

# The Representation of Female Victims of Rape in the Moroccan Newspapers' Headlines: A Critical Discourse Analysis

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**Abstract**—The current study analyzes the Moroccan online newspapers' headlines talking about rape crimes in Morocco. Different Moroccan online newspapers are dealt with to find out the way victims of rape are represented. By applying Critical Discourse Analysis which draws upon Halliday's *transitivity system* and *naming analysis*, the study seeks to probe into the way female victims of rape are depicted in the headlines of Moroccan online newspapers. The study focuses on the way language is used in headlines because it can play a powerful role in shaping public opinion about rape crimes in Morocco. The results show that the headlines of Moroccan online newspapers focus more on the age of both the offenders and the female victims of rape crimes which contributes to depicting them as being helpless and holding no responsibility and creates a horrible visual image in the minds of the readers about the awfulness of the crimes on the other hand.

**Index Terms**—CDA, transitivity system, representation, ideology, media discourse

## I. INTRODUCTION

*Journalese* is the term used to refer to newspapers' jargon; yet scholars believe that it is a pejorative and vague term describing the style of writing used in the press (Crystal & Derek, 2013). It is a vague term because newspapers do not opt for a unique style, and the language used is not purely homogenous. As it is stated by Crystal and David (1969), "everything that happens to be printed in a newspaper or written by a journalist is not going to be linguistically homogenous" (cited in Temucin, 2010, p. 105). Newspapers do not only inform, but they can also advertise or announce for a heterogeneous audience, being because of this, linguistically eclectic. This linguistic heterogeneity in return does not imply that there are not any common linguistic and stylistic features between newspapers' texts, but it only suggests that there is no unique style found within a single paper. Therefore, the language used by journalists holds some specific features that differentiate it from other forms of language used in other contexts. Language is used in such a way that encourages the dissemination of a certain discourse which is bound to create a different version of reality that serves the agenda of a particular newspaper.

From a discursive perspective, the language of the news is a "social construction of reality" (Luckman & Berger, 1976; cited in Conboy, 2010). It, in other words, creates a public image through the selection of not only the content of the news but also the language used to present this content. Language is deeply influenced by cultural aspects as it derives from the culture in which that language exists. Therefore, as is the case for other forms of language, the language of newspapers encompasses some emotional and cultural loadings since it is imbued with the culture in which it exists. Reah (2002, p. 55) states that: "if a particular culture has little respect for certain groups, concepts, or beliefs, then the language for expressing ideas about those groups, concepts, or beliefs will reflect that attitude. Therefore, when these concepts or beliefs are written about, people reading the text will have their attitudes reinforced by the way the language presents these elements to them". Language, then, has the power to shape and reshape reality. It can create different versions of the world making people perceive it in different ways.

The Swiss Ferdinand de Saussure (1857) developed the constructionist approach to the study of language and representation. Language for de Saussure is a system of representations governed by rules and conventions for creating meaning. Only through the use of language, humans are able to create meaning of the world around them. Indeed, since language can be used by people in different ways, there exist multiple meanings or various versions of the world. Thus, the way language is used is of paramount importance in the creation of a certain version of reality. To this end, newspapers are a case in point; they use language (in its broad meaning and with all its forms that can be texts, graphs, and images), they can opt for specific linguistic devices to represent similar events in different ways. In this regard, Fowler (1991) claims that: "each particular form of linguistic expression in a text-wording, syntactic option, etc. - has its reason. There are always different ways of saying the same thing, and they are not random or accidental alternatives. Differences in expression carry ideological distinction and thus differences in representation" (p. 4). Therefore, the way language is used in a newspaper's story or headline can create a different version of the reality that exists out there.

Matheson (2005) states that the media do not only communicate world events using language, but they also ‘mediate society’ through the way language is used.

The current study aims at investigating the way female victims of rape are represented in the headlines of Moroccan online newspapers using Halliday’s *Transitivity System* and *Naming Analysis* as Critical Discourse Analysis tools. It analyses the way these victims are depicted in the discourse of Moroccan online newspapers. The aim is to see who is shown as being responsible for the sexual crime in the language of the headlines. It, in other words, tries to find out on the one hand whether it is the female victim herself who is depicted as triggering the criminal act she is subjected to. It, on the other hand, looks at the way the male rapists are linguistically represented in the news report to see how they and their actions are depicted. The rationale behind this study is to probe deeply into the notion that most victims of rape are to blame (for the way they dress, behave, etc.). It also aims at developing the critical thinking of the readership to the way language can be used in different ways by newspapers to represent a certain group in a certain way.

