Some Linguistic and Pragmatic Features of Newspaper Headlines: A Comparative Study of English and Arabic

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By

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B.A. in English Language & Literature

University of Bahrain, 2001

A Dissertation Submitted in Partial Fulfillment for the Degree of Master of Arts in Applied English Language Studies at the Department of Foreign Languages and Literatures, University of Bahrain

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Dec. 2003

DEDICATION

To my beloved family and to those who supported me

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ABSTRACT

Some Linguistic and Pragmatic Features of Newspaper Headlines: A Comparative Study of English and Arabic

By

Jehad Abdulla Al-Fadhel

This study aims to investigate the similarities and differences of newspaper headlines in both English and Arabic in terms of their linguistic features and pragmatic use.

The researcher used two tools of analysis in this study,400 newspaper headlines (henceforth NPHs) in Arabic and English were analyzed to find out the linguistic and pragmatic differences. The second she gave students a test to measure their ability in writing (NPHs).

The result of this study shows that in the sub genre of (NPHs) there is a variety of tenses, modals, and speech acts in English and Arabic. The Average sentence length in Arabic is longer than in English. The writing of the (NPHs) is a complex process and may not be easily acquired. Cultural components in both Arabic and English (NPHs) can be witnessed through certain vivid cultural elements.

CHAPTER ONE

INTRODUCTION

1.1 Background and statement of the problem

One of the most difficult areas the researcher encountered when translating journalistic texts was the headline. She always wondered about the differences between Arabic and English headlines. For instance, one major difference lies in mentioning names of heads of states in the Arabic (NPHs). The following examples are taken from Arabic (NPHs):

- صاحب الجلالة الملك المعظم في مقدمة مستقبلي فخامة رئيسة الفلبين (Akhbar-alkhaleej 14-12-2003).
  "**His Majesty the Great King** receives **Her Excellency the President of Philippine** (Translation)".
- سمو رئيس الوزراء يجتمع مع رئيسة الفلبين (Akhbar-alkhaleej 9-12-2003).
  "**His Highness the Prime Minister** meets **the President of Philippine** (Translation)."
- الشيخ زايد في كلمة بمناسبة العيد الوطني للإمارات (Akhbar-alkhaleej 4-12-2003).
  "**Sheikh Zaid** delivers a speech on the occasion of Emirates' National Day (Translation)."

The English (NPHs) do not exhibit such features:

- Bush Is Ready to Go Without U.N. (The Washington Post 7-3-2003).

- Saddam Rewards Iraqi Suicide Attacker (The Washington Post 30-3-2003).
- Blair and Bush in War Summit (The Daily Telegraph 15- 3-2003).

While in English the names are not preceded by any ceremonial modifiers in Arabic, it may not be proper or at least politically accepted, if the newspaper headline appeared without mentioning the title of the head of a state such as the President, the King, the Prince, the Amir etc.

Sometimes, it may not be acceptable to mention the name of the King, President, Sultan or Prince without mentioning the honorific title "His Highness, His Excellency, or Majesty". These little differences made the researcher wonder why such honorifics do not exist in English newspapers.

Furthermore, headlines in English newspapers may include straightforward criticism on any person regardless of the person's position or title, but in Arabic (NPHs) criticism is either engulfed with soft words or a lot of hedging is used.

Another issue that the researcher noticed is the length, and detailed nature of (NPHs) in Arabic. This is not the same as the English newspapers. The following example is one piece of (NPH) that appeared in Algomhuria, the Egyptian newspaper, which shows how long and detailed the headline in Arabic can be:

"أمريكا وبريطانيا وأسبانيا تجري تعديلات على مشروع القرار المقدم لمجلس الأمن: 17 مارس موعد نهائي لنزع أسلحة العراق سلمياً.. بوش يتعهد بشن الحرب وفرنسا تصر على عدم إصدار قرار جديد يسمح بالضرب.. بليكس والبرادعي يؤكدان تعاون بغداد وعدم وجود دلائل على استئناف نشاطها النووي منذ عام 98.. القوات الأمريكية تتوغل في العراق وتهدم السور الإلكتروني الفاصل شمال الكويت (Algomhuria 8-3-2003). "

The translation of this text is:
"America, Britain, and Spain modify the draft resolution draft submitted by the Security Council: 17th of March is the deadline for Iraq to disarm in peace. . Bush vows to wage war and France insists not to issue a new resolution that permits the attack. . Blix and Albarade'e confirm Baghdad's cooperation and the absence of any evidence of its continuation in nuclear activities since 98. . American forces infiltrate into Iraqi lands and destroy the electronic barrier fence in the North of Kuwait (Translation)."

The above-mentioned features are based on the researcher's personal observation in translation. As a research graduate assistant in the Department of Mass Communication, Tourism & Fine Arts in the College of Arts, the researcher was tempted to investigate the different features of (NPHs) in both languages.

1.2 Purpose of the study

Not much is written about the language of (NPHs) in English and Arabic from a comparative perspective. This study attempts to investigate various issues related to whether (NPHs) can be manipulated as a teaching and training tool and a measure of comprehension of texts in both languages.

In a preliminary study on translating (NPHs) by a number of students at the University of Bahrain, great difficulties were observed in the proper translation of the headlines. Students found it very difficult to translate (NPHs) while maintaining the cultural overtones and shades of meaning into the target language. Hence, the study intends to show that there is a pressing need for investigating the language of the (NPHs) as a genre of journalese in terms of their linguistic features, speech acts, and complexity.

1.3 Research questions

The study will address the following questions as a guideline:

a. What are the most commonly used types of speech acts in both Arabic and English (NPHs)?
b. Do these acts differ drastically in terms of tense, length, punctuation marks and communicated details?
c. How do such differences, if any, influence text comprehension, effectiveness, understanding and meaning of (NPHs)?
d. Are there any cultural components involved in the (NPHs) that may hinder the understanding of the text?
e. What are some of the characteristics of the (NPHs) in both languages?

1.4 Research hypothesis

The hypotheses of this study claim that (NPHs) manipulate a variety of tenses in both Arabic and English, the average sentence length in Arabic

(NPHs) is longer than English, the pragmatic use of (NPHs) reflects a variety of language functions, (NPHs) employ a variety of modals and is not dominated by one or two modals in both languages, the structure of the (NPHs) is complex and may not be easily acquired and cultural components in both Arabic and English (NPHs) can be witnessed through certain vivid cultural elements.

1.5 Significance of the study

The significance of this study lies in the fact that it is comparative and the issue has not been adequately researched. In addition, (NPHs) constitute an essential constituent of the news report.

The nature of (NPHs) is reflected in their position, selection, formation and fonts. Headlines are meant to attract the attention of the readers, to force them to choose to continue with the news item or to be satisfied with the headline alone. It is always expected that people may not read everything in the newspapers; therefore, they want to select what suits them or interests them. Hence, it is important that journalists take good care of what they write in order to capture the reader's attention.


أخبار الخليج
٤٤ صفحة
٢٠٠ فلس
بسم الله الرحمن الرحيم
يا أيتها النفس المطمئنة ارجعي إلى ربك راضية مرضية
فادخلي في عبادي وادخلي جنتي
(صدق الله العظيم)
بقلوب مؤمنة بقضاء الله وقدره
تنعى
عائلة العوضي وعائلة خنجي
المغفور لها بإذن الله تعالى
مجيدة الشيخ علي العوضي
زوجة محمد رشيد خنجي
وشقيقة كل من: يوسف والدكتور عبدالحي والدكتور
عبدالمجيد والدكتور عبدالحميد والدكتور عبدالرحمن
والدكتورة صديقة العوضي حرم الدكتور عبدالرحمن العوضي
ووالدة جلال وعثمان وسارة
تقبل التعازي اليوم السبت وغدا الأحد للرجال في منزل والدها الشيخ علي العوضي رقم
١٤٠٦ طريق ١٢٣٤ الفنوج ٣١٢ قرب مسجد كانو وللنساء في منزل عثمان محمد طاهر
خنجي رقم ٢٢٩٤ طريق ٢٢٦٢ مجمع ٢٢٧ مدخل حدائق بنيد.
«إنا لله وإنا إليه راجعون»

Figure. (1)



Figure. (2)

To show this significance, figure (1) and (2) display the news items without headlines. If there are no (NPHs), this means that readers will have to read every detail in the text. It also means that readers may not be attracted to read these items. Hence (NPHs) are significant because they tell readers what they want to know quickly and what the writer wants to convey to his readers quickly and effectively.

1.6 Scope of the study

This study deals specifically with the linguistic and pragmatic features of Arabic and English (NPHs). It focuses on the differences in these two domains in both Arabic and English. It does not, for instance, deal with the techniques of writing. In addition, the study concentrates on the analysis of speech acts in terms of their frequency of occurrence and the linguistic features that express them. Due to the expansive nature of the area of discussion, the study will attempt to elaborate on certain linguistic and social features in relation to (NPHs) and will link the analysis to features that relate to (NPHs) only.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

According to McCarthy & Carter (1994: 81) the headline is 'a very general statement, which is followed by the first two paragraphs, which preview what will be elaborated in the remaining paragraphs'. Yet, the grammatical pattern that usually dominates the headlines is the use of the present/ perfect/ past simple tenses.

Time is a crucial factor in the process of newsreporting. It is crucial for newsgathers; it determines the structure and texture of news discourse. It is so essential to news because news is by nature a short-lived commodity with a limited shelf life. The assumption that news must be fresh is so strong that it has a strange effect: time is rarely specified in headlines, and often not in lead paragraphs. The regular expression of time in press news, according to Bell (1999: 202), is past tense. Yet, this study indicates that in both Arabic and English the present simple is the most frequent tense in (NPHs).

McCarthy & Carter also point out that the existence of grammatical patterns of the type that is present perfect/past simple is not exclusive to English. Many languages will have evolved similar conventions of use for news reports, but what is likely to vary from language to language are actual realizations. Within the mother-tongue teaching context, according to McCarthy & Carter, "sub-genres can be compared and contrasted for their grammatical patterning as a component of language awareness and within

the socio-linguistic contexts that generate different varieties of news reporting," (McCarthy & Carter,1994: 98).

Additionally, (NPHs) display an interesting regular tense pattern: headline with the future infinitive construction, which is usually used for the general abstract of the news item, followed by futures with will (ibid: 129).

The grammar involved is in one sense a sentence-level grammar. At another level, that of a genre, grammar plays a large role in creating the headline as a text-type in itself and in creating or reproducing a specific discourse world (ibid: 158).

As to the verb tenses of headlines, Kitao (1995) finds that 'a past event is represented by the simple present tense. In the case of headlines in present continuous tense, the copula (verb to be) is omitted and the infinitive is used to indicate future tense'.

2.1. Language of (NPHs)

McCarthy & Carter (1994:156) state that "there are several features of language that merit comment in the same news item of different newspapers." These include the characteristic conventions of (NPHs), such as omission of articles; the deletion of a main finite verb; abbreviations and alliterative patterning; the formality differences marked by lexical choices and naming devices e.g. The Iraqi President, Saddam Hussein, the Iraqi leader, the Tyrant, and so on.

They also point out that "the analysis of language does little to reveal the contrast between different headlines of the same topic in terms of ideology" (ibid: 157). The relationship between language and ideology is not a transparent one; it is signaled with some subtlety and works to subject the reader to a particular interpretation of events. In this case, one may see that there is a relationship between language and the exercise of power on the part of an author in establishing a point of view or a particular interpretation of events.

2.2. Functions of (NPHs)

Language is often described as having three main functions: descriptive, expressive, and social. The descriptive function of language is to convey factual information. This is the type of information which can be stated or denied and in some cases even tested. The expressive function of language is to supply information about the speakers, their feelings, preferences, prejudices, and past experiences. The social function of language serves to establish and maintain social relations between people. Naturally, these functions overlap at times, particularly the expressive and the social functions.

The British linguist Halliday (1985) considers language as having three main functions:

a. The ideational function is to organize the speaker's or writer's experience of the real or imaginary world, i.e. language refers to real or imagined persons, things, actions, events, states, etc.

b. The interpersonal function is to indicate, vocabulary differences; either by the use of particular words, or by the use of words in a particular sense."
c. The textual function is to create written or spoken texts which cohere within themselves and which fit the particular situation in which they are used.

Abu Zaid (2000: 164) states that a headline must be written at the final step of writing a news report. It could be suitable for the introduction but without repeating it. He believes that the headline is the real entrance to the whole report and to its introduction in particular. Therefore, it is suggested to convey:

a. the most important fact or event in the news item.
b. the most attractive fact in the news item.
c. the most essential element in the whole news item, such as fame, conflict..etc.

Abu Zaid also mentions that a good headline must fulfill the following rules and features:

a. It should be economic i.e. it should give the reader the concept of the news item in less words.
b. It should be totally expressive of the news content.
c. It must attract the reader to buy the newspaper first and then read the news item.
d. It must avoid ambiguity, exaggeration, lengthiness, or minimizing the importance of the news.

e. It must always be written in the present tense because using the past tense makes the reader feel that the news is not updated.

The (NPH), in Bell's point of view (1999:187), is "a stand-alone unit. It simply abstracts the story, it does not have to begin it. Usually the headline maintains the main structure of the lead, which itself retains almost all the structure of the story or the news item. The headline is thus a true abstract of the news item."

Bell (ibid: 189) notes that "headline structures appear to be very regular across languages." He adds that "headlines are not just a summary but part of news rhetoric whose function is to attract the reader. They use common rhetorical devices such as alliteration, punning, and pseudo-direct quotes, especially in the popular press."

Bengio (1998) reviews in detail the Iraqi regime's use of language. Focusing on the terms that the Ba'thi Party itself "placed at the center of its idiom," she shows the importance of the fact that "revolution" (thawra) is a good thing in Iraqi discourse and "coup d'état" (inqilab) a bad one. She dissects the treatment of a trio of enemies' receives-imperialism, Israel, and Iran.

2.3. Impact of (NPHs) on the reader

Kitao (1995: 11) argues that "headlines are useful in helping readers get an idea of what a particular article is about so that they can decide which articles they want to read." He states that "headlines are like one or two sentence summaries of the articles, but they are shortened because of limits

on space." Kitao believes that headlines are written according to certain rules. Certain short words, such as and, be verbs, and pronouns, are deleted. Some words are abbreviated, and short words are often used instead of long ones.

Frandsen (1992) examines the "paratextual structure of news texts, i.e., the headline system (superheadline, main headline, and subheadline) and the lead. The fundamental hypothesis of this theory is that the paratextual units of news texts constitute a coherent and relatively autonomous microsystem, despite certain structural and functional differences, and that this microsystem is placed as a text strategic field between the sender and receiver of news text."

