

Contrastive Study of War Representations in Arabic and English Literature:
Palestine as a Case Study

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Abstract

The study explores the similarities and differences between Arabic and English literary texts related to the Palestinian cause. The study aims to figure out how war and life aspects and individuals subjected to war are represented in those texts by employing semantic categories. The research is intended to answer the question: (1) What are the categories of attitude used to evaluate and represent war in the selected texts? (2) How are these categories polarized, positively or negatively? (3) How does Arabic differ from English in terms of the semantic categories representing war? To answer the questions, the researcher adopts Martin and White's (2005) Appraisal system, specifically, the attitude system. The data include two texts from each Arabic and English literary works related to the Palestine case. The study revealed that both languages used all attitude categories to represent war with heavy reliance on implicit appraisal by English. War representations are negatively polarised.

Key words: Palestinian case, Semantic categories, Appraisal system, attitude system.

المستخلص

تستكشف الدراسة أوجه التشابه والاختلاف بين النصوص الأدبية العربية والإنجليزية المتعلقة بالقضية الفلسطينية. تهدف الدراسة إلى معرفة كيفية تمثيل الحرب وجوانب الحياة والأفراد الذين تعرضوا للحرب في تلك النصوص من خلال توظيف الفئات الدلالية. يهدف البحث إلى الإجابة على السؤال: (١) ما هي فئات المواقف المستخدمة لتقييم وتمثيل الحرب في النصوص المختارة؟ (٢) كيف يتم استقطاب هذه الفئات، إيجاباً

أو سلباً؟ (٣) كيف تختلف اللغة العربية عن اللغة الإنجليزية من حيث الفئات الدلالية التي تمثل الحرب؟
للإجابة على الأسئلة، يتبنى الباحث نظام تقييم

,Martin and White (2005)

وتحديداً نظام المواقف. وتشمل البيانات نصين من كل عمل أدبي عربي وإنجليزي يتعلقان بقضية فلسطين. كشفت الدراسة أن كلتا اللغتين استخدمتا جميع فئات المواقف لتمثيل الحرب مع الاعتماد الشديد على التقييم الضمني من قبل اللغة الإنجليزية. أخيراً، تتجه تمثيلات الحرب لأن تكون سلبية.

الكلمات المفتاحية: القضية الفلسطينية، الفئات الدلالية، نظام التقييم، نظام المواقف.

1. Introduction

It is commonly known that Palestine has been occupied by Israel since 1948. It is also known that war has been continuous since that day, even if Palestinians fight with stones. War is not only the conflict going around between military forces but also the conflict and war against all oppression shapes and all its effects. Palestinians live in war conditions as a lifestyle. Language and literature naturally reflect life and personal views on life and these views may differ in consensus with different cultures, beliefs, interests, and ideologies. Thus, the current study investigates how war life in Palestine is reflected in literature and if there are differences or similarities in these linguistic representations.

Contrastive analysis is divided into micro and macro analysis. The micro-contrastive analysis is concerned with analysing the micro-linguistic levels including phonetics and phonology, grammar, and semantics. The micro-contrastive analysis covers the macro-linguistic levels including the textual and discourse analysis of language pieces in different languages (James, 1980). The current study analyses literary texts on Palestine to examine how the different authors from different cultures may represent the continuous war and its impact on Palestinians via the linguistic appraisal devices used to appraise life during the war.

2. Theoretical Background

2.1 Systemic Functional Linguistics

The linguistic theory known as SFL was put forth by British linguist Michael Halliday, who was born in 1925. The idea of linguistic function is emphasized in

SFL. Language functions—that is, what language does and how it does it—are given precedence over more structural approaches, which give priority to language elements and their combinations, even though SFL considers the syntactic structure of language. SFL starts with the social context and looks at how language affects and is affected by it (Halliday, 1994). Moreover, it is claimed that the concept of stratification is fundamental. The four strata utilized to examine such language are Phonology-Graphology, Lexico Grammar, Semantics, and Context.

The three discourse semantics domains or linguistic metafunctions serve as representations of pragmatics in SFL. Three components comprise discourse semantics (Halliday, 1994):

- 1- Ideational metafunction (the substance of propositions).
- 2- Interpersonal metafunction (concerning speech function, exchange structure, attitude expression).
- 3- Textual metafunction (the structure of the text as a message, such as a theme structure, given/new, rhetorical structure).