## II. REVIEW OF LITERATURE

### A. Newspapers Headlines

Newspapers’ headlines have gained much interest in the literature as they are the elements that most attract readers’ attention (Reah, 2002; Conboy, 2010; Van Dijk, 1998; Bell, 1991). Reah (2002) and Conboy (2010) deal with newspapers’ headlines from a syntactic and a stylistic perspective. As the main function of headlines is to attract attention, their language is characterized by clarity and brevity to create suspense and the desire to read more about the story. For Van Dijk (1998), newspapers’ headlines serve various purposes and disseminate a certain discourse using various techniques. He states that: “the discourse of newspapers headlines can be looked at from the position of the headline, the boldness of the headline, the vocabulary used, the use of punctuation, the syntax of the headline, the number of occurrences of the same event and above all, the power of the presenter” (p. 252). Headlines, according to Van Dijk, have three main functions. They give a summary of the main news to the reader. They attract the attention of the readers through the font size and the vocabulary used, and they give indications about the style and the content of a newspaper. Thus, journalists use different linguistic tools in various ways while formulating headlines to represent events or groups of people in different ways.

### B. The Representation of Female Victims of Rape in Newspapers

The representation of female victims of rape and sexual assaults has been the subject of many previous studies in different regions of the world. Barton (2017) conducted a study to find out the representation of female victims of rape in eight New Zealand newspapers over a four-decade period. The results of the content analysis using a feminist discourse analytical approach show that newspapers use sympathetic language to depict female victims of sexual assaults, especially if they are considered ‘respectable’ and conform to the ‘appropriate’ version of femininity. The findings also reveal that the way newspapers represent these victims creates a discourse related to the responsibility of women to protect themselves from rape. By making use of Halliday’s transitivity system, Tehseem (2016) analyzed the depiction of female victims of rape in Pakistani newspapers and found out that women are depicted as the ‘done to’ participants in these crimes and men are the ‘actor’. In other words, it is a man’s crime, and the female is only a victim who has no responsibility. Layman (2020) investigated the representation of rape and sexual assault in the *New York Times*. She revealed that female victims of rape are depicted as the ones to blame for what happens to them despite the expansion of sexual violence education in society. Hence, the way rapists and their victims are depicted varies from one cultural context to another. As a consequence, women victims of rape crimes are depicted differently according to the social and cultural norms of each society, and the way they are depicted can reshape the public opinion views toward this type of crime.

## III. THEORETICAL FRAMEWORK

Critical Discourse Analysis (henceforth CDA) is an interdisciplinary field of study that aims at revealing dominance, ideologies, representations, power relations, and inequalities in discourse (written and spoken texts) (Van Dijk, 1985). It endeavors to probe into the way these discursive processes are maintained and reinforced by the media through the use of language in a certain way. Wodak (2000) defines CDA as “an interdisciplinary approach to language study with a critical point of view” (p. 264). Therefore, CDA is concerned with revealing the hidden messages and the embedded ideologies disseminated by the media through a critical study of the linguistic features used in media texts. In fact, CDA draws upon multiple fields and one of them is Critical Linguistics, mainly drawing on Halliday’s Systemic-Functional Grammar (henceforth SFG).

SFG studies language functions in a social context; what people say or write depends on what messages they exactly want to convey. According to Halliday (1985), language has three main functions: the textual, the interpersonal, and the ideational. The first function deals with the grammatical structures that construct a message; the way language is used to signify a certain discourse. The second function is concerned with the use of language to maintain social relations. According to Halliday (1994), the “interpersonal meaning is an interpretation of the clause in its function as an exchange” (p. 21). We do not use language only to talk about events in the real world, but we use it to talk to and with

other interlocutors to maintain social relationships and to influence their opinions and ways of thinking as well. The third function (the ideational function) is about the use of language to communicate information and content. It refers to the experiences and the ways people make sense of the world around them. According to Thompson (1996), “ideational meaning is the use of language to talk about the experience in the world, including the worlds in the mind, to describe events and states and entities involved in them” (p. 28). Language, therefore, can be used to create a version of the world in the same way the interlocutors experience and perceive it. The ideational function itself includes two sub-functions: 1) The logical function and 2) the experiential function. Our concern is the second category since it revolves around the notion of how reality is represented and reproduced by the interlocutors in a conversation. To approach media texts from the experiential function, we deem it necessary to probe deeply into the grammatical structure of *transitivity* (Marbun, 2016).