2.4. (NPHs) as a teaching tool

a. Headlines and summarizing skills

Bell (1999: 198) argues that "headlines appear to be the ultimate in the journalist's drive for summarizing information." This has misled some researchers into seeing the journalistic process as beginning with a headline and working through lead to body copy. According to Bell, that is not what happens. He states: "the three components of headline, lead and body copy are presented and read in that order, but were produced in the order lead-body-headline." The lead is where the journalist focuses a story, and the headline is written by other news workers. This division of labour arises because the length of a headline is dictated by the constraints of page layout, and page layout is the work of subeditors not journalists. The subeditors

derive the headline principally from the lead- which they may edit or rewrite as well.

Bell adds that "the journalist's own ultimate abstract is in fact the one-word catch-line or slugline by which a story is identified as it is processed through the newsroom." The slugline has to be distinctive enough to separate the story from all other stories which will be handled that day.

Arnold (1984) discusses some of the pitfalls inherent to writing (NPHs), distinguishes between feature and editorial headlines and news headlines.

b. Accuracy and (NPHs)

Marquez (1980 : 3) examines the accuracy of (NPHs) in relation to the contents. He says that lots of readers may not read beyond the headlines of many news stories, and their knowledge or opinions of certain news events may thus depend on the accuracy of headlines. The accuracy of headlines is defined, according to Marquez, as the equivalence in meaning between a headline and the content of a particular news story to which it applied. He classifies headlines into three types. The first type is the accurate headline that is congruent in meaning with the content of a news story. The second type is the misleading headline whose meaning differs from that of the content of the story. The third type of headlines is the ambiguous headline whose meaning is either unclear or confusing relative to the content of the story.

2.5. (NPHs) and bias

Tabloid newspapers use headlines as a means to attract the attention of readers. In case of scandals and crimes, headlines seem to be the most effective means to bring more money. In some cases, countries ban the press from handling any case or crime in order to stop bias or to influence the public who will interfere and affect the ruling. Some times a tough verdict is made because judges want to please the public through the media.

Lewis (1972) examined the coverage of the Rosenberg case in the "New York Times," "Chicago Tribune," and the "New Orleans Times-Picayune," from 20 May until 22 June 1953, the month prior to the execution. It was hypothesized that bias was shown in the use of inflammatory headlines, anticommunist labels, and stereotypes; the lack of coverage of actions by defense attorney Bloch; and the more frequent reference to government officials and prosecuting attorneys than to defense attorneys and Rosenberg supporters. The study found that all three newspapers reflected some anticommunist bias, the "New York Times" most subtly. The "Chicago Tribune" made much use of labels and inflammatory headlines, appearing to reflect the strongest bias of the three papers. The "New Orleans Times-Picayune" obtained most of its material from the wire services; little bias was reflected in its news stories.

Pasternack (1986) explores the individual and interactive roles played by defamatory headlines and news articles in a reader's perception of the contents.

Cutsinger (1984) argues that the headlines and captions of student publications should be designed for maximum appeal. He offers examples of effective headlines and presents guidelines for writing attention-getting headlines and captions.

Beins (1990) investigates the role of context in language. This is so obvious that it often goes unnoticed by students who are studying it. (NPHs) (real and contrived) can be used to demonstrate to students the context dependency of language.

2.6. Pragmatics

The following section gives a brief idea about the pragmatic features of (NPHs). The purpose, here, is to provide the reader with certain pragmatic features of the language of (NPHs) and how the language of (NPHs) is used. Certain things can be deduced from a headline even when they aren't said or written openly. In this study, the researcher concentrates on certain features that may not be noticed by the reader as they reflect cultural-specific rather than just linguistic meaning. For example: a non-native Arab may wonder why certain features are included in the news items. Features like political honorific titles such as "His Majesty the King", "The President" are used when it is possible to refer to the last name of the person. Other features may be also present like use of emotional, flowery language and detailed headlines.

Pragmatics is concerned with the relation of utterances to the contexts in which they are uttered, including the identity of the speaker and hearer, their

interests and intentions, the state of their knowledge, their physical surroundings, the business in hand, and so on. The term *pragmatics* in Arabic is not clearly defined as it is in English. In Arabic the word connotes practicality, down to earth attitude, professionalism, something which is not fictional or fictitious. It is unfortunate that such meaning as the use of language in social context is not, to the researcher's knowledge, being thoroughly investigated in Arabic. For Example Al-Khuli (1982) defines the word *pragmatics* as semiotics, which is totally different from the concept in English. So it is advised to emphasize that the term has a functional meaning and a wider scope than these implications. In addition, the study attempts to use this research as a tool to explain the concept to the Arabic reader in order to bring to the attention of Arab researcher this difference in meaning and usage of the word.

Yule (1996:127) describes *pragmatics* as "the study of invisible meaning, or how one recognizes what is meant even when it isn't actually said or written." He believes that the speakers or writers must be able to depend on a lot of shared assumptions and expectations. This investigation of those assumptions and expectations, Yule provides us with some insights into how more gets communicated than is said.

Jean Aitchison (1998: 49) states that *pragmatics* "deals with how speakers use language in ways which cannot be predicted from linguistic knowledge alone." That is to say, *pragmatics* is the study of how meaning is conveyed and understood other than through linguistic knowledge. Aitchison expands on her definition and states that pragmatics "in its broadest sense ... deals with the general principles followed by human beings when they

communicate with one another." At its narrowest sense, it deals "with how speakers use language in ways which cannot be predicted from linguistic knowledge alone."

2.7. Speech acts

In this section, the study deals briefly with the concept of speech acts. The purpose is to familiarize the reader with the concept that will be used later to analyze (NPHs). The analysis of speech acts in this study is very important in order to see which types of speech acts are used and whether meaning or hidden implications are clear to the reader. In addition, the study used this concept for analysis at the classification level, and then students were asked to give their opinion about the (NPHs) in order to see if they can write similar (NPHs) (see the questionnaire).

In fact, one may discover whether there are actions beyond the statements of the (NPHs). All of this will be seen after the analysis.

Speech acts are a vital topic in pragmatics. They have mostly been treated from a philosophical perspective. Philosophers like Austin (1962) and Searle (1969) have introduced the idea into linguistics stating that people perform actions when they speak. One important area of language processing is to understand and generate speech acts. Austin (1962) noted that "some sentences seem not simply to make statements but in their utterance, to perform the acts that they mention."

Austin argues that "there are certain instances in language where to say something is to perform the very act a person says, promising being the perennial example. If one says, under ordinary circumstances, "I promise to do x" then he/she has promised to do x." Using this seemingly magical fact as his starting point, Austin reaches profound conclusions about the nature of language and philosophy.

According to Jean Aitchison (1998) speech acts or utterances are "actions" or types of actions, and through them we communicate what we want. Examples of speech acts are requests, commands and promises.

Crystal (1991) further clarifies the topic by referring to speech act theory as being "a theory which analyses the role of utterances in relation to the behavior of speaker and hearer in interpersonal communication."

2.7.1. Searle's categories of illocutionary acts

This study adopts Searle's categories of illocutionary acts. It will explain these acts as a reference for analysis. They are as follows:

1. ASSERTIVES: These are speech acts which describe states or events in the world, such as an assertion, a claim, a report. They commit to the truth of the expressed proposition: e.g. stating, suggesting, boasting, complaining, claiming, reporting. Such illocutions tend to be neutral as regards politeness but there are some exceptions: for example, boasting is generally considered to be impolite. Semantically, assertives are propositional. Examples:

1. 140 مدينة أمريكية تعتمد قرارات مناهضة للحرب (Akhbar-alkhaleej 14-3-2003).
2. إصابة 15 جندياً أمريكياً بهجوم جديد في الكويت (Alquds Alarabi 3-3-2003).
3. 155 ألف جندي يحتلون العراق ..حتى الآن!! (Algomhuria 8-5-2003).
4. War moves closer as hope fades for new resolution (The Independent 14-3-2003).
5. U.S. Opens War With Strikes On Baghdad Aimed at Hussein (The Washington Post 20-3-2003).
6. Wrong Turn Leads to Death and Capture for Americans (NY Times 24-3-2003).

2. DIRECTIVES: These are speech acts that have the function of getting the listener to do something, such as a suggestion, a request, or a command. They are intended to produce some effect through action by the hearer: ordering, commanding, requesting, advising, and recommending are examples. They frequently belong to the competitive category, and therefore comprise a category of illocutions in which negative politeness is important. On the other hand, some directives, such as invitations, are intrinsically polite. Examples:

1. الجنود البريطانيون في العراق يطلبون أعلاما بريطانية لدرء "النيران الصديقة" (Akhbar-alkhaleej 6-4-2003).
2. واشنطن تطلب من مجلس الأمن رفع العقوبات عن العراق و 11 جريحاً في إنفجار على ظهر سفينة حربية أميريكية في الخليج (Asharqalawsat 9-5-2003).

3. رفسنجاني: ينبغي أن لا نترك الولايات المتحدة تستخدم العراق كقاعدة (Alquds Alarabi 5-5-2003).
4. Elder Bush Cites Importance of Friends. Former President Recounts Gulf War Lessons, and Son Shows He Was Listening (The Washington Post 9-3-2003).
5. Washington signals it will not press for resolution (The Independent 14-3- 2003).
6. Iraq peace force must have UN backing, Blair tells US (The Daily Telegraph 3-5-2003).

3. COMMISSIVES: These are speech acts that commit the speaker to doing something in the future, such as threatening, promising, vowing, offering. These tend to be convivial rather than competitive, being performed in the interests of someone other than the speaker. Examples:

1. واشنطون تهدد مجلس الأمن ..قبل التصويت الحاسم غداً!! (Algomhuria 10-3-2003).
2. أساتذة في القانون الدولي يحذرون بلير: الحرب على العراق ستكون غير شرعية (Alquds Alarabi 8-3-2003).
3. العراق يتوعد بتصعيد العمليات الاستشهادية ويعلن وصول أربعة آلاف استشهادي عربي (Akhbar-alkhaleej 31-3-2003).
4. Bush Is Ready to Go Without U.N. But U.S. to Seek Security Council Vote Next Week (The Washington Post 7-3-2003).
5. US preparing to abandon UN and launch war within a week (The Independent 14-3- 2003).
6. US seeks absolute power to rule Iraq for year (The Daily Telegraph 10-5-2003).

4. EXPRESSIVES: These are speech acts in which the speaker expresses feelings and attitudes about something, such as an apology, a complaint, to thank someone, to congratulate someone. They have the function of expressing, or making known, the speaker's psychological attitude towards a state of affairs which the illocution presupposes; e. g. thanking, congratulating, pardoning, blaming, praising, condoling, etc. like the commissives, they tend to be convivial, and therefore intrinsically polite. The reverse is true, however, of such expressives as blaming and accusing. Examples:

1. الاستشهاديون العرب في العراق يطلبون شرف الشهادة دفاعاً عن أرض الأنبياء (Alquds Alarabi 14-3-2003).
2. حرب ظالمة وغير إخلاقية (Alquds Alarabi 3-3-2003).
3. مذبحة سوق بغداد تفجر غضب العراقيين على "بوش الهمجي" (Akhbar-alkhaleej 23-3-2003).
4. Iraq Violates Rules of War, U.S. Complains (NY Times 24-3-2003).
5. Kisses for the British and curses for Saddam in Basra (The Daily Telegraph 4-4-2003).
6. Trying to Rebuild Iraq, While Watching Their Backs (NY Times 11-5-2003).

5. DECLARATIVES: These are speech acts which change the state of affairs in the world. For example, during the wedding ceremony the act of marriage is performed when the phrase "I now pronounce you man and wife" is uttered. Declaratives are illocutions whose successful performance bring about the correspondence between the propositional content and

reality; e.g. resigning, dismissing, christening, naming, excommunicating, appointing, sentencing, etc. Examples:

1. استشهاد مراسل الجزيرة .. والغزاة يقصفون الإعلاميين في فندق فلسطين (Akhbar-alkhaleej 9-4-2003).
2. مقتل جندي أمريكي برصاص قناص في بغداد (Akhbar-alkhaleej 9-5-2003).
3. U.S. Names 30 Countries Supporting War Effort (The Washington Post 19-3-2003).
4. Marine Killed, First Combat Death in Iraq (The Washington Post 21-3-2003).
5. 13 Iraqis die as US troops fire into crowd (The Daily Telegraph 30-4-2003).

Some sentences seem not simply to make statements, but, in their utterance, to perform the acts that they mention.

2.8. Genre

This concept is very relevant in this study because the language of (NPHs) is a specific genre that has its own features and characteristics.

A genre is a particular class of speech events (in discourse analysis) which are considered as being of the same type, having particular and distinctive characteristics. Genres can be seen as involved in the construction of their

readers. Fiske (1987) sees genre as 'a means of constructing both the audience and the reading subject'.

The concept of genre has changed considerably over the last several decades. Traditionally, according to Swales (1990), genre has been defined as 'a classification of types of spoken and written discourse in terms of their form and substance'. Examples include elegies, epics, and encyclopedia articles. Swales demonstrates the value of genre analysis as a means of studying spoken and written discourse and shows how a genre-based approach can be used to shape language learning and development activities.

Swales (ibid) developed the conception of genre by developing the notion of discourse communities. "Members of a discourse community are those who establish, or maintain social relationships between people. It includes forms of address, speech function, modality, etc.". The textual function is to create written headlines in both Arabic and English online newspapers in terms of speech acts, grammar, genre and cultural differences in order to find out the contrastive features in the headlines used in both languages.

However, more recently, scholars from a variety of fields have taken a more situated approach to the definition of genre. Miller (1994) argued that genres are typified rhetorical actions carried out in response to socially defined, recurrent situations. That is, genres provide ways and means of accomplishing social actions in particular situations; it is recurrent situations--with their similarities of purpose, audience, and other constraints--that give rise to regularities of form and substance in genre as writers or speakers attempt to achieve their communicative ends.

Having presented these theoretical issues and studies, the researcher would like to point out that:

1. Some speech acts are interrelated and may overlap depending on the meaning. Hence some headlines, when analyzed, will apply to more than one area.
2. The NPH is a genre by itself. Yet, within this genre there are sub-genres such as the headlines of sports, business, economics, politics and social events.
3. News obtained by the Arabic newspapers are mostly taken from news agencies, which means that there might not be huge differences between both Arabic and English.
4. Meaning or shades of meaning may be lost during the process of translation, particularly when the speech acts taxonomy is applied to Arabic texts. Hence, the researcher may expect some disagreements about certain classifications and certain translations.

CHAPTER THREE

RESEARCH METHODOLOGY

The study compares and contrasts Arabic and English (NPHs) in terms of their linguistic and pragmatic features. It will tackle the most recurrent type of speech acts in both languages with special emphasis on (NPHs) as a genre. In order to achieve this, the study attempts to examine 400 headlines in some Arabic and English newspapers. This study indicates that our understanding of certain linguistic constructions will affect our interpretation of what is being said and why it is being said.

