliday and Matthiessen, 2014: 224). There are two participant roles in material processes: the actor, who does the action and the goal, who is directed, for instance:

-The soldiers destroyed the bridge.

2. Mental process is the process of sensing that interprets "a quantum of change in the flow of events taking place in our consciousness." This sensing process may be seen as originating from a person's consciousness or affecting it. (ibid: 225). There are two participants in this process: the senser, a conscious being that feels and thinks, and the phenomenon that signifies what is felt, thought, and sensed.

 - The observers saw the troops advancing.

3. Relational process is the process of being and having. It characterises and identifies something and is recognised through the verb be (Halliday and Matthiessen, 2014: 259). This process can be either 'attributive' or 'identifying'. Attributive is a linguistic construction that includes two participants, a carrier and an attribute, while identifying also includes two participants: identified and identifier (ibid: 226), for example:

- The treaty was controversial. (Attributive)
- The president is the leader of the nation. (Identifying)
4. Behavioural process is the process of an individual's physiological and psychological behaviours, such as breathing, coughing, smiling, dreaming, and looking. This process usually involves only one participant, who is 'behaving,' labelled Behaver, is typically a conscious being (Halliday & Matthiessen, 2014:227), for example:
- The soldier hesitated before entering the battlefield.
5. Verbal process is a process of saying something via speech. This process involves three key participants: the sayer, who performs the act of speaking or communicating; the receiver, who is the entity to whom the communication is directed; and the verbiage, which refers to the content or message being conveyed (ibid:228), for example:
- The president declared a ceasefire to the assembly.
6. Existential process is a process that indicates something exists, often represented by the word "there" as the subject of a clause. Furthermore, there is only one participant, called existent (ibid:209), for example:
- There were signs of rebellion in the city.
b. Modality
        Coates (1983: 18) states that modality may indicate a speaker's confidence or lack of confidence and imply possible outcomes based on how they use modality. Likewise, Quirk et al. (1985: 135-140) describe modality as "how the meaning of the clause is qualified to the speaker's decision about the probability of the proposition". Modality is examined by analysing the meaning of modal verbs.
        Two categories may be used to classify the meanings that modal verbs highlight: Deontic modality is action-based or socially-based and typically includes words like "permission", "obligation", and "volition", which involve some intrinsic human control over events. Epistemic modalities, on the other hand, are those that are based on knowledge, such as "possibility", "necessity", and "prediction", which typically involve the human judgement of what is or is not likely to happen (ibid: 219).
c. Passivization
        Quirk et al. (1985: 159 -160) define passivisation as a grammatical category that interprets a sentence's action in two different ways without changing the reported facts as in:
- The government imposed sanctions. (Active)
- Sanctions were imposed by the government. (Passive)
        In Fairclough's view (1992: 182), the use of the passive voice may be considered permissive in situations when the agent is indicated as unknown or unimportant or when the agent is excluded for political or ideological reasons.
2.2 Discursive Practice (Interpretation)
        At this stage, discourse practice involves analysing the text in light of its surrounding context. This analysis necessitates focusing on the text's production, dissemination, and consumption as the main areas of interest. The objective is to provide answers to the following inquiries: Who is the text author? What was the aim of the writing, and who was the intended audience? (Simpson et al., 2019: 120).
        In addition, presupposition and intertextuality are the components of discursive practice used in this study.

_____ _____

1. Presupposition

It is a tool to investigate the meaning concealed or implicit inside explicit media texts. Texts show that they make assumptions by using formal elements like the definite article, subordinate clauses, questions, and that clauses after certain verbs like regret, realize, aware, angry, etc. (Yule,1998: 27-29). In addition, Fairclough claims that presupposition serves an ideological purpose by placing "common sense in the service of power ". Consequently, presupposition is a powerful and effective strategy that appears in texts related to media (Fairclough, 2015: 164–165).