Lastly, the functions of language in meaning transmission are the focus of SFL. Metafunctions are ideational, interpersonal, and textual functions. When anything is described as "ideational," it means that the speaker is interpreting reality or expressing their personal experiences. "Interpersonal" refers to social and personal ties as well as evaluations. Ideational and interpersonal realizations are expressed in texts in a way that is called textual.

AT focuses on examining the discourse's interpersonal metafunction. Martin and White (2005) suggest that the interpersonal metafunction in discourse pertains to the subjective presence of writers/speakers in texts as they adopt perspectives towards the individuals they communicate with and the content they supply. It concerns how authors and speakers both like and disapprove, thrill and loathe, praise and criticize, and set up their audience to feel the same way. It focuses on the language processes involved in creating text-based communities of shared beliefs and values as well as exchanging emotions, preferences, and normative assessments. It is concerned with how writers and presenters create personae or authorial identities, align, or deviate from existing or potential responses, and create an ideal or intended audience for their works.

٢,٢ Appraisal Theory: An Overview

Martin and White have created the discourse analysis system known as Appraisal Theory (AT) (1992, 1995, 2003, 2005). The evaluation of "the kinds of attitudes that are negotiated in a text, the depth of the feelings involved and how values are supplied, and readers are linked" is what Bock (2007) characterizes as an appraisal (p. 74). As per White's (2001) assertion, AT pertains to the linguistic tools that speakers and texts utilize to convey, reconcile, and ultimately normalize differing subjective and ideological viewpoints. The "subjective presence of writers/speakers in texts as they adopt viewpoints towards both the content they offer and those with whom they engage" is how Martin and White (2005, p. 14) define the appraisal system (AS).

Using a Hallidayan lens, AS analyzes the interpersonal language of participants' roles, attitudes, and interactions. AS makes it possible to assess the identities and representations that individuals make of themselves and other people, as well as how the audience is set up to either sympathize with or reject the writer's or reader's sentiments and ideas (Vandenberg, 2008). In the crossroads, AS is used to analyze speech about war scenarios in which two cultures represent opposing points of view.

Hunston and Thompson (2003, p. 5) define evaluation as "the broad cover phrase for the articulation of the speaker or writer's attitude or posture towards, viewpoint on, or thoughts about the entities or propositions that he or she is talking about" and use it as the key to the AS.

Three semantic systems, or domains, are used in the Appraisal framework to categorize evaluation. The three sub-systems are Graduation, Engagement, and Attitude. Subdivisions of attitude include effect, judgment, and appreciation. Graduation deals with intensity and concentration, whereas engagement deals with the attitude's origin. People can therefore express their feelings or thoughts about anything through written or spoken conversation by using assessment. For analytical purposes, merely the attitude system will be employed since it examines how speakers represent entities around.

2.2.1 Attitude

In contrast to self-expression, attitude expression is seen in social connections, according to the appraisal paradigm. Put differently, the message sent by a speaker's attitude is seen as an appeal to other listeners to adopt the speaker's ideals, leading to the establishment of a community based on social acceptability rather than a means

of self-expression. Our emotions, including behavioural assessments, item evaluations, and emotional responses, are all a part of our attitude.

As an area concerned with the verbal expression of positive and negative attitudes, attitude is described by Painter (2003, p. 184). This description aligns with the requirements and prerequisites that must be met for the data to be properly analysed.

Three semantic areas make up this system, according to Martin and White (2005): emotions (affect), which deals with the expression of both positive and negative feelings; ethics (judgement), which deals with attitudes toward behaviour (to praise or condemn, to admire or criticize); and aesthetics (appreciation), which deals with assessments of semiotic texts and natural phenomena. This framework illustrates the language resources of emotional, ethical, and aesthetic meanings that the speaker employs to describe and reinforce characters' opinions about war by expressing either positive or negative attitudes toward individuals, things, or occurrences.

1- Affect

Affect is an attitude "concerned with registering positive and negative feelings," according to Martin and White (2005, p. 42). (e.g., happiness, sadness, anxiety, interest, or boredom). Affect is defined by Martin & White (2015) as "resources for construing emotional states."