3.1. Data selection

400 headlines in Arabic and English newspapers were selected from online newspapers, such as Al-Quds Al-Arabi, Akhbar Al-khaleej, Al-Gumhuria, and Al-Sharq Al-Awsat, Washington Post, New York Times, The Guardian and The Daily Telegraph. All of the headlines (selected) appeared during the period between March 6th, 2003 and May 12th, 2003.

In addition, a questionnaire was designed and distributed to test the students' awareness and understanding of (NPHs). The questionnaire was divided into two parts. One consisted of 11 items and the other of 4 items. The questionnaire was also intended to test the students' abilities to produce similar headlines in Arabic and English.

The original questionnaire was written in Arabic to make it easier to the Arab subjects to complete, and because their English proficiency is weak or below average. The researcher with the assistance of her supervisor, translated the questionnaire and the results as well.

3.2. Subjects of the experiment

A questionnaire was distributed to 100 subjects. All subjects are students in the Department of Mass Communication, Tourism & Fine Arts in the College of Arts at the University of Bahrain. They are in the third and fourth academic year and had taken courses in Journalistic Translation, News Reporting and Writing, and English courses for Mass Communication. The researcher chose those students because they are familiar with news in general and writing news in particular.

3.3. Procedures

Two tools of analysis were used in this study. The first tool is analytical. Around 400 headlines in both languages were analyzed in order to find out their similarities and differences. This tool will shed light on:

- The function of pragmatics of headline language in Arabic and English newspapers.
- Factors influencing the language of headlines in both Arabic and English newspapers.
- The linguistic features of (NPHs) in both languages.
- Some cultural implications of (NPHs) in both languages.

- The genre differences of (NPHs) language in both languages.
- Whether there is any consistency between Arabic or English newspapers within their domain in reporting the same headlines in the same language.

The data is presented in tables. Each headline that was published on the same day and covered the same issue in both Arabic and English newspaper is compared in a separate table that covers the following features:

- Speech Acts
- Use of tenses
- Use of modals
- Use of punctuation marks
- Average Length
- Types of sentences; i.e. detailed or non-detailed

More than 400 (NPHs) in both languages were analyzed in terms of speech acts, tense, sentence length, modality, cultural components (if any) and punctuation marks. Arabic (NPHs) were tabulated separately in order to explore these differences. But prior to the actual analysis the following procedures were carried out:

1. A pilot analysis of 20 (NPHs) in both languages was carried out in order to check validity of the procedure and selection of items. Three staff members from the Department of Foreign Languages and Literatures did the pilot analysis.

2. A frequency count for each (NPH) in both languages was made to see the recurrence of each item analyzed.

3. Then each (NPH) was graphically represented in order to be compared and contrasted with its counterpart in the other language.

4. Then a correlation co-efficient for both (NPHs) was calculated in order to measure these data and in order to present a comprehensive picture of the similarities and differences.

The researcher analyzed data in terms of differences of the linguistic features of speech acts in both languages with particular reference to tense, sentence length, modality, and punctuation marks. The data was analyzed in terms of frequency of commisives, assertives, directives, expressives, and declaratives acts in order to draw a clear picture about them.

In the first part of the questionnaire subjects were asked to tick one or more categories for each question. This is in order to check whether students read newspapers and to determine which type(s) of news reports (political news items, reports, sports, or cultural news items) appeals most to them.

In the second part of the questionnaire, they were asked to write appropriate headlines for two Arabic and two English news items that are taken from Akhbar Alkhaleej and Gulf Daily News. The purpose here is to see whether students can produce identical, similar or completely different headlines. The results here will reflect whether students understand fully the content of the news items and thus can re-produce it identically. If there are certain

differences between recognition and production, this may give an indication of the need to train students in comprehending news reports by familiarizing them with the language of (NPHs).

In addition, students were asked to produce (NPHs) for 4 news reports in both Arabic and English. This is intended to check:

1. Students' ability to write (NPHs) similar to the (NPHs) of the original texts given to them.
2. Students' ability to comprehend texts.
3. Students' ability to recapitulate texts.

CHAPTER FOUR

ANALYSIS AND DISCUSSION OF RESULTS

In this chapter, the results of the data for the two tools used in the analysis of (NPHs) will be presented in terms of types of speech acts, use of modals, use of punctuation marks, length of the headline , and types of sentences in terms of detailed or non detailed.

Both headlines published in Arabic and English newspapers on the same day, covering the same issue have been analyzed as the following tables show.

4.1. Results of data I

As mentioned in Chapter (3), 400 (NPHs) in both languages were analyzed and the results are displayed in the following tables:

1. Table (1) shows the frequency of speech acts in Arabic in terms of assertives, directives, commissive, expressive and declarative acts.
As shown in the table, the assertives recur 51 %, directives 5.0%, commissives 21%, expressives 38.5 %, and declaratives 20.5 %.

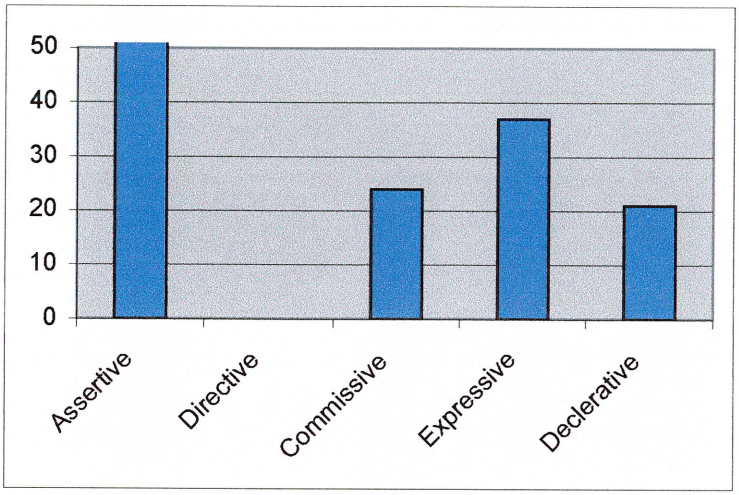


Table. 1 Frequency of Speech Acts in Arabic

2. Table (2) shows the frequency of recurrence of speech acts in English in terms of assertives, directives, commissive, expressive and declarative.

As shown in the table, the assertives represent 54.0%, directives 20.0 %, commissives 43.0 %, expressives 22.0 %, and declaratives 21.5 %.

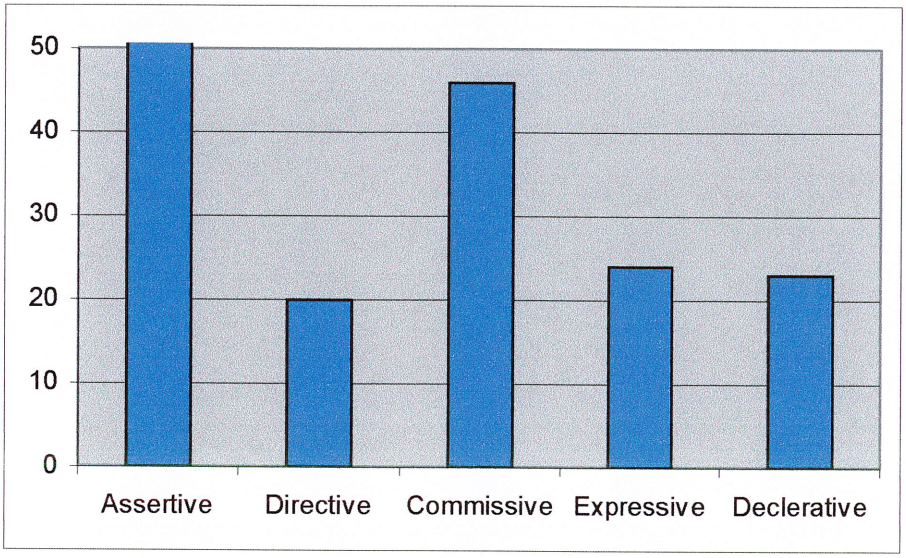


Table. 2 Frequency of Speech Acts in English

3. Table (3) shows the frequency of tenses in Arabic in terms of present simple, present perfect, present continuous, past simple, past perfect and past continuous.

As shown in the table, the present simple represents 78.0%, the present perfect 0.5 %, present continuous 3.0 %, past simple 22.5%, past perfect 0.0%, and past continuous 0.0%.

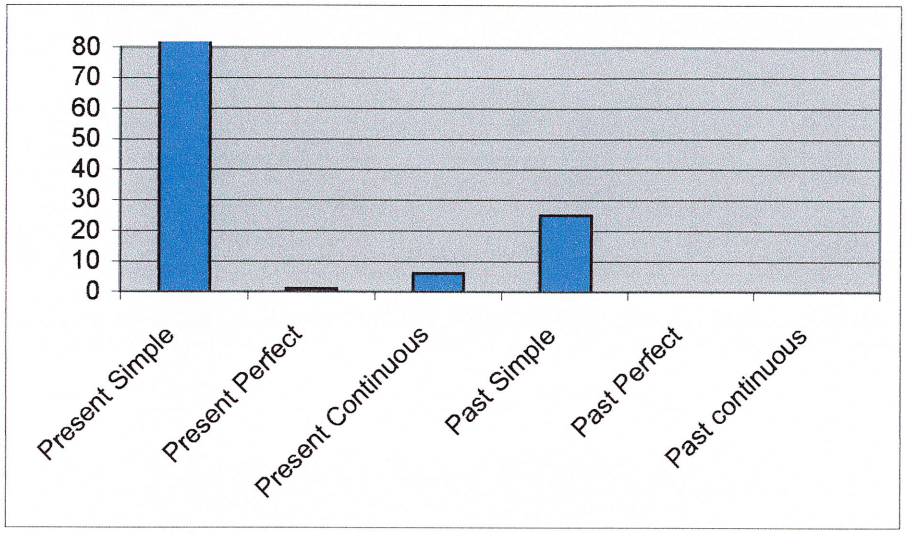


Table. 3 Frequency of Tenses in Arabic

4. Table (4) shows the frequency of tenses in English in terms of present simple, present perfect, present continuous, past simple , past perfect and past continuous .

As shown in the table, the present simple form 78.0%, the present perfect 1.5%, present continuous 4.5 %, past simple 21.5%, past perfect 0.0%, and past continuous 1.0 %.

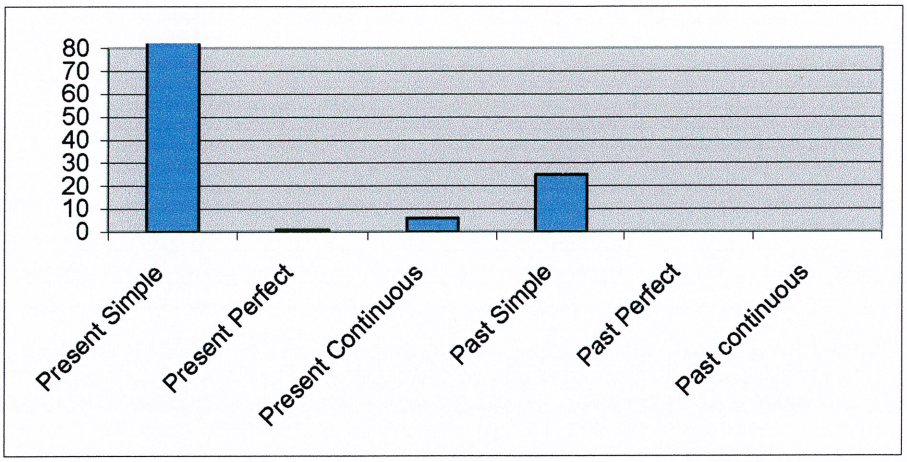


Table. 4 Frequency of Tenses in English

5. Table (5) shows the ratio of detailed to non- detailed (NPH) in Arabic. As the table shows the detailed (NPHs) in Arabic represented 29.5 % of the items and the non-detailed represented 70.5% .

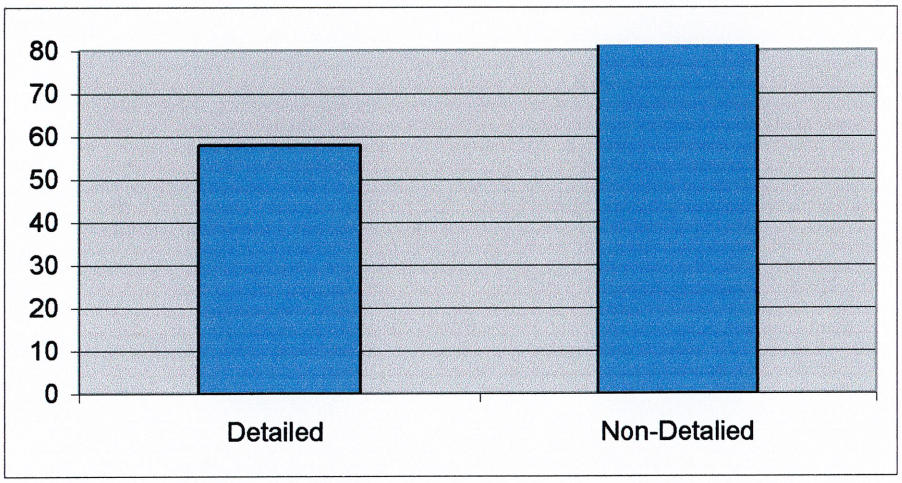


Table. 5 Sentence Type in Arabic

6. Table (6) shows the ratio of detailed (NPH) in English to non-detailed items. As the table shows the detailed (NPHs) in English represented 17.0% of the items and the non-detailed represented 83.0%.

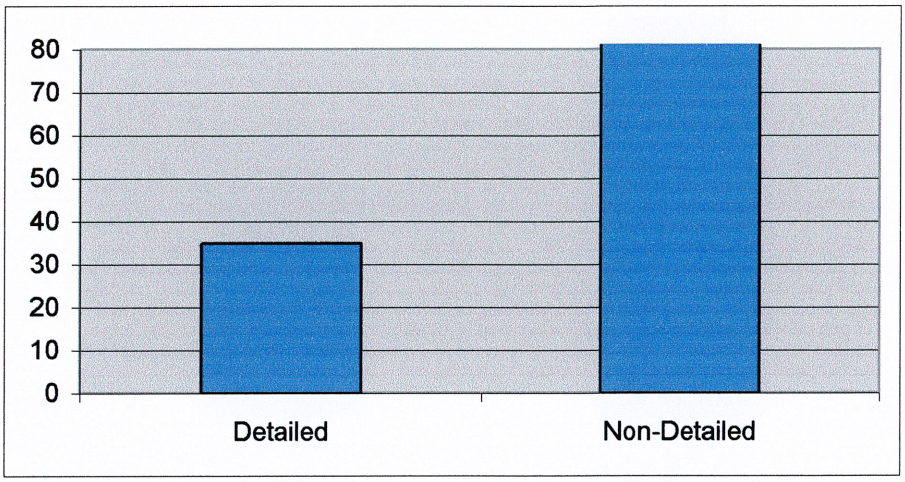


Table. 6 Sentence Type in English

7. Table (7) shows the frequency of modals used in Arabic (NPHs). The modals used were " verb+ س "سوف" ، "قد" "can, will shall, must should, would, may and might". The modal can represented 1.0 %, will 6.0%, shall 0.0%, must 1.0%, should 0.0%, would 1.0%, may 3.0%, might 1.0%, and could 0.0%.