2. Intertextuality

De Beaugrande and Dressler(1981:182) show that intertextuality is "the way in which the production and reception of a given text depend upon the participant's knowledge of other texts." They point out that intertextuality comprises factors that facilitate the use of a text dependent upon knowledge of previous texts or information.

2.3 Social Practice

It is the final stage of Fairclough's (2001) model. In the view of Fairclough (2015:55), language is a "form of social practice." This perspective suggests that language is intrinsic to society rather than existing independently of it. As such, it is a social process influenced by factors beyond language itself. Additionally, this stage considers discourse to be an essential component of the processes of social struggle(s), power manifestations, and ideological representation.

According to this study, the researcher used this level of analysis, which builds on the work done in the earlier levels of analysis by focusing on two aspects of the texts: the ideologies and social power embedded within them.

3. DATA ANALYSIS

The Analysis of The Guardian Newspaper

This article is written by Bethan McKernan, a parachute journalist correspondent for the Guardian, entitled **"We thought Four weeks on, horror lingers in Israel's silent kibbutzim. "** The article focuses on the Al-Aqsa flood operation and the circumstances surrounding it. The article is retrieved from:

https://www.theguardian.com/world/2023/nov/04/four-weeks-on-horror-lingers-in-israels-silent-kibbutzim

Line (8-16) of the Article

I Textual Analysis

1. Vocabulary

a) Rewording

The phrase *when Hamas burst out of its cage* is a metaphorical rewording used by the writer to describe a particular event or escalation (Al-Aqsa flood operation) in which Hamas was the mastermind and perpetrator. The use of the *cage* metaphor suggests that before this event, Hamas had been contained or constrained in some manner. That is, Hamas was present in the tunnels of the blockaded Gaza Strip. The word *burst* connotes a sudden, forceful release or unleashing of Hamas previously confined or restricted. This rewording draws a vivid mental image for the reader, conveying a sense of Hamas breaking free from its prior limitations and engaging in heightened activity or aggression. The purpose of this rewording is to portray Hamas as an unpredictable, uncontrollable force that has escaped its previous constraints, thereby heightening the sense of urgency and danger surrounding Israel.

b) Overwording

There is no overwording here.

c) Dysphemism

The paragraph contains dysphemism that portrays Hamas in a particularly negative light, emphasizing the group's perceived brutality and instilling fear regarding its actions. The phrase *Hamas burst out of its cage* uses clear language to depict Hamas as an uncontrollable force, suggesting an animalistic, violent nature that broke free to cause destruction. This metaphor evokes a sense of horror, framing the group as inherently dangerous and unrestrained.

2) Grammar

a) Transitivity

The first sentence, *As there are several communal bomb shelters in the vicinity, the houses were not designed with safe rooms in which to wait out rocket attacks*, has two transitivity processes. The first one is an existential process shown through the verb *are*. The existent of this process is *several communal bomb shelters in the vicinity*. The second one is a relational process offered through the verb *not designed*. The carrier of the attribute is *the houses*, and the attribute is *safe rooms in which to wait out rocket attacks*. This sentence establishes a description of the lack of preparedness in residential structures, underscoring the vulnerability of civilians. It subtly frames the existence of shelters as insufficient, perhaps hinting at a broader systemic inadequacy in protecting civilians from threats.

The second sentence, *Even if they were, the occupants would not have escaped Kfar Aza's fate on 7 October, when Hamas burst out of its cage*, contains two transitivity processes. The first one is a cognitive mental process presented through the verb *would not have escaped*. The senser in the process is *the occupants*, and the phenomenon is *Kfar Aza's fate on 7 October*. The second one is a material process demonstrated through the verb burst out. The actor in the process is *Hamas*, and the goal is *its cage*. This sentence contrasts the hypothetical presence of safe rooms with the inevitability of the event's impact, suggesting that, despite any measures, the outcome would have remained dire. The phrase *Hamas burst out of its cage* portrays the group as forceful and unrestrained, indicating a sudden, aggressive action. This framing conveys an image of an overwhelming and inevitable threat that no level of basic preparedness could mitigate.