In fact, Halliday (1994) challenged the traditional view that looks at *transitivity* from a purely syntactic perspective which looks at whether a verb is transitive or intransitive, to a new concept that deals with the clause -as a whole- rather than the verb and its object. There are three main elements to the structure of *transitivity* according to Halliday: the process, the participants, and the circumstances underlying that process. The process signifies the event being described in the clause, the participants are the people involved in the process: actor, goal, sayer, sensor...etc.- and the circumstances answer the WH- questions of how, when, what, where, and why of the process. *Transitivity* analysis from a systemic functional grammar perspective reveals how and by whom an action was performed and who is affected by the process of that action (Abbas & Talaat, 2019; Simpson, 1993; Thompson, 2004). The following tables illustrate more about the system of *transitivity* introduced by Halliday.

TABLE 1  
PROCESSES, WHAT THEY INCLUDE, AND THE PARTICIPANTS (ABBAS & TALAAT, 2019, P. 402)

Process type	What they construe?	Participants
* <b>Material</b> (Happening of an event & doing of an action) * <b>Behavioral</b> (physiological & psychological) * <b>Mental</b> (perception, affection & cognition). * <b>Verbal</b> (saying or signaling) * <b>Being- relational</b> (attributive & ideational) * <b>Being-Existential</b>	*Drive, push, melt, cook, kick, play, etc.  *Behaving-like breathing, dreaming, smiling, looking, listening, watching, etc. * Thinking, feeling, hearing, seeing, knowing, etc. * Say, ask, command, offer, show, etc. * Construing attribute. * Construing identity * Existing	<b>Actor, Goal, Range, Beneficiary</b>  <b>Behaver &amp; the Behavior</b>  <b>Sensor, Phenomenon</b>  <b>Sayer, Receiver, verbiage Carrier, Attribute, Token, Value Existence</b>

TABLE 2  
CIRCUMSTANCES AND THEIR CATEGORIES (BUSTAM, 2011, P. 30)

Type	Category	Examples
<b>Extent</b>	a) Distance	a) He walks <u>for seven miles</u> .
	b) Duration	b) He stayed <u>for two hours</u>
<b>Location</b>	a) Place	a) We work <u>in the kitchen</u> .
	b) Time	b) I get up <u>at six o'clock</u> .
<b>Manner</b>	a) Means	a) My mother went <u>by bus</u> .
	b) Quality	b) It was snowing <u>heavily</u> .
	c) Comparison	c) It went through <u>my head like an earthquake</u>
<b>Cause</b>	a) Reason	a) <u>for want of</u> a nail the shoes were lost.
	b) Purpose	b) <u>For the sake of</u> peace.
	c) behalf	c) I am writing <u>on behalf of</u> Aunt Jane.
<b>Accompaniment</b>	a) comitative	a) Fred came <u>with Tom</u> .
	b) Additive	b) Fred came <u>instead of Tom</u> .
<b>Matter</b>		I worry <u>about her health</u>
<b>Role</b>		I am speaking <u>as your employer</u> .

Since people use patterns of language to communicate and represent the world around them, newspapers also opt for some linguistic features to create the desired version of reality. Therefore, the present study will focus on newspapers' headlines to lay bare the meanings that underlie their discourse. Consequently, analyzing *transitivity* is meant to be one of the effective ways that will help reveal embedded ideologies and representations. It is regarded as the foundation of representations (Fowler, 1991). *Transitivity* analysis permits the discourse analyst to study the clauses to show how a process happened and why it happened that way and which part is affected by or benefits from the actions (who is doing what to whom and when and where).