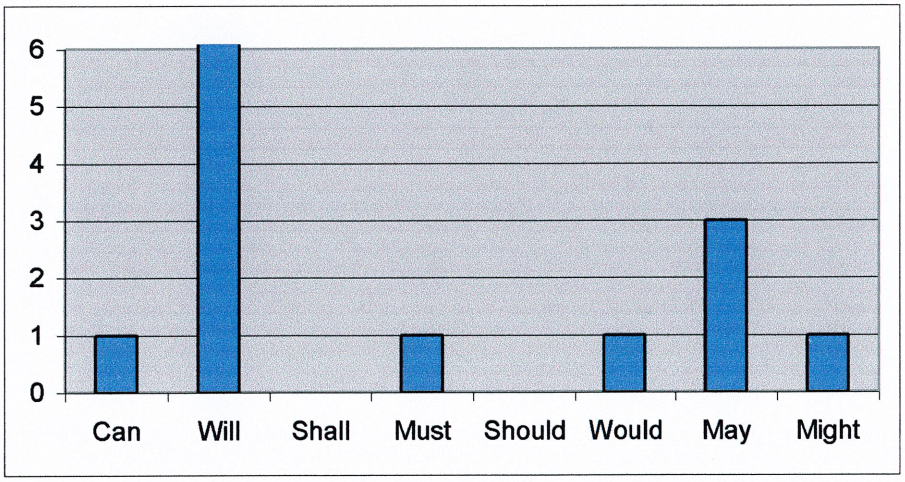


Table. 7 Frequency of Modals in Arabic

8. Table (8) shows the frequency of modals used in English (NPHs). The modals used were "can, will shall, must should, would, may and might".

The modal "can" represrnted 3.0% , "will" 4.0 % , "shall" 0.0%, "must" 3.0%, "should" 2.0%, "would" 4.0%, "may" 0.0%, "might" 0.0%, and "could" 2.0%.

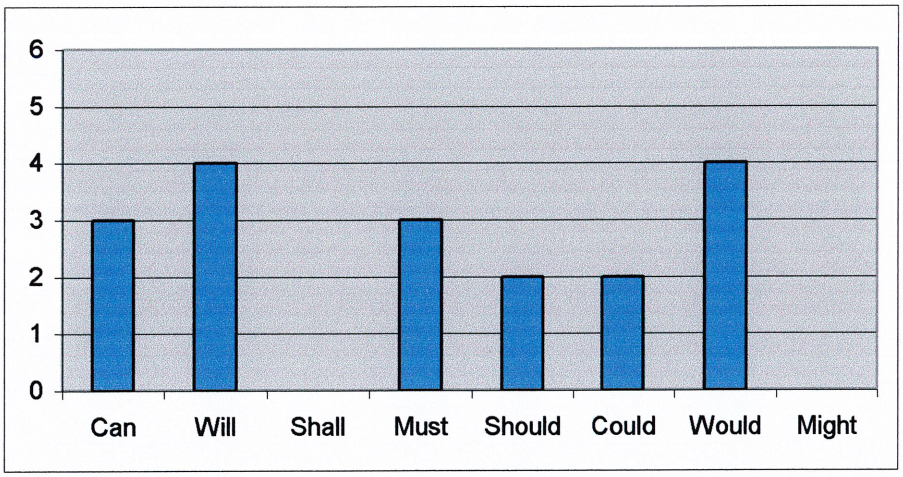


Table. 8 Frequency of Modals in English

9. Table (9) shows the frequency of punctuation marks used in Arabic (NPHs). The least frequent punctuation mark used in Arabic was the full stop (.) and it represented 0.0%, the comma (,) represented 0.0%, the inverted commas, (") represented 27.5 %, the two lined dots which signify more to be said (--), it represented 33.0 %, the question mark (?) represented 2.0%, the exclamation mark (!) represented 2.5 %, the colon (:) 53.5 %, and the dash (-) 0.5%.

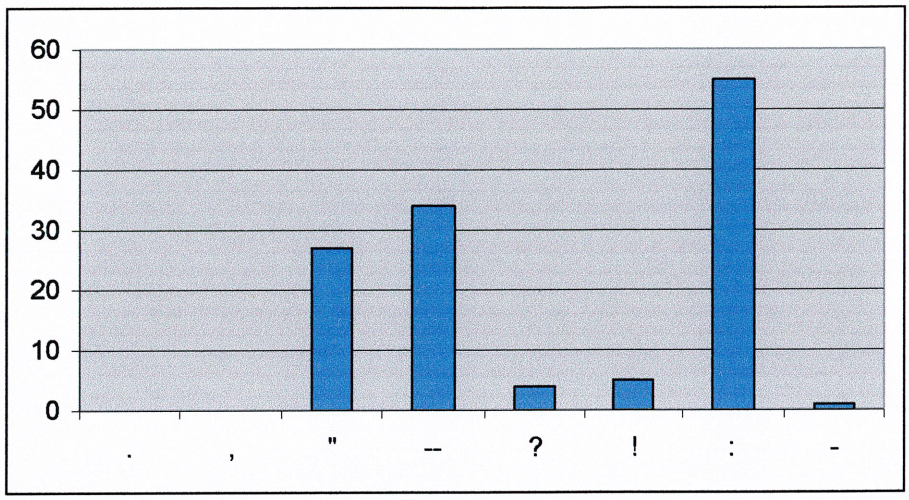


Table. 9 Frequency of Punctuation Marks in Arabic

10. Table (10) shows the frequency of punctuation marks used in English (NPHs). The least frequently used punctuation marks in English was, the full stop (.) and it represented 3.0%, the comma (,) represented 57.0 %, the inverted commas, (“) represented 20.5 % , the two lined dots which signify more to be said (--) , represented 1.0 % , the question mark (?), represented 1.0%, the exclamation mark (!) represented 0.0 %, the colon (:) represented 4.0% and the dash (-) 2.0 % .

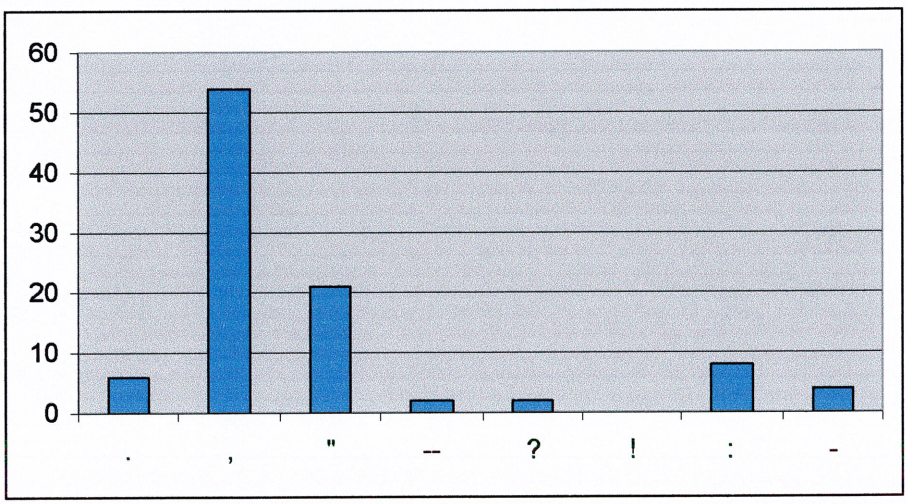


Table. 10 Frequency of Punctuation Marks in English

11. Table (11) shows the average length of sentences in English and Arabic. It indicates that the average (NPHs) in Arabic consist of 16.21 words while English (NPHs) 10.03 words only.

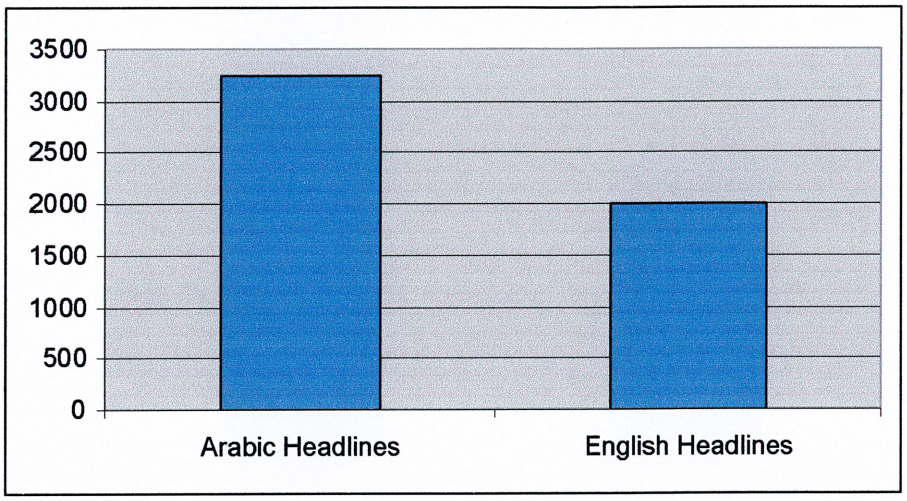


Table. 11 Length of Sentences

4.2. Discussion of results

4.2. 1 Speech acts

The results of the above analysis indicate that the assertive speech acts are the most frequent in Arabic. Yet, one may acknowledge that sometimes the line separating these types of speech acts may not be clearly defined as some acts may be interpreted as both assertive or commissive. In addition, it could be acknowledged that the researcher was relying on meaning in the analysis of Arab texts more than on the linguistic properties of the sentence. To illustrate this point, the following example could be cited:

"العراقيون يعيشون واقعاً مريراً . . الحرب وشيكة" (Alquds Alarabi, 8-3- 2003)

The translation of this headline is:

"Iraqis Live in Bitter Situation... War Impending (Translation)".

This (NPH) can be assertive and commissive as well. The act here commits to the truth of the expressed proposition, which is stating the situation of Iraqis. It also could be commissive because it commits the speaker to doing something in the future, which is the threat of war.

In addition, the least frequent type of speech acts in Arabic is the directive, which may be explained by the fact that directives in the (NPHs) are not widely used though they are intended to produce some effect through action upon the hearer such as ordering, commanding, requesting, advising, and recommending.

Yet what is striking is the similarity between assertives in Arabic and English types. Both are noted to be highly frequent in the both languages. This may also give a genre specific characteristic and could be utilized in training students to write (NPHs).

4.2.2 Tense

For tenses, it is noted that in both Arabic and English (NPHs) , the present tense is predominantly employed. This is also a genre specific trait. In addition, it could be that (NPHs) must present a semi statement or a full statement to address the audience. Furthermore, the (NPHs) when written in the present convey a truthful element and a fact as well as a summary of the

whole news item. Moreover, if it is written in the past, then the reader may lose interest in the news. Example:

"سناتور أمريكي **يتهم** بوش باستغلال قضية العراق لإعادة انتخابه" (Akhbar-Alkhaleej 8-5-2003).

"US **recalls** Baghdad governor after three weeks"(The Daily Telegraph 12-5-2003).

4.2.3 Sentence type

The Arabic (NPHs) showed a relatively higher number of detailed sentences. It should be mentioned that (NPHs) should be so tense that they can be more striking and appealing to the reader. The researcher considers that these details are used by the writer to influence the readers by telling them "Here is what you should read". We must remember that readers are intelligent enough and in many cases they should not be told what to do or what not to do. We must leave them to think and decide for themselves. Unlike Arabic (NPHs), English (NPHs) are less detailed and are self explanatory. Perhaps this is due to the long experience in writing (NPHs). It may also be the fact that English tends to be more economical in writing, and one must not forget that Arabic tends to be more recursive and repetitive (See table 5,6).

4.2.4 Modals

The most problematic issue, when analyzing the use of modals in Arabic , is the variation of concepts in both languages. Functionally, modality does exist in Arabic, but it is cushioned differently, e.g. "يمكنك الذهاب" (you can/ may/ could leave) and it is treated by Arab grammarians as such. For

example, the " will" or "sawfa" , "sa + the verb "or even the employment of the present tense in some instances could be employed as a tense marker that indicates future tense. In fact, there is no distinction between "shall" or "will" in Arabic when translating the words literally. Many Arab students find it even more difficult to determine the difference between "must", "should", "have to", "had to", and "ought to". They even have problems with "can", "may" and "might". In this sense, the researcher resorted to the translation of the nearest meaning equivalent to all modals in English. The result is that the modal "will" was more employed in Arabic than any other modals (see table 7). This in fact correlates clearly with the use of the present tense " alfi?l almudhare?. (see table 3).

On the other hand, modality in English is used functionally and is clear cut. For example: "Can" may be employed to give permission: " You can come in". Or it may be used as indicative of ability, depending on the context : " He can carry 40 Kilos".

"Will" on the other hand, is both indicative of certainty as in the following example: "He will attend the meeting" or it could be employed as a future auxiliary: "He will come at six o'clock". Or it may also be employed as a request as in the following example: "Will you carry that for me?".

So, one may see that modality in English is clearly employed and used in various senses and hence came this variation between use of modality in Arabic and English. Except for "shall" and " might" English (NPHs) employed all other modals. The reason these two were not commonly used is

due to the fact that the modal "shall" could be substituted with the modal "will" and the modal "might " could be substituted with the modal "could".

4.2.5 Punctuation marks

As to the use of punctuation marks, it should be noted that Arabic employs punctuation marks but not as strict and as functional as in English. There are in Arabic almost the same punctuation marks as in English, yet, many Arabs write without paying attention to its functionality. This is due to the fact that an Arabic sentence could be one big paragraph. In fact, The Arabic sentence could be "more than three sentences joined together with the conjunction "wa" which means "and", (Kharma 1986). Considering table (9) one notices that the two lined dots or sometimes more than three lined dots could be used to indicate that the writer has much to say or that he /she has something else to say. In addition, there is a lot of quotation marks, two lined dots and colon marks in Arabic while in English the comma is mostly used in this study. This may be a side issue but the study indicates that it should be brought to the attention of readers and writers, since this study deals with writing. Example:

" مع اليوم الثامن عشر لمعارك "الصدمة والترويع".. حرب شرائط الفيديو.. جس نبض.. وطاحونة بدون طحين!!" (Algomhuria 7-4-2003).