The third sentence, *What came next has forever changed the region*, introduces a material process through the verb *changed*. The actor in the process is *What came next*, which refers to the subsequent events, and the goal is *the region*. This statement conveys a lasting impact on the region, highlighting the severity of the events. Emphasizing permanence *forever changed* reflects a perspective that sees these events as historic, transformative, and highly disruptive.

b) Modality

In the sentence, *the occupants would not have escaped Kfar Aza's fate on 7 October*, the modal verb *would not* expresses epistemic modality, indicating a hypothetical or counterfactual situation. The writer implies that even if the houses had safe rooms, the outcome (avoiding harm) would not have changed. The use of *would not* reflects the writer's judgment or inference based on what is assumed or known about the events on that day.

c) Passivisation

The sentence, *there is only silence in this community, previously home to 750 people, perforated by blasts of nearby Israeli artillery fire and a warning of an incoming anti-tank missile*, is a passive construction. The subject of the passive is *this community*, and the event is *perforated*. The sentence uses the passive voice to convey the aftermath and atmosphere of the community, emphasizing the devastation and silence without focusing on the actors behind the artillery fire. This construction could highlight the experience of the community as an outcome of the larger conflict.

II Discursive Analysis

1. Presupposition

The sentence, *Even if they were, the occupants would not have escaped Kfar Aza's fate on 7 October, when Hamas burst out of its cage*, contains two presupposition triggers. The first one is a counterfactual presupposition where the use of the conditional clause, *Even if they were* indicates a counterfactual presupposition, implying that the condition being proposed (the houses having safe rooms) is not true. It presupposes that the houses do not have safe rooms and that the outcome (escaping Kfar Aza's fate) was impossible under those circumstances. The second one is a lexical presupposition where the verb phrase *burst out of its cage* presupposes that Hamas was previously controlled or restrained. The verb *burst* suggests an active change from this previous state, indicating a sudden and forceful action that implies earlier containment.

2. Intertextuality

In the quotation, *when Hamas burst out of its cage*, the writer employs recognizable phrasing that dramatizes the sudden and forceful nature of Hamas's attack. This metaphor frames Hamas as an uncontrollable and strong threat that was previously constrained but has now been unleashed, leading to devastating consequences. The choice of words underscores the unexpected and violent nature of the event, reinforcing the perception of Hamas as an aggressive force capable of disrupting regional stability. This metaphor does not only emphasize the severity of the attack but also aligns with narratives that portray Hamas as a formidable and unpredictable actor in the conflict.

III Social Practice

a. Bias

The description of Hamas as *burst out of its cage* and the *horrifying attack* uses loaded language that frames Hamas as a violent, uncontrollable force and emphasizes the severity of the attack. While these phrases aim to convey the event's intensity, the language is subjective and can influence the reader to perceive Hamas in an overwhelmingly negative light. This type of labelling reinforces the image of Hamas as a primary aggressor and threat, positioning them as an antagonist without exploring deeper context or motivations.

Additionally, the paragraph describes the attack's impact as having *forever changed the region* and notes the *silence* in the previously populated community. This phrasing spins the narrative to evoke strong emotions and sympathy for the Israeli community, framing the event as a turning point. The spin in these details highlights the consequences on one side, prompting readers to empathize with the affected Israeli community and underscoring a justification for retaliatory measures.

Moreover, the paragraph does not discuss any contextual background regarding the Israeli-Palestinian conflict or the factors leading to the attack. By omitting the broader context, such as historical, political, or social circumstances, the text may shape the

reader's understanding of the event as an unprovoked act of aggression. This absence can contribute to an incomplete perception, where readers may not fully grasp the complexity of the conflict or consider both sides' experiences.