The present study will also opt for *naming analysis* as another analytical tool within CDA. It is a method used to investigate how social roles are portrayed in social contexts (Leeuwen, 2003). It makes use of a set of categories that can be used in the analysis and description of the actors involved in the processes under study: functionalization, classification, appraisal, and identification. According to Leeuwen (2003), functionalization involves the labeling of social actors by occupation such as 'the teacher', 'the schoolgirl', and 'the security guard' among others. These social actors can also be referred to using terms "which evaluate them as good or bad, loved or hated, admired or pitied" (Leeuwen, 2003, p. 58), and this type of naming is called appraisal. Functionalization and appraisal may

overlap sometimes, especially if we refer to a negative appraisal such as ‘prostitute’. Classification is when social actors are referred to in terms of “age, gender, provenance, class, wealth, race, ethnicity, religion, sexual orientation, and so on” (Leeuwen, 2003, p. 54). As for identification, there is the relational identification that categorizes groups in terms of their social relationships (daughter, father, aunt...etc.) and physical identification that refers to the physical description of the characters involved in the actions such as ‘blond’, ‘tall’, ‘bearded’...etc. The remaining type of identification is concerned with the proper nouns by which groups of people are addressed. Resdaneva (2018, p. 130) clarifies more on the concept of identities through the following illustrations:

- Formalization: Newton (last name only)
- Semi-formalization: David Newton (first and given name)
- Informalization: David (first name only)
- Obscuration: Mr. X or Ms. Y (letters or numbers to replace names)
- Titular Honorification: Prof., Dr., Mayor (the addition of standard titles or ranks)

#### IV. DATA DESCRIPTION AND RESEARCH METHOD

The method applied in this study is the descriptive method. It is on the one hand a neutral and objective framework for conducting research and aims, on the other hand at investigating the way reality is (Van der Voort, 2002). The researcher analyses the clauses the headlines under study contain to find out about the roles of the participants, the processes, and the underlying circumstances of the event. The participants are also dealt with using *naming analysis* to investigate the way they are categorized, labeled, and identified.

Fourteen headlines were collected from different Moroccan online newspapers depicting raping crimes. The researcher opted for the online version of the newspapers as they are available, easily accessible, and timesaving. The gender of the reporter along with the type of newspaper (tabloid or broadsheet) are not considered as the current study aims to find out about the way female victims of rape are represented in the Moroccan newspapers’ headlines. Some of the headlines describe the same incident despite being reported by different newspapers. The impact of the reporter’s gender on the way these victims are portrayed can be a subject for further research and analysis. As far as the transitivity analysis is concerned, each headline will be dealt with separately to identify the processes, the participants, and the circumstances. However, for the *naming analysis* procedure, headlines will be dealt with in a quantitative way to offer measurable results concerning the frequency of appearance of some naming and labeling of the social actors involved in the sexual crimes. Because of the differences in the masculine and feminine nouns between Arabic and English, some adjectives are added to specify the gender of the victims. The adjectives that the researcher adds are inserted between parentheses. The following table presents the data collected after the headlines were translated by the researcher from Arabic to English for a better understanding among other researchers:

TABLE 3  
DATA DESCRIPTION

Headings (H)	Statements of headlines
H1	جريمة حارس أمن بالمغرب: توقيف سيني متهم باغتصاب 9 قاصرات <i>Haris jari:mat bi :l sittini ra3ul muttahaam biyṭisab 9 qa:sirat tawqif</i> <i>ʔmn Maʔrib</i> <i>A crime in a 60- man accused raping 9 minors was</i> <i>'security Morocco year-old of (girls) arrested.</i> <i>guard'</i>
H2	توقيف "ذئب بشري" سيني لاغتصابه تسع تلميذات قاصرات داخل مطبخ <i>Sittini 'ðiʔb baʔari tawqif ʔiytasaba 9 qasirat tilmi ɗat fi:l mat'baɣ</i> <i>A 60-year-old 'human wolf' was arrested as he raped 9 minor (female) pupils in a kitchen.</i>
H3	رجل يغتصب زوجته بمشركة أصدقائه <i>ra3ul jaytasib zawjatahu bimufa:rakati ʔasdiqazihi</i> <i>A man rapes his wife with the participation of his friends.</i>
H4	اغتصاب طفلة من طرف عمها وجارها <i>'ifla ʔuytusibat min t'arafi ʔamiha wa ja:riha</i> <i>A child was raped by her uncle And her neighbor</i>
H5	رجل سيني يغتصب قاصر <i>Sittini ra3ul jaytasibu qa:sir</i> <i>A 60-year-old man Rapes a minor girl.</i>
H6	مراهق يغتصب قاصر بالشارع <i>Mura:hiq jaytasibu qa:sir fi : ʔa:riʕ</i> <i>A teenager rapes a minor girl in the street.</i>
H7	توقيف حارس سيارات بالمغرب اغتصاب ابنة صديقه <i>ʔiytisq:b sadiqahu ʔibnata saja :ra:t ha:ris tawqi :f bi :l Maʔrib</i> <i>Raping his friend's daughter, a car guard was arrested in Morocco</i>
H8	شاب عشريني هاجم مسنة واغتصبها <i>ʕiʔri:ni: ʔa:b ha:jama musina ʔimraza wa ʔiytasabaha</i> <i>A 20-year-old young man attacked an elderly woman and raped her</i>
H9	العرائش: خمسيني يغتصب طفلة في عمر الزهور <i>ʔʕaraʔiʕ xamsini: ra3ul jaytasibu sayira t'ifla</i> <i>Larrache: A 50-year-old man rapes a very young girl.</i>
H10	شابة مغربية اعجزت واغتصبت من طرف مليونير فرنسي <i>mayribija ʔa:ba ʔuhtuʔizat wa ʔuytusibat min t'arafi faransi miʔjunir</i> <i>A Moroccan young girl was locked up and raped by a French Millionaire.</i>
H11	رجل يغتصب طفلة بعمر 6 سنوات بالمغرب <i>ra3ul jaytasibu 6 sanawa:t t'ifla bi :l Maʔrib</i> <i>A man rapes a 6-year-old (female) child In Morocco</i>
H12	اغتصاب تلميذة ورميها مكلبة في مدرسة بمرآكش <i>Tilmi ɗa ʔuytusibat wa rumijat mukabala bi: madrasa bi: Murrakuʕ.</i> <i>A (female) pupil was raped and thrown cuffed in a school in Marrakesh.</i>
H13	رجل يغتصب تلميذة بعد اختطافها براجته النارية نواحي شيشاوة <i>ra3ul jaytasibu tilmi ɗa baʕda ʔixtiʔafiha ʕala darazatihi fi: ʕiʔawa</i> <i>A man rapes a (female) pupil after kidnapping her on his bike In Chichaoua</i>
H14	رجل خمسيني يغتصب تلميذة قاصر <i>Xamsi:ni: ra3ul jaytasibu qa:sir tilmi ɗa</i> <i>A 50-year-old man rapes An underaged (female) pupil</i>

\* H: Headline

## V. DATA ANALYSIS

## A. Naming Analysis

The table below presents the quantitative findings of the naming analysis of the actors involved in the headlines and how they are referred to. The researcher focuses on two main social actors in the case of raping and sexual assault that are the victims and the perpetrators as to be labeled in the headlines under analysis:

TABLE 4  
NAMING ANALYSIS RESULTS

Naming categories	Perpetrators		Victims	
	No	%	No	%
Functionalization	2	14	4	28
Appraisalment	1	7	0	0
Classification	10	71	10	71
Relational identification	1	7	2	14
Physical identification	0	0	0	0
Formalisation	0	0	0	0
Semi-formalisation	0	0	0	0
Informalization	0	0	0	0
Obscuration	0	0	0	0
Honorification	0	0	0	0