4.2.6 Sentence Length

The sentence in Arabic is longer than the sentence in English and this is natural since the Arabic sentence is not bound to end by the full stop as is the case in English (as mentioned above). The reason this issue is brought

up is due to the fact that a (NPH) should be short and brief , accurate, informative and meaningful. Lengthy sentences tend to bore the reader and is a sign of complexity in writing. In this case of (NPHs), short sentences may appeal more to the readers and save their time. The reason the Arabic sentence is longer than the English sentence is due to the fact they are more detailed.

1.3. Results of data II

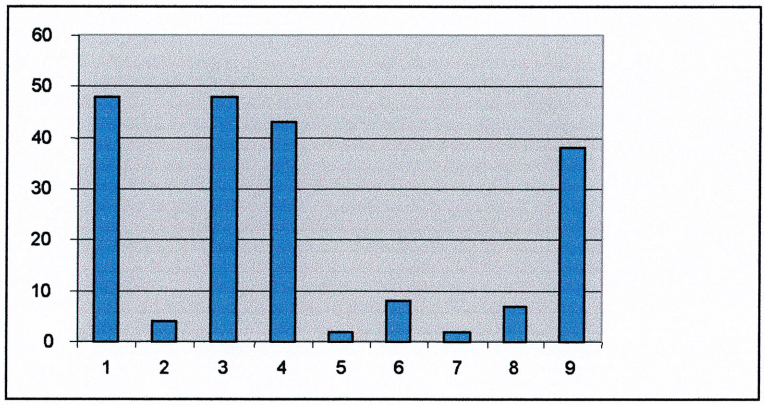


Table. 12 Respondents' main source of information

1. Table (12) indicates the respondent's main source of information. It shows that only 48% of students read newspapers, 43% obtain news from TV, and 38% obtain it from other sources. It should be noted here that the Internet is not a major source of news for students despite its common use in Bahrain.

This shows that the number of newspaper readers is limited despite the fact that students' major is information and media.

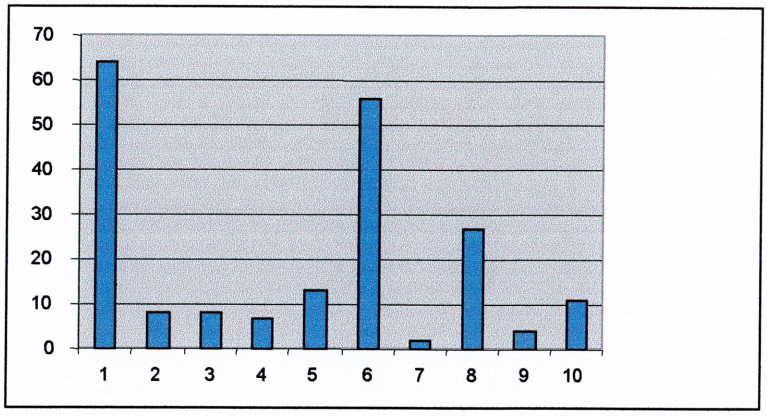


Table. 13 Respondents' opinion about the correlation between (NPH) and the content

2. Table (13) indicates respondents' opinion about the correlation between (NPH) and the content. It shows that students are mostly interested in political news in which the content reflected in the (NPHs). This study intends to show that the political events in the Middle East are a major factor in involving students to read newspapers, particularly political news. Only 56% of respondents believe that (NPHs) reflect the content of news reports, which indicates that (56%) of students trust (NPHs) while 28% believe that (NPHs) do not belong to the news items.

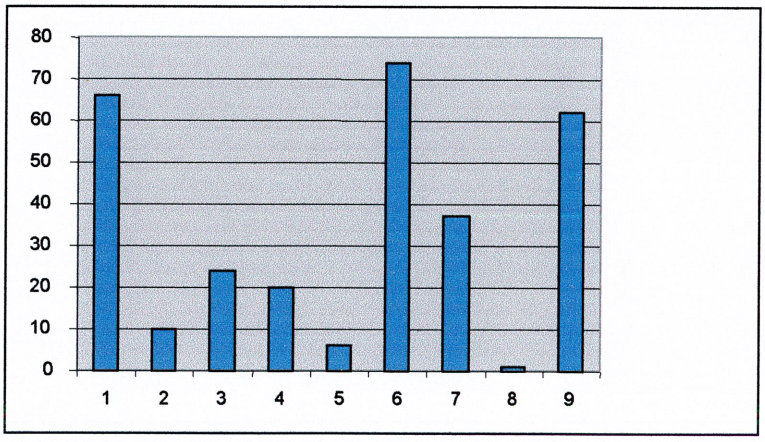


Table. 14 Students opinion about differences between Arabic and English (NPHs) when conveying the same news item

3. This table shows students opinion about differences and between Arabic and English (NPHs) when conveying the same news item. It indicates that 66% of the respondents believe that (NPHs) in both languages are different, while 10% believe they are not. This can be attributed to the fact that not many students are proficient in English. The table also shows that 20% of the respondents feel that (NPHs) are sufficient to express the content of the text.

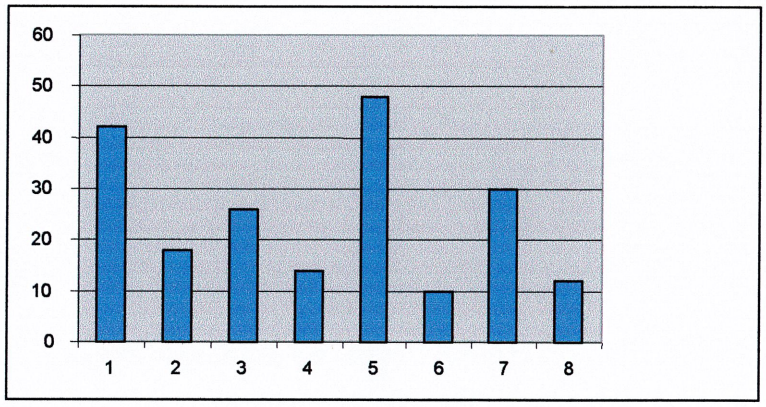


Table. 15 Difference in length of sentences between Arabic and English (NPHs)

4. Table (15) points to the difference in length of sentences between Arabic and English (NPHs). It shows that (NPHs) in Arabic are believed to be longer by 43%, while 18% believe they are not and 20% believe they are sometimes longer. On the other hand, 48% believe that (NPHs) in Arabic are more detailed while 30% believe that they are sometimes detailed. The percentages also reveal that around 15% neither know nor believe that they are sometimes detailed.

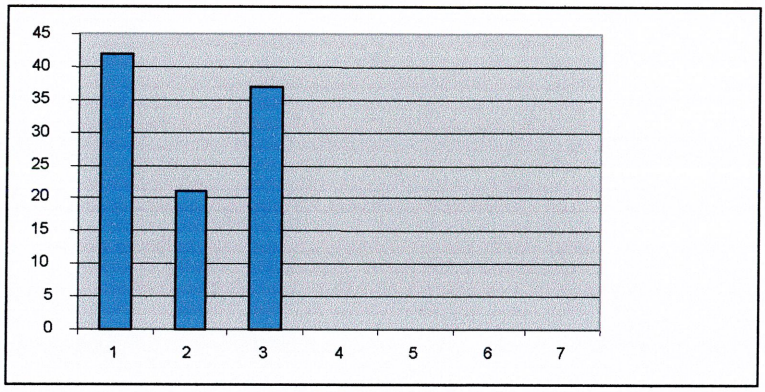


Table. 16 Justifications for detailed (NPHs)

5. Table (16) shows that the reason for believing that Arabic (NPHs) are more detailed is related to the fact that Arabic is more rich in vocabulary and content; 42% of the Arab readers need more details 21% and 37% believe that detailed (NPHs) give meaning easily to the hasty reader.

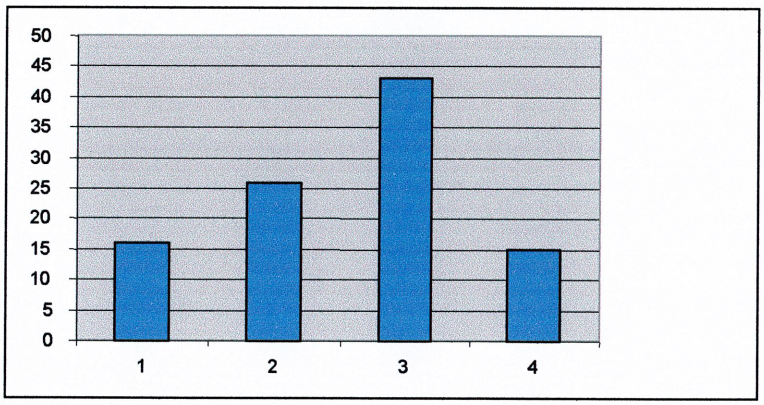


Table. 17 Respondents' awareness of punctuation marks in (NPHs)

6. Table (17) indicates that not many respondents are aware of punctuation marks in (NPHs). The question reveals that 26% do not pay attention to (NPHs) because they do not check punctuation marks, 43% believe that they sometimes think punctuation is important and 15% think that they do not know. This indicates that the majority are unaware of

punctuation marks. Probably this is due to the fact that punctuation marks are not emphasized in Arabic classrooms as an important means in writing as it is in English.

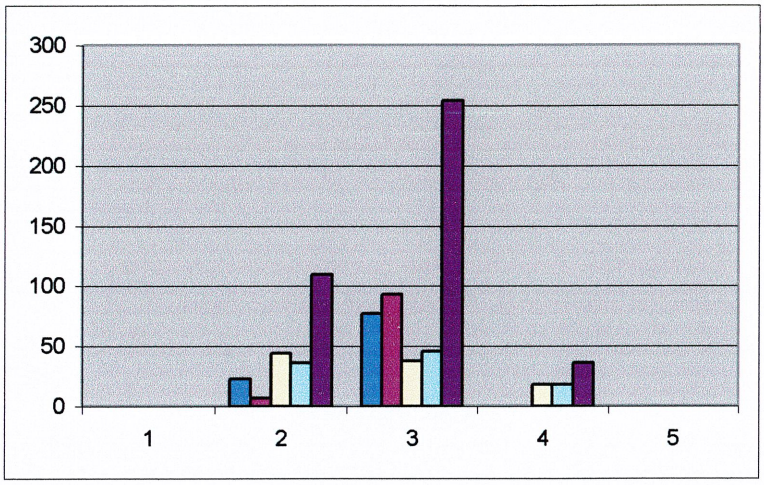


Table. 18 Degree of similarity between respondents' headlines and the original ones

7. Table (18) shows the degree of similarity between respondents' headlines and the original ones. Table 18 reflects their responses to writing headlines for the four texts in both languages. In text (1) the original (NPH) is written as follows:

- "السعودية تحذر من انهيار العلاقات مع أمريكا ....سعود الفيصل ينتقد تنامي الأفكار الأمريكية الخاطئة عن المملكة"
- "Saudi Arabia warns: SA-American Ties Will Sever.... Saud AlFaisal Criticizes American's Faulty Views Towards SA (Translation)."

In this part of the test, students wrote 23 headlines that are similar to the original one but 77 headlines were totally dissimilar in form and meaning from the original headline. It is expected, though, that differences may occur

but not to this extent. Some headlines, totally distort the meaning of the original. For example:

- خشية الأمير سعود الفيصل من الولايات المتحدة

"Prince Saud AlFaisal's Fear from U.S. (Translation)."

- المملكة العربية السعودية والأرهاب

"Saudi Arabia and Terrorism (Trans.)"

- وزير الخارجية السعودي الأمير سعود الفيصل: ليس هناك علاقة بين الارهاب والنظام الاجتماعي في المملكة

"Saudi Foreign Minister (Prince Saud AlFaisal): Terrorism and Saudi Social System Unrelated (Trans.)."

- أميركا والإرهاب السعودي

"America and the Saudi terrorism (Trans.)."

In text (2) of the test, students wrote 7 fairly similar headlines and almost 93 dissimilar ones. This is strange because first of all, the text is in Arabic and students are supposed to, at least, give very accurate headlines.

Yet, it seems strange that they did not in this part focus on the main item. The following examples show what they have written:

- النواب في صدى الاعتقال

" Members of Parliament in the Matter of Arrest (Trans.)."

- انعقاد لجنة الموقوفين البحرينيين

"Meeting of the Bahrainis Detainees Committee (Trans.)."

- الموقوفين على ذمت التحقيق

"Detainees Under Custody (Trans.)."

- اعتقال الموقوفين البحرينيين في المملكة العربية السعودية

"Seizure of the arrested Bahrainis' in Kingdom of Saudi Arabia (Trans.)."

In text (3), the English text, students wrote 44 similar headlines and 38 dissimilar ones. 18 students did not respond. The reason for writing reasonably accurate headlines is due to the fact that some of them were copying the first sentence from the news text (see appendix 2).

It should be also stated that many of the headlines were full of spelling and grammar mistakes. This indicates that students were not trained to write English properly. In fact, they did not even bother to check spelling although the words they copied were there in the first sentence of the news report. This applies both to Arabic and English texts.

The following examples written by students, indicate difference of meaning in some headlines:

Original headline: Iraq police chief killed

- Fighting between a Us and an Iraqi police
- Dangerous in Baghdad
- Sunni Triangle in Baghdad
- Iraqi fealed down
- Killing in separate guerilla-style

In text (4), students wrote 36 accurate headlines, and 46 inaccurate ones. The same number of students did not respond.

The following examples indicate difference of meaning:

Original headline: 67 perish in Saudi prison blaze horror

- Big Fire in Saudi Arabia

- 1 died and 20 injured in a fire at Sudi Arabis
- A fire at Saudi Arabia's
- Intervened immediately

4.4. General remarks

4.4.1. Arabic (NPHs)

Having gone through the Arabic (NPHs), the following remarks can be cited:

1. A great deal of the headlines include spelling and grammar mistakes. Examples:
   - سعود الفيصل **يأكد** المملكة تبذل ما بوسعها لمكافحة الإرهاب.
   - استعراض **ضروف** اعتقال الموقوفين البحرينيين في المملكة العربية السعودية.
2. Some of the headlines are detailed and long. Examples:
   - الأمير سعود الفيصل يصرح : تنامي الأفكار الإرهابية سيشكل هوة بيننا وبين الأمريكيين في قضية مكافحة الإرهاب.
   - خشية الامير سعود فيصل من ايجاد هوة عميقة بين بلاده والولايات المتحدة إذا تنامت الأفكار الأمريكية الخاطئة عن المملكة العربية السعودية.
3. Students used a variety of punctuation marks in Arabic such as quotation marks, full stops (in all headlines), colon, but no commas whatsoever. Examples:
   - الأمير سعود الفيصل : نخشى من إيجاد "هوة عميقة" بيننا والولايات المتحدة.
   - المملكة العربية السعودية تستعطف الولايات المتحدة لنيل رضاها!!. .
4. Many of the headlines reflect general statements that may not reflect the basic content of the text. As we are aware the headline is a statement

that specifically reflects the basic content of the text that is relevant to the theme of the text. In some examples, we find that some headlines are out of focus and could be addressing a topic other than the ones in the news reports. (See examples in appendix 2: text (1) 33,40, 54, etc. and text (2) 95, 97, etc.)