Furthermore, the paragraph focuses on the impact of the attack on the Israeli community of Kfar Aza, detailing the suffering and aftermath experienced by its residents. This selective storytelling prioritizes the Israeli perspective, potentially shaping public sentiment by presenting the consequences for Israelis while not addressing the effects of subsequent or preceding events on Palestinians.

b. Power Analysis

Informational power is wielded by the writer through the detailed recounting of events and the description of the aftermath of the attack. Sentences such as *Four weeks after the Palestinian militant group's horrifying attack that killed 1,400 Israelis across southern Israel, there is only silence in this community, previously home to 750 people*, provide readers with context and factual information. This depiction shapes the readers' perception of the severity of the attack and its long-term consequences on the community, reinforcing the impact and reality of the situation.

Line (55-64) of the Article

I Textual Analysis

1. Vocabulary

a) Rewording

There is no rewording here.

b) Overwording

The paragraph employs the terms *woman* and *child* along with the corresponding pronouns *her* and *his*, suggesting the writer's deliberate emphasis on the gender and age of the victims. This rewording highlights their identities as a female adult and a young male child. The focus on women's gender and little children implies that the writer sees the victimization of women and children as especially significant or worthy of attention. By consistently naming and referring back to the gender and age of the victims, the writer tries to raise the impression that victims of women and children are more shocking and disturbing than other groups. Hence, this choice of words helps to highlight the innocence of the victim and show the attack as a terrible crime, which portrays the Al-Aqsa flood operation as an inhumane and immoral action.

c) Dysphemism

The writer's choice of a graphic and detailed description, such as *In another Kfar Aza house, a woman, naked from the waist down, had been bent over a bed and then shot in the back of the head*, represents a way to paint Hamas in an extremely negative way. However, the writer uses these negative expressions to bring Hamas down by indicating that Hamas fighters had raped the woman. Also, he tries to present Hamas badly by using *At least one child, aged about six, had been killed by a knife plunged into his skull. Several other victims appeared to have been beheaded*, suggesting that Hama's attack was not limited to the killing and raping of women only but also extended to killing children with a knife stuck in their skulls, reducing the principles of Hamas. In addition, using the term beheaded invokes imagery of the most extreme forms of violence, such as ISIS executions. This dysphemism serves to associate Hamas with the most brutal and inhumane methods rather than to portray them as a nationalist and resistance movement.

2) Grammar

a) Transitivity

The first sentence, *When the team tried to move her, a live grenade rolled out of her clenched hand*, presents a material process through the verb *tried. The team* is the actor in the process, and *to move her* is the goal. This sentence illustrates the responders' difficult and dangerous efforts in dealing with the event's consequences. The attempt to move the woman indicates an environment filled with hidden threats, underscoring their unpredictable and perilous task. This analysis highlights the commitment of the responders and emphasizes the serious, high-risk conditions they face in conflict zones.

The second sentence, "*I picked up body after body*," Dizengoff said. "*In 32 years of volunteering and responding to car crashes and terrorist attacks I have never seen anything like this*," offers a verbal process through the verb *said. Dizengoff* is the sayer of the process, and the verbiage is "*I picked up body after body*" and "*In 32 years of volunteering and responding to car crashes and terrorist attacks I have never seen anything like this.* " The statement conveys Dizengoff's deep shock and horror at the unprecedented level of brutality he encountered. Drawing on his extensive experience in responding to crises, it emphasizes the extraordinary nature of the event, portraying it as exceeding even the most traumatic events he has previously witnessed. This perspective amplifies the severity of the conflict and highlights the emotional burden on first responders, underscoring the gravity of the situation.

b) Modality

There is no modality here.

b) Passivization

The first sentence, *In another Kfar Aza house, a woman, naked from the waist down, had been bent over a bed and then shot in the back of the head*, is a passive construction. The subject of the passive is a woman, and the event is had been bent and shot in the back of the head. This construction shifts attention to the cruelty and dehumanization of the woman, presenting the violence as an outcome rather than assigning blame explicitly. This framing evokes emotional resonance and underscores the inhumanity of the act without emphasizing accountability.