Do we experience happiness or sadness, confidence or anxiety, curiosity or boredom? Affect, according to Martin and White (2005), perceives both positive and negative feelings. An element that influences the evaluation is whether the emotion is positive or negative. Thus, Martin and White classified emotions using the approach of delineating the affect typology as oppositional systems. Emotions were classified into three fundamental subcategories. They are contentment, safety, and happiness, all of which may be either positive or negative:

a. Happiness

The unhappiness set of meanings include affective states (e.g., sadness or happiness), sentiments directed toward a stimulus (e.g., liking or disliking an object or person), positive emotions (e.g., laughter or crying), and affectionate sentiments (love or recoil).

b. Security

Insecurity pertains to emotions of tranquillity and apprehension over one's environment and those who share similar thoughts. These emotional categories are capable of being categorized as either positive or negative. Insecurity entails cognitive processes and emotions of composure, while security entails astonishment, assurance, and reliance.

c. Satisfaction

Dis/satisfaction pertains to our feelings of achievement and discontentment about our engagements, including capacities as participants. They are achievement-oriented and focused on learning. Dis/satisfaction is characterized by feelings and processes of boredom and discontentment. Satisfaction is comprised of both experiences and thoughts of interest and pleasure.

2. Judgement

The correlation between judgement and human conduct in relation to social conventions is evident. In the framework of institutional norms on acceptable and unacceptable behaviour for people, "judgement" serves as the semantic resource necessary to interpret the evaluation of conduct, according to Krsner (2000). Social sanction, which pertains to the moral **veracity** and **propriety** of individuals' behaviour and character, and social esteem (criticism or admiration), which concerns their **normality**, **capacity**, or, **tenacity** are the two principal subcategories of the judgment system (Martin & White, 2005). The following are examples of these subcategories:

a. Veracity

Veracity is concerned with honesty and truth.

b. Propriety

Propriety is concerned with ethical behaviour and morality.

c. Normality

Normality has to do with how peculiar someone is.

d. Capacity

The capacity category is more about how capable people are.

e. Tenacity

This section addresses the persistence of individuals as well as the determinants of a speaker's commitment and dependability.

3. Appreciation

By cultivating an attitude of appreciation, we go to constructing meanings that define the value of "things," including performances and creations as well as natural phenomena (how we value them). Appreciation may be seen as including three fundamental elements: our "reactions" to objects (i.e., whether they captivate our attention or fulfil our needs), their "composition," and their "value" (how creative, genuine, timely, etc.).

Appreciation, according to Page (2003, p. 214), is defined as "the aesthetic qualities associated with an entity." By using the framework for appreciative analysis, one may ascertain the speaker's sentiments on the result, including their general reaction to it, impressions of its composition, appreciation of the final description, and conviction that the endeavour was worthwhile. Three factors comprise the framework of appreciation: response, composition, and value. The following sub-branches include each of these areas where assessment statements may be supplemented. was worthwhile. Three factors comprise the framework of appreciation: response, composition, and value. The following sub-branches include each of these areas where assessment statements may be supplemented.

A- Reaction

Reaction addresses both the perceived quality and the effect of the product. Krsner (2000, p. 97) defines reaction as the process of determining the desirability of a thing. Martin (2003) defines the reaction as being proportional to the level of interest that we have in the subject or event at hand. It is crucial to assess the early impact of a particular item, occurrence, or object; this relates to examining strategies to enhance the appeal of the initial moment of reality for listeners. Reaction addresses both the perceived quality and the effect of the product. Krsner (2000, p. 97) defines reaction as the process of determining the desirability of a thing. Martin (2003) defines the reaction as being proportional to the level of interest that we have in the subject or event at hand. It is crucial to assess the early impact of a particular item, occurrence, or object; this relates to examining strategies to enhance the appeal of the initial moment of reality for listeners.

B-Composition

This particular classification of appreciation pertains to the composition of an object. An examination of composition may provide insights into the respondent's perception of the stimulus's usability and comprehension, as well as its overall cohesiveness and proportions. This may have some significance for the creators or brand owners of a product that has an exceptional characteristic, such as an innovative opening method that necessitates ease of comprehension.

C- Valuation

The value-added aspect of the overall design is the only focus of the third subcategory. "The importance of a product or phenomenon" is how Krsner (2000, p. 98) defines valuation. Positive and negative dimensions include all three subcategories of appreciation, emblematic of the possible positive and negative assessments of individuals, objects, and texts. These three elements provide a robust basis for assessing and understanding the many methods by which people develop assessments and evaluations, in both their positive and negative manifestations. Furthermore, certain lexical elements that are characteristic of each group are also provided (Martin, 2003, p. 160).