4.4.2. English (NPHs)

In many of the English headlines, the students copied the first sentence from the texts. There are also many spelling and grammar mistakes. In some examples students imitated the Arabic verbal sentence pattern by stating the verb as the main topic of the (NPH):

- Killed US soldier and Iraqi police chief yesterday.
- Killed A US soldier & an Iraqi police chief.
- Killed US soldier and Iraqi police chief in Baghdad.
- Killed a US soldier and an Iraqi police chief in Baghdad.
- Killed soldier and Iraqi police in separate guerilla-style.

CHAPTER FIVE

CONCLUSION AND REOMMENDATIONS

5.1 Conclusion

This study has explored some linguistic and pragmatic features of (NPHs) and has shown that there are some basic similarities and differences in these features in relation to the most commonly used types of speech acts. Arabic, like English, prefers the pattern of assertives speech acts. The features of tenses in both languages are similar with the present as the most preferred tense. Yet, Arabic (NPHs) are more detailed than English.

In addition, modality in Arabic is more frequently expressed with the use of "will" while in English (NPHs) all modals are used except for "shall" and "should" and this is due to the fact that the modal "shall" is linked to "will" and the modal "should" is linked to "must".

As to punctuation marks, Arabic (NPHs) favor the inverted comma ("), and the two lined dots (- -) whereas English (NPHs) prefer the comma (,) to any thing else.

According to the average length of (NPHs), Arabic (NPHs) are longer by 40%.

The most striking result about students' comprehension of Arabic (NPHs) is that it seems that students wrote (NPHs) which were different from the

original ones. This indicates weakness in comprehension and production (see 4.3.1. item 7).

Based on all the above mentioned, one may conclude that features of the genre of (NPHs) can be highlighted and used as a teaching and training tool of writing, summarizing, and outlining skills.

In addition, (NPHs) can be used in teaching reading skills due to the variety and richness of materials of news items.

5.2 Recommendations for further studies

This research is in no way a final and complete one. It merely draws the attention of readers' and educators' to the differences and similarities between Arabic and English (NPHs). The researcher believes that more specific areas in (NPHs) can be tackled to study the impact of (NPHs) on readers. She also believes that (NPHs) and news reports can be utilized in teaching basic language skills, mainly reading and writing.

Further more, pragmatic features and studies of implicatures in both languages may be utilized to promote more understanding between different cultures.

Another important area related to mechanics of writing should be investigated in Arabic, as many students seem not to master these mechanics perfectly and may imitate or invent their own.

One potential area for research is the study of (NPHs) in terms of Grice's Maxims.

Another area would be on the pragmatics of the news agency's production of news item texts and headlines.

Finally, the researcher believes that despite her inability to cover all the areas extensively, researchers should be geared to specific contrastive areas in news texts as this age is an age of communication and media.

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APPENDIX (1)

The Translation of the Questionnaire

1. I read newspaper regularly
   - o Yes
   - o No
   - o Occasionally
2. I read the headlines of
   - o Political news
   - o Articales
   - o Columns
   - o Sports news
   - o Cultural news
3. I get news item from
   - o Television
   - o Radio
   - o Internet
   - o Relatives
   - o Friends
   - o Other sources
4. The headlines that I read
   - o Convey the news content
   - o Do not convey the news content
   - o Sometimes are not related to the news content

- o Very short
- o Too long

5. There is a different between headlines in Arabic and English
   - o Agree
   - o Disagree
   - o Uncertain
6. I contend with the headline as being an introduction to the news item
   - o Yes
   - o No
   - o Occasionally
   - o Uncertain
7. I think the headline conveys the news content
   - o Yes
   - o No
   - o Occasionally
   - o Uncertain
8. Headlines in Arabic newspapers are longer than headlines in English newspapers
   - o Yes
   - o No
   - o Occasionally
   - o Uncertain
9. Arabic news headlines are more detailed than English news headlines
   - o Yes
   - o No
   - o Occasionally

- o Uncertain

10. I think the reason of the previous point is that
    - o Arabic language is more resourceful than English
    - o The Arab reader prefers more detailed headlines
    - o It satisfies the hasty reader in getting the news content easily
11. Punctuation marks are frequently used in Arabic news headlines
    - o Yes
    - o No
    - o Occasionally
    - o Uncertain
12. Write appropriate headlines for each of the following news items:

..... 1.

.....

أعرب وزير الخارجية السعودي الأمير سعود الفيصل عن خشيته من إيجاد "هوة عميقة" بين بلاده والولايات المتحدة إذا تنامت الأفكار الأمريكية الخاطئة عن المملكة العربية السعودية وخصوصا بسبب قضية مكافحة الارهاب. وفي حديث مع مجلة "تايم" نشرته في عددها الصادر أمس تحدث الامير سعود الفيصل عن اثر الانتقادات الامريكية التي تأخذ على المملكة العربية السعودية عدم بذل ما بوسعها لمكافحة الارهاب. وقال "نحاول ان نكافح هذه الافكار الخاطئة ولكن الامر ليس سهلا، واذا ما ظلت هذه الافكار تتنامى فستؤدي الى ايجاد هوة لا يمكن ردمها". وأضاف "نحن نحاول ردم هذه الهوة ولكننا نواجه أحوالا صعبة على الجانب الآخر من المحيط".

وفي رد على الانتقادات الامريكية بأن بلاده أصبحت بؤرة لتفريخ الإرهاب قال الامير سعود الفيصل: ان ذلك يعود الى تدهور الأوضاع على صعيد النزاع الفلسطيني - الاسرائيلي وليس بسبب النظام الاجتماعي في المملكة العربية السعودية . وأضاف: "من الخطأ القول بأن المتطرفين يسيرون نحو النصر، اننا نحارب الارهابيين ونلاحقهم في اي مكان ."وقال الوزير السعودي: ان بلاده لا تريد تغيير علاقاتها الاستراتيجية مع الولايات المتحدة ، ولكنه اشار إلى ان حكومته سبق ان حذرت من الآثار الضارة المحتملة لغزو العراق. وبسؤاله عن مدى خطورة تهديدات تنظيم القاعدة للمملكة

العربية السعودية ، قال الامير سعود الفيصل "نحن نعتقد ان بامكاننا مواجهة ذلك . لقد قمنا بعمل جيد ولكن يجب ان نواصل التحلي باليقظة . وانا آمل ان نستطيع حل هذه المشكلة واستئصال هذا السرطان من بلادنا".

2. .....

.....

صرح النائب أحمد إبراهيم بهزاد رئيس لجنة الشئون الخارجية والدفاع والأمن الوطني بأنه قد تم عقد اجتماع بين مجموعة من النواب مع أهالي الموقوفين البحرينيين في المملكة العربية السعودية ووالد المواطن البحريني المطلوب لدى الاستخبارات الكويتية، وقد عقد الاجتماع عصر أمس برئاسة النائب أحمد إبراهيم بهزاد وبحضور السادة النواب: أحمد حسين إبرهيم ومحمد خالد إبراهيم ومحمد إبراهيم الكعبي ويوسف زين العابدين زينل.

وقد تم خلال الاجتماع استعراض ظروف اعتقال الموقوفين البحرينيين في المملكة العربية السعودية، كما شرح السيد عبدالله كمال قضية ابنه ياسر المطلوب من قبل الاستخبارات الكويتية. وتسلم النائب أحمد إبراهيم بهزاد أثناء الاجتماع خطابا من لجنة التنسيق لدعم الموقوفين البحرينيين في المملكة العربية السعودية وخطابا آخر من الجمعيات الحقوقية في مملكة البحرين تضمنا رغبة اللجنة والجمعيات الحقوقية في مساهمة مجلس النواب في المساعدة لحل هاتين القضيتين ومخاطبة السلطات الرسمية في البلاد بشأنهما. وقد أكد النائب بهزاد في نهاية الاجتماع عزم المجلس السعي الجاد للمساعدة في حل قضية الموقوفين في المملكة العربية السعودية، وقضية المواطن المطلوب من الاستخبارات الكويتية. كما أكد ضرورة حفظ كرامة المواطن البحريني أثناء سفره ومعاملته المعاملة اللائقة به مطالبا بوقف المضايقات التي يتعرض لها بعض المواطنين في الخارج.

3. .....

.....

A US soldier and an Iraqi police chief were killed in separate guerilla-style attacks yesterday in Baghdad and the dangerous "Sunni Triangle".

The First Armoured Division soldier died of his wounds in a military field hospital after a pre-dawn rocket-propelled attack on his patrol in central Baghdad, the second US casualty in as many days.In Al Khaldiya, three men, their faces covered with red and white Arab headdresses shot and killed Colonel Khedeir Mekhalef Ali, police chief in Al Khaldiya, on the outskirts of the volatile western city of Fallujah as he was driving home.

His driver and bodyguard were wounded in the attack, police said.
Ali, a former Iraqi army officer, had been police chief for two months.

٤. .....

.....

Sixty-seven inmates died and 20 were injured yesterday in a fire at Saudi Arabia's biggest prison, where three members of the security forces were also hurt.

The official SPA news agency quoted the prison chief as saying a committee set up by Interior Minister Prince Nayef bin Abdulaziz was investigating the cause of the fire at Al Hair on the southern edge of Riyadh.

SPA did not name the prison chief but was apparently referring to Ali Hussein Al Harethi, who told an AFP correspondent on the scene that a sponge mattress caught fire in a cell housing 20 inmates in wing 19 of the facility, setting off the blaze.

The stricken wing accommodates around 200 inmates, and the correspondent saw some 100 relatives of inmates waiting outside to be taken into the jail, where the fire had been put out by the evening.

Firemen and emergency workers "intervened immediately" after the fire broke out, SPA earlier quoted the prison chief as saying.

It was unclear if the blaze was the result of an accident or if it had been deliberately started by inmates protesting prison conditions.

Authorities also did not say if they suspected outside involvement in the incident.

الإستبانة

عزيزي الطالب / عزيزتي الطالبة اختار الإجابة المناسبة لكل مما يلي:

١. أواظب على قراءة الصحف اليومية:

- o نعم
- o لا
- o أحياناً

٢. العناوين الصحفية التي أقرأها هي:

- o أخبار سياسية.
- o مقالات.
- o أعمدة.
- o أخبار رياضية.
- o أخبار ثقافية.

٣. أحصل على الأخبار من المصادر التالية:

- o التلفاز.
- o الإذاعة.
- o الإنترنت.
- o الأقارب.
- o الأصدقاء.

- مصادر أخرى

.....

٤. العناوين الصحفية التي أقرأها:

- تعبر عن المضمون.
- لا تعبر عن المضمون.
- أحياناً العنوان لا يمت للمضمون بصلة.
- العنوان قصير جداً.
- العنوان طويل أكثر من اللازم.

٥. هناك فرق بين العنوان باللغة العربية والعنوان باللغة الإنجليزية:

- أوافق
- لا أوافق
- لا أدري

٦. أكتفي بعنوان الخبر الصحفي كمدخل للموضوع

- نعم
- لا
- أحياناً
- لا أدري

٧. أعتقد أن عنوان الخبر الصحفي يعبر عن مضمونه

- نعم
- لا
- أحياناً
- لا أدري

٨. عناوين الأخبار الصحفية في الصحف العربية أطول من مثيلتها في الصحف الأجنبية

- o أعتقد ذلك
- o لا أعتقد
- o أحياناً
- o لا أدري

٩. عناوين الأخبار العربية تحتوي على تفاصيل أكثر من عناوين الأخبار الأجنبية

- o نعم
- o لا
- o أحياناً
- o لا أدري

١٠. أعتقد أن السبب في ذلك يعود إلى أن:

- o اللغة العربية أكثر ثراء .
- o القارئ العربي يحتاج إلي تفصيل أكثر.
- o مضمون الخبر يعطي المعنى بسهولة للقارئ المتعجل

١١. علامات الترقيم تستخدم في العناوين العربية كثيراً ولها مدلولاتها

- o نعم
- o لا
- o أحياناً
- o لا أدري

١٢. الرجاء كتابة العناوين الرئيسية لكل من الأخبار التالية:

.....

.....

أعرب وزير الخارجية السعودي الأمير سعود الفيصل عن خشيته من إيجاد "هوة عميقة" بين بلاده والولايات المتحدة إذا تنامت الأفكار الأمريكية الخاطئة عن المملكة العربية السعودية وخصوصا بسبب قضية مكافحة الارهاب. وفي حديث مع مجلة "تايم" نشرته في عددها الصادر أمس تحدث الامير سعود الفيصل عن اثر الانتقادات الامريكية التي تأخذ على المملكة العربية السعودية عدم بذل ما بوسعها لمكافحة الارهاب. وقال "نحاول ان نكافح هذه الافكار الخاطئة ولكن الامر ليس سهلا، واذا ما ظلت هذه الافكار تتنامى فستؤدي الى ايجاد هوة لا يمكن ردمها". وأضاف "نحن نحاول ردم هذه الهوة ولكننا نواجه أحوالا صعبة على الجانب الآخر من المحيط".

وفي رد على الانتقادات الامريكية بأن بلاده أصبحت بؤرة لتفريخ الإرهاب قال الامير سعود الفيصل: ان ذلك يعود الى تدهور الأوضاع على صعيد النزاع الفلسطيني - الاسرائيلي وليس بسبب النظام الاجتماعي في المملكة العربية السعودية . وأضاف: "من الخطأ القول بأن المتطرفين يسيرون نحو النصر، اننا نحارب الارهابيين ونلاحقهم في اي مكان ."وقال الوزير السعودي: ان بلاده لا تريد تغيير علاقاتها الاستراتيجية مع الولايات المتحدة ، ولكنه اشار إلى ان حكومته سبق ان حذرت من الآثار الضارة المحتملة لغزو العراق. وبسؤاله عن مدى خطورة تهديدات تنظيم القاعدة للمملكة العربية السعودية ، قال الامير سعود الفيصل "نحن نعتقد ان بامكاننا مواجهة ذلك . لقد قمنا بعمل جيد ولكن يجب ان نواصل التحلي باليقظة . وانا آمل ان نستطيع حل هذه المشكلة واستئصال هذا السرطان من بلادنا".

.....

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صرح النائب أحمد إبراهيم بهزاد رئيس لجنة الشئون الخارجية والدفاع والأمن الوطني بأنه قد تم عقد اجتماع بين مجموعة من النواب مع أهالي الموقوفين البحرينيين في المملكة العربية السعودية ووالد المواطن البحريني المطلوب لدى الاستخبارات الكويتية، وقد عقد الاجتماع عصر أمس برئاسة النائب أحمد إبراهيم بهزاد وبحضور السادة النواب: أحمد حسين إبرهيم ومحمد خالد إبراهيم ومحمد إبراهيم الكعبي ويوسف زين العابدين زينل.