The second sentence, *At least one child, aged about six, had been killed by a knife plunged into his skull*, is a passive construction. The subject of the passive is *one child*, and the event is *had been killed* and *plunged into his skull*. The use of passivization centres on the child's suffering and the horror of the act. This construction may evoke a sense of collective shock and condemnation without explicitly attributing blame, thus framing the violence as part of a broader tragedy.

The third sentence, *Several other victims appeared to have been beheaded*, is a passive construction. The subject of the passive is *Several other victims*, and the event is *appeared to have been beheaded*. The passive voice draws attention to the scale and horror of the violence, fostering a perception of pervasive brutality while leaving the perpetrators unnamed. This could serve to universalize the victimhood and heighten the emotional impact of the account.

II Discursive Analysis

1. Presupposition

The first sentence, *At least one child, aged about six, had been killed by a knife plunged into his skull*, presents an existential presupposition. The noun phrase *At least*

one child, aged about six, presupposes the existence of a child who was a victim, implying the presence of young casualties in the incident.

The second sentence, *Several other victims appeared to have been beheaded*, also introduces an existential presupposition. The noun phrase *Several other victims* presupposes the existence of additional victims and suggests they were subjected to "brutal violence".

2. Intertextuality

The intertextuality in this direct quotation, *"I picked up body after body,"* *Dizengoff said. "In 32 years of volunteering and responding to car crashes and terrorist* *attacks I have never seen anything like this"* serves to underline the "exceptional severity of the event", portraying it as unparalleled in its brutality. By referencing Dizengoff's extensive experience, the statement lends emotional weight to the claim, shaping the reader's perception of the event as an unprecedented atrocity. This framing reinforces a narrative of moral urgency and justifies the need for a strong response, aligning with broader discourses that depict the perpetrators as uniquely dangerous and the situation as a critical turning point in the conflict.

III Social Practice
a. Bias

The writer employs graphic and emotionally charged language to describe the attack in Kfar Aza, using phrases such as *a woman, naked from the waist down, had been* *bent over a bed and then shot in the back of the head*, *at least one child, aged about six,* *had been killed by a knife plunged into his skull*, and *several other victims appeared to* *have been beheaded*. This evocative depiction emphasizes the brutality of the attack, constructing an image of Hamas as an extremist Islamic group engaged in acts of rape, the killing of children with knives, and beheadings, thereby portraying their actions as barbaric and inhumane.

By focusing exclusively on these specific and shocking details, the writer frames the incident in a way that highlights the severity of the violence against Israelis while omitting alternative perspectives or contextual information. This omission disregards the characterization of Hamas as a national resistance organization with religious ideologies that include rules against acts such as rape and the killing of children. It also neglects to address the political or historical motivations behind the attack. The absence of such critical context contributes to a one-sided narrative that simplifies a complex geopolitical conflict.

b. Power Analysis

Coercive power is attributed to the perpetrators of the violence described, as their actions instill fear and show their dominance through the exercise of power. The descriptions, such as *a woman, naked from the waist down, had been bent over a bed and* *then shot in the back of the head* and *a knife plunged into his skull*, highlight the perpetrators' use of physical force to assert control. These graphic depictions of violence emphasize the horrifying consequences of their coercive tactics, aiming to create a sense of terror and helplessness among those targeted.

Line (85-95) of the First Article
I Textual Analysis
1. Vocabulary
a) Rewording

By characterizing the Al-aqsa flood operation as the *7 October massacres*, the writer employs a term that amplifies the portrayal of the event. The term *massacres* implies a level of indiscriminate and extreme violence, framing the operation as a large-scale, brutal act of violence. This rewording, deeply rooted in the writer's ideological stance, strongly condemns the attack as heinous and morally reprehensible. It underscores the severity and human cost of the event, shaping the reader's perception of the operation as violent and an egregious break of ethical norms, not as a reaction to what the Palestinians and people of Gaza especially have been suffering for many decades. This ideological framing, focusing on ruthlessness, can strongly influence public opinion.