3. Methodology

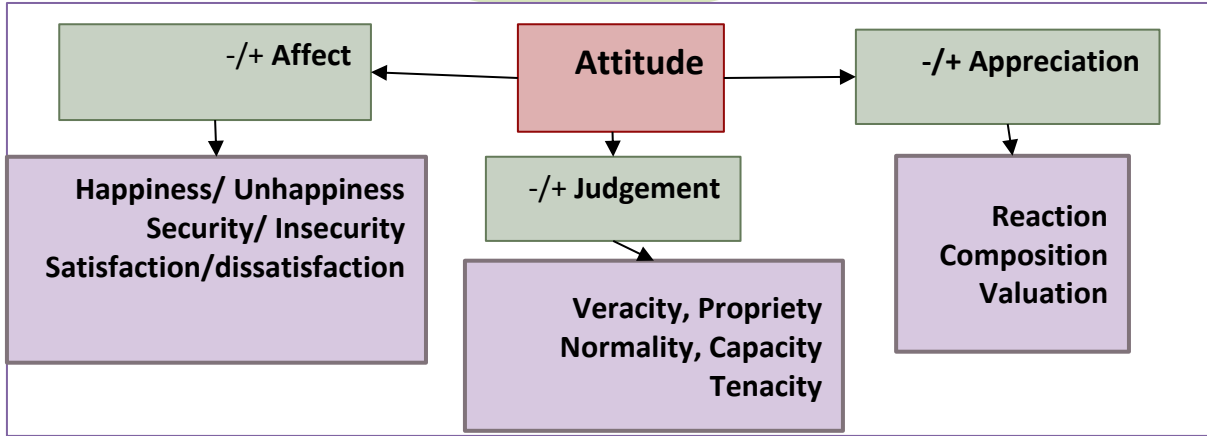
3.1 Method and Model

The study follows a qualitative research method in that the researcher selects two and the English novel **Salt Houses** and **باب الشمس** texts from the Arabic novel analyses them to identify the semantic categories representing war and their polarization. Qualitative research is an approach that involves examining phenomena in their authentic environments while endeavouring to comprehend or interpret them via the lens of the meanings that individuals attribute to them (Denzin & Lincoln, 1994, p. 2).

The model adopted based on Martin and White (2005) includes the attitude system which is subdivided into three subcategories (i.e., affect, judgement, and appreciation). The three sub-categories also have sub-divisions. Affect is concerned with emotions and emotional reactions realized in texts and includes three types: -/+ happiness, -/+ security, and -/+ satisfaction. Judgment examines the evaluation of persons or actions negatively or positively in terms of morals (-/+propriety), -/+capacity, -/+tenacity, -/+veracity, and -/+normality. As for appreciation, this subcategory is related to the evaluation of things and phenomena in terms of -/+reaction, -/+composition, -/+ valuation. The model adopted is illustrated in Figure 1.

Figure 1

The Model of The Analysis



3.2 Data Description

The analysis is limited to three English texts from an Arabic and an English novel. by Elias Khury in 1998 to address the *باب الشمس* The Arabic novel concerned is dream of Palestinian characters in a home along with displacement reality. The English novel is *Salt Houses* by Hala Alyan in 2017. The protagonist of the first book by Alyan is a Palestinian family torn between the past and the present, between displacement and home.

3.3 Data Analysis

3.3.1 The Arabic Texts

Text 1 (p. 9)

لا احد لا يصدق أم حسن، فهي لا تقول إلا الحقيقة. ألم تكن وحدها من بكى صباح الخامس من حزيران عام ١٩٦٧. الناس رقصوا في الشوارع استعداداً للعودة إلى فلسطين، أما هي فبكت. قالت لمن رآته إنها قررت لبس الحداد. ضحك الجميع عليها، وقالوا إن أم حسن أصيبت بالجنون. وخلال أيام الحرب الستة الطويلة لم تفتح نوافذ بيتها. وفي اليوم السابع خرجت لتمسح دموع الناس. قالت إنها تعرف، ففلسطين لن تعود قبل أن نموت جميعاً.