The results of the naming analysis reveal that both perpetrators and victims are referred to more in terms of classification. It is deemed necessary here to refer also to the lexical items used in the classification category. 71% of both perpetrators and victims are referred to using classification with more emphasis on the age and gender of the social actors. As far as the perpetrators, on the one hand, there is a great tendency to focus on their age. We notice the use of some adjectives such as a '60-year-Old', a man in his fifties', 'a teenager'...etc. The focus on the age of the perpetrators highlights the weirdness and the abnormality of the incidents, especially when they are described as 'old' and the victim is underaged or is still a small child. In Moroccan culture, an old man is generally perceived as being respectful and caring especially towards children. He is supposed to be wise enough and responsible for his own actions, rather than being driven by a sexual desire to rape a child. However, the use of the term 'teenager' to describe the perpetrator signifies that he is immature and driven by a sexual desire. The perpetrator in this case cannot be held fully responsible for the action as the period of adolescence is characterized by obstinacy and recklessness. For the victims, on the other hand, it is also the same case as the occurrence of classification is approximately 71%. The victims are more often classified in terms of age. In all the headlines that classify victims in terms of age, we notice the use of adjectives such as underaged, minor, elderly, very young, a child...etc. Meanwhile, the perpetrator is a 'sixty-year-old man', a 'man in his fifties', etc. The frequent reference to the young age of the victims implies that they are not able to defend themselves and that they are really victims of seduction from old men who are in their fifties or sixties...etc. It indicates that it is not the victim to blame as they are abused by very old perpetrators. The use of such adjectives to describe the victims creates a horrible image in the minds of the readers, who then develop a kind of sympathy for the victims. Readers are led by this to visualize a sexual scene in which a mature old man is forcing a child or a minor to have sex. This is bound to make them identify with the victims' parents' and develop a kind of sympathy towards both the victims and their surroundings.

As for functionalization, the occupation of the perpetrator is rarely mentioned in the headlines. It is used in 14% of the cases to depict the perpetrators and 28% to depict the victims. Perpetrators, in fact, are referred to more in terms of classification (71% as mentioned before) rather than functionalization. The most frequent lexeme used to refer to the victims in relation to functionalization is a 'pupil'. Thus, readers again do not blame the victim, but they question the way a 60-year-old man could commit such a crime on a schoolgirl who is underage. The other categories of the naming analysis are rarely referred to, as the focus is on the crime itself and the age of the perpetrator rather than his name or his physical appearance.

### B. Transitivity Analysis

H1: *A 'security guard' crime in Morocco: a 60-year-old man accused of raping 9 minors (girls) was arrested.*

This is a material process clause where the 60-year-old man is the affected participant of the action of the verb 'accused' and at the same time is the actor of the action of 'rape'. The minor girls are the goal of the action of rape. It is a passive voice clause that puts emphasis on both the actor and the circumstance, which is a purpose cause (for raping). The perpetrator was arrested (by the police of course) since his action directly affects the goal. The verb used in this clause is 'accused' for objectivity purposes, as the actor is innocent until the opposite is proven by the legal system. However, the man in this clause is also a goal of the verb 'arrested'. He is represented twice as the goal affected by both the actions of 'accusation' and 'arrest'. The focus in this headline then is on the victims themselves more than the perpetrator.

H2: *A 60-year-old 'human wolf' was arrested as he raped 9 minor (female) pupils in a kitchen.*

H2 contains a material process in which the 'human wolf' is the actor, the minor students are the goal, and the kitchen is the circumstance of location. This headline consists of two clauses, but we are more interested in the second one in which the verb of action 'raped' is used. The second clause could be seen as a circumstance of purpose that answers the 'why' question of the first clause. The '...he raped 9 pupils...' clause shows the direct effect of the action of the perpetrator on the victims. the actor in this headline is not described as being 'accused', but he is proven guilty 'arrested...as he raped...'. Additionally, the use of 'human wolf' to describe the doer of the action creates a horrible image in the minds of the readers of the awfulness of the crime. The wolf preys on other creatures, and this is a connotation in this heading to indicate that the actor of this clause raped the underaged girls in an awful way. The use of the term 'human wolf' is a physical identification of the perpetrators that compares him to a wolf. It is at the same time, in terms of classification, a negative appraisal of the perpetrator. By using such a description, the journalist is indirectly putting in the readers' mind that it is the perpetrator to blame not the victim. The journalist tries to direct the readers' attention to take the position of sympathy with the victim from the early beginning by putting such a description in the headline.

H3: *A man rapes his wife with the participation of his friends.*

H3 above is also a material process in which the actor is the man, the goal is the wife, and the circumstance is a comitative accompaniment which is 'with his friends. Comitative accompaniment according to Halliday and Matthiessen (2014) is a sort of mutual participation in the process and interpreting the meaning 'and', 'or', 'not' as circumstantial. This process, also, shows the effect of the verb of action 'rape' on the goal, but what creates a kind of surprise and strangeness in the minds of the readers is the circumstance; if the circumstance is omitted, there will be a kind of ambiguity and confusion as to how a man could rape his wife. In this clause, the actor is referred to by his

gender and not through his relationship to the goal, who was described as a 'wife'. In normal cases, reference to 'wife' requires the mentioning of 'husband' not 'a man', but in this clause describing the actor as a 'man' was done on purpose to indicate that the 'husband' is depicted as being a stranger to the woman who is affected by the action of the material process.