b) Overwording

The repeated phrases *the new war*, *the bloodiest chapter*, and *Israeli-Palestinian conflict* serve to underscore the escalating intensity and historical gravity of the current situation. These words are used to emphasize that the current violence is not just another event but a critical and unprecedented moment in a long-standing conflict. The writer frames this phase as particularly devastating, using the bloodiest chapter to highlight the exceptional level of destruction and suffering. The consistent reference to the Israeli-Palestinian conflict situates this violence within a broader historical narrative, implying that the conflict is reaching a peak of brutality. Ideologically, the writer conveys a sense of urgency and moral seriousness, suggesting that this phase of the conflict continues an unresolved historical struggle and an alarming escalation that demands attention due to its severe nature.

c) Dysphemism

The term *7 October massacres* is a prime example of dysphemism, using language that underscores the brutality and moral outrage associated with the October 7th attacks by Hamas. The word *massacres* is deliberately used to provoke a strong negative reaction, suggesting an act of senseless and deliberate slaughter. This choice of language not only amplifies the perceived horror of the events but also serves to vilify the perpetrators by framing the actions as egregious and morally reprehensible. The dysphemistic nature of massacres thus works to heighten the negative perception of Hamas, casting their actions in the most condemnatory light possible.

2) Grammar

a) Transitivity

The first sentence, *The focus of the new war, already the bloodiest chapter in the entire 75-year-old Israeli-Palestinian conflict, has moved to the Gaza Strip* is a material process with the verb *has moved*. The actor in the process is *the focus of the new war*, and the goal is *to the Gaza*. The shift in focus to Gaza emphasizes the gravity of the conflict and frames the current events as the most intense part of the long-standing conflict. This description implies that the situation is worsening, especially regarding the humanitarian impact.

The second sentence *On Thursday, a week after the ground invasion started, the IDF said its troops had encircled Gaza City in fierce face to face ground battles* introduces verbal process through the verb *said*. The sayer of the process is *the IDF*(Israel Defense Forces), and the verbiage is *its troops had encircled Gaza City* while the circumstance *in fierce face to face ground battles* is an adverbial of manner. The IDF's verbal process justifies their actions and portrays them as necessary and effective in achieving strategic goals. This narrative is designed to bolster supporters' morale by

emphasizing the strength and resolve of the Israeli army while also intimidating opponents by highlighting the overwhelming force being applied.

The third sentence, *With 23 killed already in ambushes by well-prepared Hamas fighters, the country is expecting military casualties akin to the war of independence in 1948, or the surprise Yom Kippur war*, shows a desiderative mental process with the verb *is expecting*. The senser of the process is *the country* (metaphorically representing the people or the government), and the phenomenon is *military casualties akin to the War of Independence in 1948 or the surprise Yom Kippur War*. The sentence draws a parallel between the current military casualties and those from Israel's most significant historical conflicts, the War of Independence and the Yom Kippur War. Doing so emphasizes the severity and potential scale of the ongoing conflict, suggesting that the country is facing a similarly high level of danger and loss. This framing prepares the reader for the likelihood of further casualties while positioning the current conflict as a moment of great historical importance that could shape Israel's future, much like those earlier wars did.

b) Modality

There is no modality here.

b) Passivization

There is no passivization here.

II Discursive Analysis

1. Presupposition

The sentence, *The focus of the new war, already the bloodiest chapter in the entire 75-year-old Israeli-Palestinian conflict, has moved to the Gaza Strip*, contains an existential presupposition. The noun phrase *The focus of the new war* assumes the existence of a new war, suggesting a recent conflict distinct from previous ones. It presupposes this conflict is significant to have a focus and of central importance, indicating its profound impact on the global stage.