خلال سنواتها الطويلة دفنت أم حسن اولادها الأربعة واحداً بعد الآخر. كانوا يأتون محمولين على خشبة والدم يغطي ثيابهم. ولم يبق لها سوى ابن اسمه ناجي يعيش في أميركا. وناجي ليس ابنها الحقيقي، لكنه ابنها. التقطته من تحت شجرة زيتون على طريق الكابري - ترشيحا، وأرضته من ثديها الناشفين، ثم أعطته لأمه في قرية قانا اللبنانية.

Table 1

The Attitude Categories in Text 1

| The appraisal item | The appraisal category | The sub-category | polarity |
|---|------------------------|------------------|----------|
| لا احد لا يصدق ام حسن فهي لاتقول الا الحقيقة | Judgement | veracity | + |
| الناس رقصوا في الشوارع استعدادا للعودة الى فلسطين | affect | happiness | + |
| بكت، لبس الحداد | affect | happiness | - |
| اصيبت بالجنون | Judgement | normality | - |
| ايام الحرب الستة الطويلة | appreciation | reaction | - |
| دموع الناس | affect | happiness | - |
| فلسطين لن تعود قبل ان نموت جميعا | affect | security | - |
| دفنت اولادها الاربعة | affect | happiness | - |
| ياتون محمولين على خشبة والدم يغطي ثيابهم | affect | happiness | - |
| لم يبقى لها سوى ابن اسمه ناجي يعيش في امريكا | affect | satisfaction | - |
| التقطته من تحت شجرة زيتون | appreciation | valuation | - |
| ثديها الناشفين | appreciation | composition | - |

"لا احد لا يصدق ام حسن فهي لاتقول الا الحقيقة ("No one doubts Um Hassan because she only speaks the truth."): This statement expresses a positive attitude towards Um Hassan, emphasizing her reputation for honesty and credibility.

"بكت، لبس الحداد ("She cried, dressed in mourning."): These phrases indicate a heightened emotional state, with the use of "cried" and "mourning" implying intense sadness or grief.

"اصيبت بالجنون ("She was struck by madness."): This statement suggests an extreme emotional state, portraying a sense of turmoil or distress.

" ("People's tears."): This phrase signifies collective emotional expression, potentially indicating empathy or shared sorrow.

" ("She has nothing left except a son named Nagy living in America."): This sentence expresses a sense of loss, with the mention of the son living far away implying separation and potential longing.

" ("She buried her four children."): This statement conveys a tragic event, highlighting immense grief and loss.

" ("They come carried on a plank, blood covering their clothes."): This description evokes a distressing image, implying a violent or tragic event and intensifying the emotional impact.

" ("The text expresses a sense of loss or lack. The phrase " (She has nothing left except a son named Najy) implies that Um Hasan experienced a significant loss or reduction in her life. This conveys a negative attitude, suggesting a state of deprivation or sadness. Metaphorically, the son is named Najy meaning survivor since he lives in a country away from home.

" ("Her dried-up breasts."): This phrase suggests physical and emotional hardship, emphasizing a sense of deprivation or suffering.

In summary, the text portrays a range of emotional attitudes, including positive regard for Um Hassan's credibility, engagement and anticipation among the people, intense sadness and grief, distress, or madness, shared emotional expressions, loss, and separation

Text 2 (p. 20)

أمكث مع الموت وأعاشره. وعشرة الموت صعبة يا أبي. أنت أخبرتني عن الجثث الثلاث في غابة الزيتون. أرجوك لا تنس، فأنت «فراري»، والفراري لا ينسى. هل تذكر ماذا جرى عندما وصلت إلى مخيم عين الحلوة بعد خروجك من السجن؟ هل تذكر كيف أطلقت النار في الهواء وشتمت الناس، ثم اعتقلوك. قلت للناس، وكان الناس ينصبون خيماً يخرقها الهواء من الجانبين إننا لسنا لاجئين. نحن فارون ولا صفات أخرى. نقاتل ونقتل ونقتل، لكننا لسنا لاجئين. قلت للناس إن صفة اللاجئ معيبة، وإن الطريق مفتوح إلى كل قرى الجليل. كنت ملتحمياً وقدرًا، هكذا وصفك تقرير مدير

Table 2

The Attitude Categories in Text 2

| The appraisal item | The appraisal category | The sub-category | polarity |
|---|------------------------|------------------|----------|
| امكث مع الموت واعاشره | Judgement | veracity | + |
| عشرة الموت صعبه | affect | happiness | + |
| وصلت الى مخيم عين الخلوة بعد خروجك من السجن | affect | happiness | - |
| ينصبون خيما يخرقها الهواء من الجانبين | Judgement | normality | - |
| لسنا لاجنين | Judgement | tenacity | + |
| نحن فارون | Judgement | capacity | - |
| نقاتل ونقتل ونقتل | Judgement | tenacity | + |
| صفة اللاجئيء معيبة | appreciation | reaction | - |