H4: *A child was raped by her uncle and her neighbor.*

The fourth headline is again a material process clause: the actor is the uncle and neighbor, whereas the goal is a child. This clause is a passive voice one in which the goal is foregrounded, and the actor is backgrounded. Indeed, the use of passive voice in this clause is not done for brevity and saving space purposes (Reah, 2002), but to put more emphasis on the goal affected by the action and the action itself. The use of 'uncle and neighbor' is a relational identification of the actors of the action, and the use of the 'child' indicates that it is not the victim to blame, but the family member who committed the crime.

H5: *A 60-year-old man rapes a minor girl.*

The headline above contains an active voice clause in which the actor is foregrounded, and the goal is backgrounded. The use of the active voice puts more emphasis on the actor and the actions. Both the actor and the goal (who is not a beneficiary in this clause but the affected agent by the doer of the action) in this clause are referred to in terms of age (a reference to the social actor in terms of classification). The fact that the doer of the action is an elderly man and the affected is an underage girl is considered horrendous from a socio-cultural perspective in Moroccan society, which is considered 'conservative'. Referring to social actors in terms of age in this clause implies that the affected goal is only a victim of some psychological acts of the actor, and thus bears no responsibility for what happened, especially since the affected goal is a small kid. A minor, in other words, can be easily seduced as she is not mature enough to take correct decisions. She can also be driven by emotion to fulfill a certain desire without considering the outcomes. However, the '60-year-old' perpetrator can easily exploit the naivety of the minor to seduce her by any possible means. Therefore, it is not the minor girl to be blamed for the sexual assault she was victim to.

H6: *A teenager rapes a minor girl in the street.*

The clause in H6 is also a material process, the same as the clause in H5 but with reference to the circumstance of location 'in the street'. There is also a difference in naming the participants: the actor is a 'teenager', and the goal is a minor (girl). The circumstance of location in this clause indicates that the doer of the action already had the intention to act that way simply because a person would not perform such actions in the street. This clause is again an active voice one showing the direct effect of the material process on the goal. The use of the verb 'rapes' implies that the victim was forced to such an act, and she was not 'seduced' for instance. Therefore, the victim is not to blame in this situation as well.

H7: *Raping his friend's daughter, a car guard was arrested in Morocco.*

H7 is a passive voice clause in which the focus is on the affected goal of the action of arrest and the circumstance of cause 'for raping his friend's daughter'. The actor of the first material process -which is the police- is not mentioned because the goal of the material process, who is an actor in the action of rape himself, is more important. The relational identification of the victim (his friend's daughter) shows the brutality and awfulness of the action performed by the actor. However, it is important to notice here that the 'car guard' is also the affected participant of the action of the verb 'arrest' as it is the case for H1 and H2 above. The man was arrested for his acts and he is going to get punishment which signifies that he is held responsible for the crime of raping 'his friend's daughter'.

H8: *A 20-year-old young man attacked an elderly woman and raped her.*

H8 consists of two clauses of the material process along with two action verbs: 'attacked' and 'raped'. The doer of the action is a young man, and the goal affected is an elderly woman. Unlike H5, the horrible image created through the naming of the participants is displayed in the fact that a young man attacked an old woman who is seen as worth respecting in the Moroccan society. Through this naming classification and the emphasis on the doer and the two action verbs, readers develop a negative attitude toward the actor on the one hand and sympathize with the hopeless old woman on the other hand.

H9: *Larrache: A 50-year-old man rapes a girl at a tender young age.*

H9 does not differ much from H1, H2, and H3 in the sense that it is also an active voice material process; yet the classification of the age of the goal (the victim) by using 'at a tender young age' which is literally translated to Arabic as 'at the flower of her age' meaning a child or a very young person who is still innocent and not mature enough to be responsible for his actions. It signifies that the doer of the action affects both the physical and the psychological sides of the victim. The young child is destroyed by an old man who is supposed to owe her respect and tenderness.