2. Intertextuality

The sentence, *On Thursday, a week after the ground invasion started, the IDF said its troops had encircled Gaza City in fierce face to face ground battles*, includes indirect intertextuality through the mention of the IDF and their statement. The focus on the Israeli encirclement of Gaza City and the fierce battles positions the Israeli military as a dominant force in the conflict. Such language emphasizes the strength and determination of the Israeli forces while also hinting at the significant risks and challenges they face. It could be interpreted as an effort to justify military actions by portraying them as necessary and intense battles against a well-prepared enemy. The narrative bolsters support for the military campaign by framing it as a tough but inevitable response.

III Social Practice

a. Bias

The writer's choice to label the 7 October attacks as *massacres* instead of using neutral terms like the 7 October events or Al-Aqsa Flood Operation is a point of contention. The term *massacres* carries a strong negative connotation, framing Hamas's actions as brutal and indiscriminate. This label aligns with the Israeli narrative, casting the event in a highly condemnatory light. However, it is crucial to acknowledge that the events might be perceived differently by Palestinians or supporters of Hamas. By adopting only Israeli terminology, the writer reinforces a one-sided perspective, which can limit the reader's understanding of the motivations and context behind the attack. The

lack of balance in the terminology reflects bias, as it positions one side of the conflict in a more favourable light.

b. Power Analysis

The detailed and descriptive nature of the paragraph provides the reader with specific information about the situation, which shapes their understanding of the event. The phrases *the bloodiest chapter in the entire 75-year-old Israeli-Palestinian conflict* and *the IDF said its troops had encircled Gaza City* provide contextual information and facts that influence the reader's perception of the severity of the conflict. By focusing on the number of casualties (more than 9,000 people) and historical comparisons (Independence and surprise Yom Kippur Wars), the writer exercises informational power to guide the reader to interpret the event as particularly violent and significant.

4. DISCUSSION AND CONCLUSION

1. Regarding textual analysis, grammar and vocabulary are the most commonly used aspects in The Guardian newspaper article under study with (22) times. It was also discovered that grammar is the most frequently employed strategy in the newspaper (13), whereas vocabulary was used (9). Therefore, the first hypothesis has been verified.

2. Concerning vocabulary, this study demonstrates that The Guardian newspaper used dysphemism (negative words) more than other vocabulary devices. The dysphemism appeared (4) times while rewording (2) and overwording (3) times. This indicates that The Guardian newspaper, implicitly or explicitly, conveys its ideas and ideologies while also using negative words and expressions to portray the actors and the goals of the Al-Aqsa Flood Operation in a negative light.

3. Regarding transitivity, the results have confirmed that The Guardian newspaper has used more transitivity sentences than modality and passivization. The analysis shows that The Guardian has used (8) times of transitivity, (4) of passivation and (1) of modality.

4. Concerning discursive practice, The Guardian newspaper more commonly uses presupposition as an analysis strategy than intertextuality. The analysis shows that presupposition uses are (4) times, whereas intertextuality uses (3) times. This indicates that The Guardian implicitly conveys its agendas and ideologies to influence the audience's perceptions, aiming to avoid criticizing them as biased institutions that lack neutrality in reporting events. Correspondingly, the second hypothesis has been verified.

5. The analysis of the newspaper revealed that the article is not free from bias. The bias is evident through the use (7) times of tendentious and biased statements that reflect the interests of the country to which this newspaper belongs, as well as the backgrounds and social identities of their editors. By this, the third hypothesis has been verified.

6. Informational power is the most dominant social power, frequently employed by the editor. Informational power has been used (2) times. In contrast, coercive power has been used once, highlighting the writer's dominance over the narrative of events and his manipulation to serve the orientations and agendas of his media outlets. As such, the fourth hypothesis has been verified.

References

Allan, K., & Burridge, K. (2006). *Forbidden words: Taboo and the censoring of language*. Cambridge University Press.

Ammash, M. H. (2020). *The Representation of Ideology and Social Power in Kathryn Sockett's The help: A Critical Discourse Analysis*. Ticrit University for Humanities.