The sentences you provided can be analyzed in terms of the appraisal theory and the attitude system as follows:

"امكث مع الموت واعاشره: (Stay with death and live with it)"

This sentence expresses a personal attitude of acceptance and familiarity with death. It implies a willingness to coexist with death and suggests a lack of fear or aversion. The attitude conveyed here is one of embracing or acknowledging the inevitability of death, possibly reflecting a perspective that values facing mortality directly.

"عشرة الموت صعبه: (The company of death is difficult)"

This sentence expresses an evaluative attitude towards the company of death, suggesting that it is challenging or burdensome. The attitude conveyed here is one of negative evaluation, indicating a perception that being in the presence of death is a difficult or undesirable experience.

"وصلت الى مخيم عين الخلوة بعد خروجك من السجن من السجون" (You arrived at Ain al-Hilweh camp after your release from prison): This sentence describes a factual event and does not contain explicit evaluative language. The attitude conveyed here is primarily informative, presenting information about the location where the person arrived after being released from prison.

" (They set up tents that are penetrated by the wind من الجانبين
from both sides):

This sentence describes a situation where the tents are exposed to the wind, highlighting the fact that they are not fully protective or secure. The attitude conveyed here is one of observation or description, focusing on the vulnerability of the tents to the wind.

" (We are not refugees, we are fugitives): This sentence includes لسنا لاجئين نحن فارون a comparison between being refugees and being fugitives, suggesting that the speaker perceives a distinction between the two categories. The attitude conveyed here is one of self-identification and distinction. The speaker rejects the label of "refugee" and instead identifies as a "fugitive," possibly indicating a desire to emphasize their agency or resistance.

" (We fight and kill and be killed): This sentence expresses actions of نقاتل ونقتل ونقتل fighting and killing, emphasizing a repetitive and ongoing nature. The attitude conveyed here is one of aggression or assertiveness. The sentence suggests an active engagement in violence and portrays it as a recurrent activity.

" (The attribute of being a refugee is flawed): This sentence صفة اللاجئ معيبة expresses a negative evaluation of the attribute or status of being a refugee, implying that it is considered undesirable or problematic. The attitude conveyed here is one of negative judgment or criticism. The sentence reflects a negative perception of the refugee status, possibly indicating a perspective that devalues or stigmatizes it.

3.3.2 English Texts

Text 3

“Lines curve wildly, clusters streaking the sides. Two arches, a wedding a journey. The hilt of a knife crossed, ominously, with another. Arguments coming. On one side of the teacup, the white porcelain peeks through the dregs, forming a rectangular structure with a roof, drooping, an edifice mid-crumble. Houses that will be lost. And in the centre, a smudged crown on its head, a zebra. Blurry but unmistakable, a zebra form, stripes across the flank. Salma wills her face expressionless, though *fear rises* in her, hot and barbed. A zebra is an exterior life, an unsettled life.” (Alyan, 2017, p. 25).

Table 3

The Attitude Categories in Text 3

| The appraisal item | The appraisal category | The sub-category | polarity |
|--|------------------------|------------------|----------|
| Lines curve wildly, clusters streaking the sides | appreciation | composition | - |
| Houses that will be lost | affect | Security | + |
| A zebra is an exterior life, an unsettled life | affect | security | - |

The lines you provided can be analyzed in terms of the attitude system of appraisal analysis as follows:

"Lines curve wildly, clusters streaking the sides":

This sentence describes the visual appearance of lines and clusters, highlighting their wild and streaking nature. The women are interpreting the coffee drawings on the cup. The wild lines resemble the border line put by Israel. The attitude conveyed here is one of observation or description.

"Houses that will be lost":

This sentence conveys a future-oriented perspective, indicating that the houses mentioned are at risk of being lost by the Israel colonization. The attitude conveyed here is one of concern or anticipation of loss. The sentence suggests a recognition of the potential negative outcome of the situation.

"A zebra is an exterior life, an unsettled life":

This sentence defines a zebra as an exterior life and characterizes it as unsettled. The attitude conveyed here is one of categorization and description. The sentence presents a perspective that views zebras as beings with an external existence and portrays them as having an unsettled nature. This reflects the nature of unstable life with the continuous war and conflict against occupation.