In fact, the remaining headlines -from H10 to H14- hold nothing new compared to the previous ones as they are all clauses containing material processes showing the effect of the action performed by the doers: a man in H11, H13, H14, and a French Millionaire in H10 on the goals: a female student in H12, H13, H14, a child in H11, and a young girl in H10. In four headlines, the actor is represented as 'the man'. The perpetrator is a man referred to as a French Millionaire (H10) or a 'man' along with mentioning his age. In five headlines, the victims are referred to as underage girls. In fact, whether the clauses are passive or active voice, they aim at putting emphasis on the actors and actions alike. However, there is a tendency in all the headlines to focus on the perpetrator emphasizing his age to depict him as held responsible for the crimes. For H10, it is a public opinion case in which the classification of the actor in terms of

his wealth 'a French Millionaire' implies the use of authority over the victims. The victims were first locked up and raped which shows that they did nothing out of their personal desire, but they are only victims of kidnapping and raping. Therefore, the affected goal of the action holds no responsibility and should not be blamed.

## VI. FINDINGS AND DISCUSSIONS

The current study aims at investigating the way female victims of rape are depicted in the Moroccan online newspapers' headlines, employing the CDA approach to analyze their language. The results of the *naming analysis* revealed that the victims are referred to more often in terms of classification. As the analysis has shown, most headlines refer to the victims by age (child, minor, underaged, etc.) to create a visual picture in the minds of the readers about the brutality of the actions performed by the perpetrators, and to represent these victims as being helpless. Therefore, they are not held responsible for the crime. Thus, the victims are not to blame. Additionally, the transitivity analysis of the headlines reveals that all clauses are material processes focusing on both the action and the actor who is responsible for the happenings. The actors of the material processes are referred to in terms of age -often elderly people- to indicate that they are not adolescents driven by lust, but they are adults responsible for their actions. As mentioned earlier, the fact that the perpetrators are adults committing crimes against underaged victims creates a horrible visual image in the minds of the readers about the awfulness and weirdness of the actions. The headlines include active voice clauses (H2, H3, H5, H6, H8, H9, H11, H13, H14) in which the doer is foregrounded, and the goal is backgrounded. The use of the active voice puts more emphasis on the actors and the actions, and it will probably draw the attention of the reader to the actors than the goals. Therefore, people develop negative attitudes toward the perpetrators and sympathize unconsciously with the victims. From a socio-cultural perspective, the Moroccan society is conservative overall and expects an elderly man to treat an underaged girl as his own daughter. He is in other words supposed to respect and even protect her rather than sexually abuse her. While the focus on the age of the perpetrators is bound to create a sense of horror in the mind and heart of the reader. It will also attract his/her attention to the crime being depicted. Language, then, is neither innocent nor objective, but it is used in certain ways by journalists to shape public opinion towards an event or to make their attitudes reinforced through the way the headlines are formulated using specific lexis and linguistic features. Transitivity analysis along with naming analysis probe deeply into the way different versions of reality can be created using language in a specific way. They reveal the embedded ideologies and discourse that a newspaper's headline aims at conveying.

## VII. CONCLUSION

Bloor and Bloor (1995) deal with language as an expression of meaning; language contains a variety of grammatical structures and the way they are used can convey different meanings. The analysis of language in this study using the transitivity system and naming analysis reveals that the way Moroccan online newspapers look at the issue of rape is almost similar. There is a great tendency to focus on the actors of the actions (the perpetrators) and the actions themselves. Through using different lexemes and naming analysis techniques, the headlines shape public opinion that believes that it is not the victim to blame, but it is the perpetrator himself out of sexual lust or a psychological problem. There exists a disseminated view in our society that even the victims are responsible for what happens to them through the way they dress or behave in the streets, yet the findings of this study say the opposite and the headlines pay no interest to the way victims are dressing or behaving. There is not even a single signal toward the way those girls were dressed up while they were attacked. The women attacked are victims of some men's sexual lust and hold no responsibility. Therefore, the Moroccan newspapers headlines represent women victims of rape crimes is an objective way focusing on the perpetrators and the acts of rape more than the victims and their appearances.

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