Baron, D. P. (2005). Competing for the public through the news media. *Journal of Economics & Management Strategy,* 14(2), 339–376.

Coates, J. (1983). *The Semantics of the Modal Auxiliaries.* Routledge.

Cottle, S. (2009). Global crisis reporting: *Journalism in the global age*. Maidenhead: Open University Press.

De Beaugrande, R. A., & Dressler, W. U. (1981). *Introduction to text linguistics.* Essex and New York: Longman Group Limited.

Fairclough, N. (1989). *Language and Power.* New York: Longman.

Fairclough, N. (2001). *Language and Power*. (2nded.). London: Routledge Puplicasion.

Fairclough, N. (2001). *Language and Power*. (2nded.). London: Routledge Puplicasion.

Fairclough, N. (2015). *Language and Power.* (3rded.). London: Routledge Publication.

Hall, S. (Ed.). (1997). *Representation: Cultural Representations and Signifying Practices.* London: Sage.

Halliday, M.A.K. & Matthiessen, C. (2014**).** *Halliday's introduction to functional grammar* (4thed.). Routledge.

Holmes, J. (2005) "Power and Discourse at Work: Is Gender Relevant?" In M. Lazar (ed.), *Feminist Critical Discourse Analysis* (pp.31-60).

Jäger, S. (2001) "Discourse and knowledge: Theoretical and methodological aspects of a critical discourse and dispositive analysis," In R. Wodak & M. Meyer (Eds), *Methods of critical discourse analysis(* pp. 32-62.). London, Sage.

Johnstone, B. (2008). *Discourse Analysis*. (2nd Ed.). Oxford : Blackwell Publishing.

Machin, D. & Mayr, A. (2012). *How to Do Critical Discourse Analysis*. London: Sage

Mayr, A. (2008). *Language and Power: An Introduction to Institutional Discourse.* A & C Black.

Nawaz, S., Bilal, H. A., Kalsoom, M., Fayyaz, Z., & Nayyar, H. (2013). Media discourse and their implicit ideologies. *Asian Journal of Social Science and Humanities*, 2(2), 328–337.

Quirk, R., Greenbaun, S., Leech, J. & Svartvik, J. (1985). *A Comprehensive Grammar of English Language*.London: Longman.

Simpson, P., Mayr, A., & Statham, S., (2019). *Language and Power: a resource book for students(*2nded.). Abingdon, Oxon: Routledge.

Simpson, P. (1993). *Language, Ideology, and Point of view*. London: Rutledge.

Van Dijk, T. (1988) . *News as Discourse*. New Jersey: Lawrence Erlbaum Associates, Inc.

Van Dijk, T. (2000b). "New(s) Racism: A Discourse Analytical Approach. " In Cottle, S. (ed.), *Ethnic minorities and the media* (pp. 33– 49) . In Milton Keynes: Open University Press.

Van Dijk, T. A. (1992). *Power and the news media*. University of Amsterdam, Program of Discourse Studies.

Van Dijk, T.A. (1993). *Elite Discourse and Racism*. London: Sage.

Van Dijk, T.A. (2006). *Discourse and Manipulation*. Discourse & society.

Van Dijk, T.A. (2006). *Politics, ideology, and discourse*. Elsevier Ltd.

Van Dijk, T.A. (2006c). *Discourse and Manipulation*. Discourse & society.

Wodak, R. (2001a). "What CDA is about-a summary of its history, important concepts and its development". In R. Wodak & M. Meyer (Eds), *Methods of Critical Discourse Analysis*. London, Sage (pp. 1-13).

Wodak, R., & Meyer, M. (2009). "Critical discourse analysis: history, agenda, theory, and methodology". In R. Wodak & M. Meyer (Eds.), *Methods of Critical Disocurse Analysis* (pp. 1-33) (2nd ed.). London: Sage.

Yule, G. (1998). *Pragmatics*. Oxford: Oxford University Press.