Text 4

Bastards are stingy with permits.” Omar spits on the road, a stream of brown. “And if not that, we get hassled on zoning. If we’re not getting fucked from one side, it’s coming from the other.”

Omar pulls out a pack of cigarettes and hands one to Mustafa. They light them and smoke, facing the valley. For a couple of moments, they are silent, each lost in thought. Then a whistle cuts through the air and they turn to see the construction overseer gesturing to Omar.

“Let’s move it, sweetheart,” the man calls out nastily. “You’re not paid to chat with your friends.”

Omar drops the cigarette. “Piece of shit,” he mutters. He nods at Mustafa as he walks away. “Your house tonight, right?”

May. The soldiers came. They knocked on the doors of houses where Arabs lived. They knocked on the door of the boy’s home, and when the father opened it, four soldiers came in. Only one spoke, the biggest one. The soldier said the house was built illegally. He used words like *deed* and *eviction*. The father remained polite. He told the soldier he didn’t know

where the deed was; the house had belonged to them for generations. The soldier began to yell at the father, his face turning red, spittle dotting his lips. The boy and his mother began to cry, but the sister stepped forward.

She told the soldiers to sit, asked if they wanted tea. She told the bigger soldier there was no need to shout. They would get him the deed. The big soldier, he looked at the daughter for a long time. He spoke to the other men. The boy didn’t understand the language, but all the soldiers left.

The family laughed in relief. *You see*, the sister **scolded them**, *everyone responds to kindness*. They teased her then, the golden-haired girl who’d tamed the soldier, but they all slept smiling. Later that night, there was a crash.

Table 4

The Attitude Categories in Text 4

| The appraisal item | The appraisal category | The sub-category | polarity |
|--------------------|------------------------|------------------|----------|
|--------------------|------------------------|------------------|----------|

| | | | |
|---|------------------|---------------------|---|
| spits on the road, a stream of brown | Judgement | Propriety | - |
| scolded them | Judgement | Propriety | - |
| knocked on the doors of houses where Arabs lived | Affect | satisfaction | - |
| The soldier said the house was built illegally | Affect | satisfaction | + |
| The soldier began to yell at the father | Judgement | Propriety | - |
| The boy and his mother began to cry | affect | happiness | - |

The appraisal system is a linguistic framework used to evaluate and express attitudes towards people, events, or objects. It consists of three main components:

In the given text, the actions and statements described evoke negative affect. The act of spitting on the road and the stream of brown can be seen as disrespectful and unsanitary, which may evoke disgust or disapproval.

Judgment: Judgment involves the evaluation of behaviour or events based on societal or personal standards. In the text, the act of spitting on the road and knocking on the doors of houses where Arabs lived can be considered negative judgments. These actions imply a lack of respect for public spaces and the invasion of personal privacy, respectively. Additionally, the soldier stating that the house was built illegally is a judgment that suggests wrongdoing.

Appreciation refers to the evaluation of something based on its intrinsic or extrinsic value. In the given text, there is no explicit appreciation expressed. However, the reactions of the boy and his mother crying can be seen as indicative of distress and sadness, which may imply a negative appreciation of the situation.

Overall, the attitude expressed in the text is predominantly negative. The affective evaluation is negative due to the unsanitary act of spitting and the invasion of personal privacy. Negative judgments are made regarding the actions of spitting and knocking on doors, as well as the judgment that the house was built illegally. The absence of explicit positive appreciation and the presence of distress and sadness further reinforce the negative attitude conveyed in the text.

Discussing the Results

The Analysis reveals that all texts analysed use the three categories of attitude to represent war. The polarity is negative and oriented towards Israel or internal emotions of loss. However, the security device is used less, and this is due to the courage of the Palestinians. Arabic uses more explicit representations while English is somehow ambiguate and needs to be interpreted according to the textual context. Arabic tends to express how people die while in English, Alya represents how they live.

Conclusions

Along with the research questions, three conclusions are derived:

1. All the attitude categories are used to represent life during war.
2. War representations are negatively polarized expressing unhappiness and dissatisfaction.
3. Arabic represents war explicitly while English tends to be implicit and contextual dependant.
4. Both Arabic and English use the semantic categories to condemn war and its consequences.

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