وقد تم خلال الاجتماع استعراض ظروف اعتقال الموقوفين البحرينيين في المملكة العربية السعودية، كما شرح السيد عبدالله كمال قضية ابنه ياسر المطلوب من قبل الاستخبارات الكويتية.

وتسلم النائب أحمد إبراهيم بهزاد أثناء الاجتماع خطابا من لجنة التنسيق لدعم الموقوفين البحرينيين في المملكة العربية السعودية وخطابا آخر من الجمعيات الحقوقية في مملكة البحرين تضمنا رغبة اللجنة والجمعيات الحقوقية في مساهمة مجلس النواب في المساعدة لحل هاتين القضيتين ومخاطبة السلطات الرسمية في البلاد بشأنهما. وقد أكد النائب بهزاد في نهاية الاجتماع عزم المجلس السعي الجاد للمساعدة في حل قضية الموقوفين في المملكة العربية السعودية، وقضية المواطن المطلوب من الاستخبارات الكويتية. كما أكد ضرورة حفظ كرامة المواطن البحريني أثناء سفره ومعاملته المعاملة اللائقة به مطالبا بوقف المضايقات التي يتعرض لها بعض المواطنين في الخارج.

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A US soldier and an Iraqi police chief were killed in separate guerilla-style attacks yesterday in Baghdad and the dangerous "Sunni Triangle".

The First Armoured Division soldier died of his wounds in a military field hospital after a pre-dawn rocket-propelled attack on his patrol in central Baghdad, the second US casualty in as many days.In Al Khaldiya, three men, their faces covered with red and white Arab headdresses shot and killed Colonel Khedeir Mekhalef Ali, police chief in Al Khaldiya, on the outskirts of the volatile western city of Fallujah as he was driving home.

His driver and bodyguard were wounded in the attack, police said.
Ali, a former Iraqi army officer, had been police chief for two months.

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Sixty-seven inmates died and 20 were injured yesterday in a fire at Saudi Arabia's biggest prison, where three members of the security forces were also hurt.

The official SPA news agency quoted the prison chief as saying a committee set up by Interior Minister Prince Nayef bin Abdulaziz was investigating the cause of the fire at Al Hair on the southern edge of Riyadh.

SPA did not name the prison chief but was apparently referring to Ali Hussein Al Harethi, who told an AFP correspondent on the scene that a sponge mattress caught fire in a cell housing 20 inmates in wing 19 of the facility, setting off the blaze.

The stricken wing accommodates around 200 inmates, and the correspondent saw some 100 relatives of inmates waiting outside to be taken into the jail, where the fire had been put out by the evening.

Firemen and emergency workers "intervened immediately" after the fire broke out, SPA earlier quoted the prison chief as saying.

It was unclear if the blaze was the result of an accident or if it had been deliberately started by inmates protesting prison conditions.

Authorities also did not say if they suspected outside involvement in the incident.

،،، مع خالص الشكر والتقدير ،،،

APPENDIX (2)

The original Arabic (NPHs) that appear in the newspaper and the students' headlines

السعودية تحذر من انهيار العلاقات مع أمريكا
سعود الفيصل ينتقد تنامي الأفكار الأمريكية الخاطئة عن المملكة

1- الفيصل يندد بالانتقادات الموجهة لبلاده ويأمل في استئصال الإرهاب.
2- وزير الخارجية السعودي: العلاقات السعودية أمريكية متوترة بسبب الإرهاب.
3- خطر الإرهاب على المملكة العربية السعودية.
4- هوة عميقة بين المملكة العربية السعودية والولايات المتحدة.
5- رد الأمير سعود الفيصل على الانتقادات الأمريكية لبلاده.
6- السعودية تقلق لخلافها مع أمريكا.
7- توتر العلاقات السعودية-الأمريكية بسبب الأرهاب.
8- وزير الخارجية السعودي يخشى من إيجاد هوة عميقة بين بلاده و أمريكا.
9- هل الارهاب هوة عميقة؟
10- وزير الخارجية السعودي يعرب عن خشيته من تنامي الأفكار الأمريكية عن بلاده.
11- تفاقم الارهاب في المملكة العربية السعودية.
12- وزير الخارجية السعودي "بلادنا ليست بؤرة لتفريخ الارهاب."
13- وزير الخارجية السعودي:"نخشى زيادة الفجوة بيننا وبين أمريكا."
14- السعودية تسعى لتحسين صورتها أمام أمريكا و ترفض الارهاب.
15- الأمير سعود الفيصل "اننا نحارب الإرهابيين ونلاحقهم في أي مكان."
16- السعودية قلقة من توتر العلاقات مع أمريكا.
17- خوف الأمير سعود من الولايات المتحدة إثر الانتقادات الأمريكية على المملكة العربية السعودية.
18- تنامي الأفكار الأمريكية الخاطئة على المملكة العربية السعودية بسبب قضية مكافحة الإرهاب.
19- في حديث مع مجلة "تايم": وزير الخارجية السعودي يخشى وجود هوة بين بلاده والولايات المتحدة.
20- وزير الخارجية السعودي يؤكد أن بلاده بعيدة جداً عن اتهاماتٍ بعدم مكافحة الإرهاب.
21- مكافحة الإرهاب.
22- مكافحة الإرهاب في السعودية.
23- الأمير سعود الفيصل: نخشى تدهور العلاقات مع أمريكا.
24- وزير الخارجية السعودي يعرب عن خوفه الأفكار الأمريكية الخاطئة حول المملكة.
25- أمريكا والإرهاب المزعوم.
26- سعود الفيصل يؤكد الحرب على الارهاب ويخشى فتور العلاقات مع أمريكا.
27- الارهاب والتهديدات الأمريكية للمملكة.

28- خشية الأمير سعود الفيصل من الولايات المتحدة.
29- "المملكة العربية السعودية والأرهاب"
30- سعود الفيصل: لا نريد تغيير علاقاتنا الإستراتيجية مع الولايات المتحدة ونحارب الارهابيين في كل مكان.
31- وزير الخارجية السعودي الأمير سعود الفيصل: ليس هناك علاقة بين الارهاب والنظام الاجتماعي في المملكة.
32- رداً على الانتقادات الأمريكية الأمير سعود الفيصل يعرب عن خشيته من إيجاد هوة عميقة بين بلاده وأمريكا.
33- ما هي مدى رؤية الولايات المتحدة للإرهاب في مملكة العربية السعودية وهل هي على حق؟
34- نظرة أمريكا للإرهاب وكلمة وزير الخارجية السعودي.
35- الأمير سعود الفيصل يعبر عن خشيته الأفكار الأمريكية الخاطئة في السعودية.
36- هوة عميقة بين السعودية والولايات المتحدة.
37- اتهامات أمريكية خطيرة للسعودية بتبنيها للارهاب.
38- هوة عميقة بين مملكة العربية السعودية وأمريكا.
39- الامير فيصل السعود: لا نريد تغير علاقتنا الاستراتيجية مع الولايات المتحدة.
40- خشية الامير سعود فيصل من ايجاد هوة عميقة بين بلاده والولايات المتحدة إذا تنامت الأفكار الأمريكية الخاطئة عن المملكة العربية السعودية.
41- السعودية تخشى وجود هوة عميقة بينها وبين الولايات المتحدة.
42- الافكار الأمريكية الخاطئة عن المملكة العربية السعودية.
43- الامير سعود الفيصل يتحدث عن أثر الانتقادات الأمريكية التي تأخذ على المملكة.
44- الانتقادات الأمريكية عن السعودية في مشكلة الارهاب.
45- "قلق وزير الخارجية السعودي من اختلال علاقة بلاده بالولايات المتحدة."
46- خشية الأمير سعود الفيصل عن إيجاد هوة عميقة من الإرهاب بين الدول.
47- أميركا والإرهاب السعودي.
48- الأمير سعود الفيصل في مدينة تايم : أخشى إيجاد "هوة عميقة" بين السعودية والولايات المتحدة .
49- سعود الفيصل يأكد المملكة تبذل ما بوسعها لمكافحة الإرهاب.
50- الأمير سعود الفيصل : نخشى من إيجاد "هوة عميقة" بيننا والولايات المتحدة.
51- الأفكار الأمريكية لقضية الإرهاب في المملكة العربية السعودية.
52- الموقف السعودي من الإرهاب.
53- سعود الفيصل : إننا نحارب الإرهابيين ونلاحقهم في أي مكان.
54- أعراب وزير الخارجية السعودي الأمير سعود الفيصل عن ما يختبأ من هوة عميقة والرد بإيجاز على الانتقادات الأمريكية.
55- وزير الخارجية السعودي يعرب عن خشيته من إيجاد هوة عميقة بين بلاده والولايات المتحدة.
56- في حديث لمجلة تايم : سعود الفيصل : لسنا بؤرة للإرهاب والجهود متواصلة للقضاء عليه.
57- سعود الفيصل يخشى من زيادة الهوة بين بلده والولايات المتحدة الأمريكية.
58- تراكمات 11 أيلول تقضي مضجع المملكة العربية السعودية! . .
59- السعودية ترد على الاتهامات الأمريكية بشأن أنها بؤرة لتفريخ الإرهاب.
60- الأمير سعود الفيصل يعرب عن خشيته من إيجاد "هوة عميقة" بين بلاده والولايات المتحدة.

61- وزير الخارجية السعودية : نحارب الارهابيين ونلاحقهم في أي مكان.
62- خشية وزير الخارجية السعودي من وجود "هوة عميقة" بين بلاده والولايات المتحدة بخصوص قضية مكافحة الإرهاب.
63- السعودية ترد على الاتهامات الامريكية.
64- خشية وزير الخارجية السعودي من وجود هوة بين بلاده والولايات المتحدة بسبب قضية مكافحة الإرهاب.
65- اراء وزير الخارجية السعودي بشأن قضية مكافحة الإرهاب.
66- وزير الخارجية السعودي يخشى من إيجاد هوة عميقة.
67- الولايات المتحدة تتهم المملكة العربية السعودية بعدم مكافحة الارهاب.
68- توتر العلاقات السعودية الامريكية.
69- رداً على الانتقادات الامريكية للمملكة:
سعود الفيصل يؤكد: محاربة الإرهاب واستئصاله هدفنا.
70- وزير الخارجية السعودي متخوف من أفكار أمريكا إتجاه بلاده.
71- رأي وزير الخارجية السعودي في إتهامات أمريكا.
72- مخاوف سعودية من جراء إتساع الهوة الأمريكية.
73- مخاوف وزير الخارجية السعودي من زيادة الخلاف بين بلاده والولايات المتحدة الأمريكية.
74- سعود الفيصل يخشى وجود "هوة عميقة" بين السعودية وأمريكا.
75- الأمير سعود الفيصل: الخشية من إيجاد "هوة عميقة" بين بلاده والولايات المتحدة بسبب مكافحة الإرهاب.
76- سعود الفيصل : نخشى من إيجاد هوة عميقة بيننا وبين الولايات المتحدة.
77- الأمير سعود الفيصل يوضح صورة المملكة في مكافحة الإرهاب تجنباً لأي عقوبات تفرض من قبل مجلس الأمن.

78- الأمير سعود الفيصل يصرح:
تنامي الأفكار الإرهابية سيشكل هوة بيننا وبين الأمريكيين في قضية مكافحة الإرهاب.
79- المملكة العربية السعودية تستعطف الولايات المتحدة لنيل رضاها! !
80- الأمير سعود يصرح بمكافحة الأرهاب ويحمل تفشي النزاع الفلسطيني الاسرائيلي السبب وراء تكاثر الارهاب بالمملكة.
81- ردود وزير الخارجية السعودي الأمير سعود الفيصل لمشكلة الإرهاب.
82- الإنتقادات الأمريكية.
83- السعودية تعاني من إتهامات أمريكا.
84- الأمريكيين ينتقدون السعودية بأنها أصبحت بؤرة لتفريخ الارهاب.
85- الانتقادات الأمريكية الموجهة إلى المملكة العربية السعودية.
86- الأمير سعود الفيصل "السعودية ليست بؤرة لتفريخ الإرهاب."
87- سعود الفيصل (أخشى من حدوث هوة عميقة بين السعودية والولايات المتحدة.(
88- الأفكار الأمريكية الخاطئة.
89- الأمير سعود الفيصل يعرب عن ايجاد هوة عميقة بين بلاده والولايات المتحدة.
90- مكافحة الإرهاب.

91- الانتقادات الأمريكية على الارهاب.
92- وزير الخارجية السعودي يؤكد دور دولته في مكافحة الارهاب.
93- نظرة أمريكية خاطئة تجاه المملكة العربية السعودية.
94- الأمير سعود الفيصل : توجد هوة عميقة بيننا والولايات المتحدة نحاول ردمها.
95- نفي وزير الخارجية السعودي لانتقادات امريكا بان بلاده بؤرة لتفريخ الارهاب.
96- وزير الخارجية السعودي يرد على اتهامات أميركا لبلاده بالارهاب.
97- علاقة المملكة العربية السعودية في تدهور مستمر مع الولايات الأمريكية.
98- السعودية تخشى إتساع فجوة الخلاف مع الولايات المتحدة بسبب اتهام الأخيرة لها بالتقاعس بمواجهة الإرهاب.
99- وزير الخارجية السعودي يرد على الانتقادات الأمريكية بشأن مكافحة الإرهاب.
100- وزير الخارجية السعودي يحذر من الحملة الأمريكية على السعودية.

The Second Arabic (NPHs)

خارجية النواب تبحث ظروف اعتقال الموقوفين في السعودية

1- مجلس النواب يطالب بحفظ كرامة المواطنين.
2- اجتماع عدد من النواب مع أهالي البحرينيين المعتقلين في المملكة العربية السعودية.
3- قضيتين في مملكة البحرين يثيران القلق.
4- اجتماع مجموعة من النواب مع أهالي الموقوفين البحرينيين في المملكة.
5- اجتماع عدد من النواب مع أهالي الموقوفين البحرينيين في المملكة العربية السعودية لإيجاد حلول تحفظ كرامة المواطن البحريني في الخارج.
6- النواب تساهم في دعم قضية الموقوفين بالخارج.
7- مساهمة النواب في قضية الموقوفين بالمملكة.
8- الاتفاق الودي بين المسئولين في البحرين والسعودية حول الموقوفين وأهاليهم.
9- النواب في صدى الاعتقال.
10- بهزاد يعقد اجتماعاً مع أهالي الموقوفين في المملكة العربية السعودية.
11- انعقاد لجنة الموقوفين البحرينيين.
12- النواب يناقشون قضية الموقوفين البحرينيين في السعودية وبهزاد يؤكد جدية العمل.
13- إعادة النظر مجدداً في قضية الموقوفين البحرينيين في السعودية.
14- النواب يناقشون قضايا معاملة المواطن البحريني في الخارج.
15- مجلس النواب يناقش مشكلة الموقوفين البحرينيين في السعودية والكويت.
16- اجتماع مع الأهالي لنناقش قضية الموقوفين في السعودية.
17- إجتماع بين أهالي الموقوفين
مناقشة قضية الموقوفين البحرينيين في المملكة العربية السعودية.
18- سعي مجلس النواب في حل قضية الموقوفين البحرينيين بالسعودية.
19- مجلس النواب يسعى لحل مشكلة البحرينيين الموقوفين في السعودي.

20- النائب بهزاد يجتمع مع مجموعة من النواب وأهالي الموقوفين لبحث قضية الموقوفين البحرينيين في السعودية
21- اعتقال الموقوفين البحرينيين في المملكة العربية السعودية.
22- عقد اجتماع مع أهالي الموقوفين البحرينيين.
23- بهزاد يدعم الموقوفين البحرينيين في المملكة العربية السعودية.
24- الموقوفين على ذمت التحقيق.
25- اجتماعات بحرينية سعودية كويتية من أجل حفظ حقوق الموقوفين.
26- رئيس لجنة الشؤون الخارجية اجتمع مع الموقوفين والنواب.
27- مساهمة مجلس النواب في حل المشكلات.
28- اعتقال الموقوفين البحرينيين في المملكة العربية السعودية.
29- النائب بهزاد يجتمع بأهالي الموقوفين في السعودية والكويت ويطالب بمعاملة حسنة للمواطن البحريني.
30- مجلس النواب البحريني يسعى لمساعدة الموقوفين في المملكة العربية السعودية.
31- النائب أحمد بهزاد: عزم المجلس للمساعدة في قضية الموقوفين في السعودية وقضية المواطن المطلوب من الاستخبارات الكويتية.
32- ماذا توصل إليه مجلس النواب في شأن الموقوفين البحرينيين في السعودية؟
33- نتائج اجتماع لجنة شئون الخارجية والدفاع الوطني.
34- تصريح النائب أحمد أبراهيم عن أنعقاد أجتماع بين مجموعة النواب البحرين الموقوفين.
35- اجتماع بين مجموعة النواب.
36- كرامة المواطن البحريني أولاً.
37- اجتماع بين مجموعة من النواب.
38- اجتمع النائب أحمد ابراهيم بهزاد لمناقشة وضع الموقوفين البحرينيين.
39- عقد أمس اجتماع برئاسة النائب أحمد ابراهيم بهزاد لاستعراض ظروف اعتقال الموقوفين البحرينيين في المملكة العربية السعودية.
40- نائب يستعرض ظروف اعتقال الموقوفين البحرينيين في كل من السعودية والكويت مع أهاليهم.
41- استعدادات المجلس لحل قضية الموقوفين في المملكة العربية السعودية.
42- النائب أحمد بهزاد يصرح بأنه قد تم عقد اجتماع بين مجموعة من النواب مع أهالي الموقوفين البحرينيين في السعودية.
43- اجتماع مجموعة النواب مع أهالي الموقوفين البحرينيين في المملكة العربية السعودية.
44- اجتماع بين مجلس النواب وأهالي الموقوفين البحرينيين في السعودية.
45- اجتماع عقد بين مجموعة من النواب والأهالي.
46- صرح النائب أحمد إبراهيم :أن الإجراءات جادة لمساعدة الموقوفين البحرينيين.
47- النواب يعقدون اجتماعاً مع أهالي الموقوفين بالسعودية.
48- اجتماع مجموعة من النواب مع أهالي الموقفين بالمملكة العربية السعودية.
49- النائب أحمد بهزاد يلتقي أهالي الموقوفين البحرينيين في المملكة العربية السعودية.

50- عقد اجتماع برئاسة النائب أحمد إبراهيم بهزاد استعرض فيه ظروف اعتقال الموقوفين البحرينيين في السعودية.
51- السعي لحل قضية الموقوفين البحرينيين.
52- اجتماع النواب مع أهالي الموقفين البحرينيين في المملكة العربية السعودية.
53- النائب بهزاد يؤكد بضرورة حفظ كرامة المواطن البحريني اثناء سفرة معقباً على ما حدث في المملكة العربية السعودية ودولة الكويت.
54- إنفراج قضية الأسرى البحرينيين لدى السعودية.
55- اجتماع عدد من النواب مع أهالي الموقوفين البحرينيين في المملكة العربية السعودية.
56- عقد اجتماع بين مجموعة من النواب مع أهالي الموقوفين البحرينيين.
57- النائب أحمد إبراهيم بهزاد يبحث في قضايا المعتقلين.
58- عزم مجلس النواب للمساعدة في حل قضية الموقوفين في المملكة العربية السعودية ، وقضية المواطن المطلوب من الأستخبارات الكويتية.
59- قضية الموقوفين البحرينيين في المملكة العربية السعودية.
60- تصريح لرئيس لجنة الشئون الخارجية والدفاع والأمن الوطني.
61- في لقاء مع أهالي الموقوفين ، مجلس النواب يناقش قضية الموقوفين البحرينيين في السعودية.
62- لقاء احمد بهزاد مع أهالي الموقوفين.
63- تصريح رئيس لجنة الشئون الخارجية والدفاع والأمن بإنعقاد اجتماع بين مجموعة من النواب وأهالي الموقوفين.
64- رئيس لجنة الشئون الخارجية بالنواب يجتمع مع أهالي الموقفين.
65- مجموعة من النواب تجتمع مع أهالي الموقوفين البحرينيين.
66- مجموعة من النواب تلتقي بأهالي الموقوفين البحرينيين في السعودية وتناقش ظروف اعتقالهم.
67- مجلس النواب يناقش موضوع الموقوفين لدى المملكة العربية السعودية والمطلوب لدى الكويت.
68- بحث قضية الموقوفين في السعودية بين بعض النواب والأهالي.
69- اجتماع النواب مع أهالي الموقوفين البحرينيين في المملكة العربية السعودية.
70- النائب أحمد بهزاد يجتمع مع أهالي الموقوفين البحرينيين في السعودية والكويت ويؤكد عزمه لحل هذه المشكلة.
71- استعراض ضروف اعتقال الموقوفين البحرينيين في المملكة العربية السعودية.
72- النواب يتضامنون مع الموقوفين البحرينيين.
73- البحرين وقضية الموقوفين في السعودية والمواطن المطلوب من الاستخبارات الكويتية.
74- لجنة الشئون الخارجية والدفاع والأمن الوطني بمجلس النواب تتابع قضايا البحرينيين في السعودية والكويت.
75- بعد اجتماع النواب بأهالي الموقوفين ووالد ياسر:
النائب بهزاد يطالب : حفظ كرامة المواطن ومنع مضايقته بالخارج.
76- التوصل إلى انهاء المعتقلين البحرينيين المحتجزين في الكويت.
77- عقد اجتماع بين النواب و أهالي الموقوفين البحرينيين في الخارج.
78- اجتمع عدد من النواب لحل مسألة الموقوفين البحرينيين.
79- الموقوفين يعودون إلى الوطن.

80- أهالي الموقوفين البحرينيين.
81- اجتماع لجنة الشئون الخارجية والدفاع والأمن الوطني لاستعراض أسباب إعتقال الموقوفين في السعودية.
82- اجتماع أهالي المفقودين وأحد أعضاء النواب بشأن الموقوفين.
83- اجتماع مجلس النواب لحل قضايا الموقوفين بالخارج.
84- بهزاد : المجلس النيابي عازمٌ على حل قضية الموقوفين البحرينيين في السعودية.
85- تصريح النائب بهزاد بشأن الموقوفين البحرينيين في المملكة العربية السعودية.
86- اجتماع مع أهالي الموقوفين في الخارج.
87- استعراض ظروف اعتقال الموقوفين البحرينيين.
88- لجنة الشئون الخارجية والدفاع والأمن الوطني تلتقي بأقارب الموقوفين البحرينيين في الخارج.
89- النائب بهزاد "مجلس النواب عازم على حل قضية الموقوفين في السعودية وقضية المواطن المطلوب من الاستخبارات الكويتية."
90- استعراض ظروف اعتقال الموقوفين البحرينيين وضرورة حفظ على كرامة المواطن البحريني.
91- مناقشة موضوع موقفين بحرينيين في السعودية ومطلوب بحريني من قبل الكويت في اجتماع لأحد النواب بأهالي المعنيين(!!)
92- اجتماع النواب مع أهالي الموقوفين البحرينيين في المملكة العربية السعودية.
93- في اجتماعه بأهالي الموقوفين خارجياً: النائب أحمد بهزاد نسعى للمساعدة في حل القضية.
94- انعقاد الاجتماع الذي يشمل أهالي الموقوفين البحرينيين في السعودية لدى الاستخبارات الكويتية.
95- اجتماع رئيس لجنة الشؤون الخارجية والدفاع والأمن الوطني مع أهالي الموقوفين البحرينيين في المملكة العربية السعودية.
96- مجلس النواب في اجتماعه للمطلوبين في السعودية.
97- انفراج في الأزمة السياسية بين دولة الكويت ومملكة البحرين.
98- بهزاد يبحث مسألة الموقوفين البحرينيين لدى السعودية.
99- لجنة الشئون الخارجية والدفاع والأمن الوطني تجتمع مع أهالي الموقوفين البحرينيين بالمملكة العربية السعودية.
100- الشئون الخارجية بالبرلمان تلتقي أهالي الموقوفين البحرينيين في السعودية.

The original English (NPHs) that appear in the newspaper and the students' headlines

(Iraq police chief killed)

82. US soldier and Iraqi police chief killed in Baghdad.
83. USA soldier died.

84. Fighting between a Us and an Iraqi police.
85. The Death of a US solidier and an Iraqi police chief.
86. Gurerilla-style attacks takes down a US soldier and an Iraqi police chief.
87. US soldier & Iraqi police attacks.
88. US soldier killed in attacks in Iraq.
89. Dangerous in Baghdad.
90. Sunni Triangle in □aghdad.
91. US soldier killed in Baghdad.
92. US soldier and Iraqi police killed yesterday.
93. US soldier and an Iraqi cheef killed in Bagdad.
94. Another soldier was killed in Baghdad.
95. Killed US soldier and Iraqi police chief yesterday.
96. Guerilla-style attack and Sunni Triangle in Baghdad.
97. 2 keald in attack in Baghdad.
98. Killed A US soldier & an Iraqi police chief.
99. An attack killed a US Soldier.
100. A US soldier an two Iraqis were killed in Iraq.
101. Iraqi police chief and American soldier were killed in Baghdad.
102. Sunni Triangle.
103. US soldier and Iraqi police were killed in Baghdad.
104. Soldier and an Iraqi police chief were killed in separate guerilla-style

attacks yesterday in Baghdad.

105. US soldier and Iraqi police chief killed in Baghdad.
106. US soldier and an Iraqi chef were killed in Baghdad.
107. US soldier and an Iraqi police chief were killed.
108. A US soldier and an Iraqi police chief were killed at Iraq.
109. US soldier and Iraqi killed in separate guerilla.
110. US Soldier and an Iraqi chief killed in separate yesterday.
111. Yesterday in Baghdad a US soldier and an Iraqi police chief were killed.
112. US soldier and an Iraqi police were killed yesterday.
113. US soldier and Iraqi police were killed in Baghdad.
114. US soldier and an Iraqi police were killed.
115. US soldier and Iraqi chief killed yesterday.
116. US soldier and police chief killed in Baghdad.
117. A US soldier and an Iraqi police chief were killed in Baghdad.

118. US soldier and Iraqi police killed in Baghdad yesterday.
119. US soldier and an Iraqi.
120. A US soldier and an Iraqi police chief were killed yesterday in Baghdad.
121. Some Iraqi plaice chief killer in separate guerilla-style.
122. Killed US soldier and Iraqi police chief in Baghdad.
123. A US soldier and Iraqi police were killed yesterday in Baghdad.
124. Iraqi fealed down.
125. US Soldier and Iraqi police chief were killed in separate guerilla-style
attacks yesterday in Baghdad.
126. A US soldier and an Iraqi police were killed.
127. American Soldier and Iraqi killed in attack.
128. Killed a US soldier and an Iraqi police chief in Baghdad.
129. US soldier and an Iraqi police chief were killed.
130. US soldier and an Iraqi police were killed.
131. US soldier and an Iraqi police chief were killed.
132. A US soldier and an Iraqi police chief were killed yesterday in Baghdad.
133. A US soldier and an Iraqi police killed in attacks in Baghdad.
134. American soldier and Iraqi police chief is killed.
135. Armoured Division soldier killed in Baghdad.
136. 2 separate attacks:
US soldier and Iraqi police chief were killed.
137. New attacks to US army and Iraqi police.
138. Iraq and US.
139. More violence in Iraq that US soldier and Iraqi police chief were killed.
140. More that four peoples killed in Baghdad.
141. 2 polices killed in Bagdad.
142. Dangerous "Sunni Triangle" in Baghdad.
143. American soldier and Iraqi police killed in Baghdad and Alkhaledya.
144. A US soldier and an Iraqi police chief were killed in attacks.
145. A new attack in Baghdad . .
A US soldier and an Iraqi police were killed.
146. More casualtys in Iraq.

147. fire between US soldier and Iraqi was cover there farce in headdress.
148. Sunni Trinagle.
149. Killed soldier and Iraqi police in separate guerilla-style.
150. One soldier and Iraqi police chief has kalid in Bagdad . . .
151. Satiuation in Iraq: Still dangeros.
152. The first Armoured soldier died in attack.
153. A US soldier killed in Baghdad.
154. Sunni Triangle.
155. US soldier and Iraqi poli killd in Baghdad.
156. A US soldir and Iraqi police chief killed in Baghdad yesterday.
157. US soldier kiled in Iraq.
158. A US soldier & an Iraqi official were killd in attacks.
159. Killing of a US soldier and Iraqi police chief.
160. US Soldier killed in separate yesterday.
161. Killing in separate guerilla-style.
162. US soldier and Iraqi police chief killed in Iraq yesterday.
163. US soldier and an Iraqi police.

The Second English (NPHs)

(67 perish in Saudi prison blaze horror)

1. Fire broke out at saudi arabia's prison killed 76 and wounds 20.
2. Sixty-seven inmates dieds yesterday.
3. Fire at Saudi Arabia's biggest prison.
4. 67 dead prisoners and 20 injured in fire at KSA.
5. Mistrous fire at Saudi Arabia's biggest prison.
6. Sixty-seven inmates died in Saudi Arabia's.
7. Sixty-seven died in Saudi prison.
8. Big Fire in Saudi Arabia.
9. Sixty-seven inmates died.
10. Big fire in Saudi Arabia's.
11. Sudi Arbias fire injured 20 and sixty-seven died.
12. 87 injured and dead
    Fire in the biggest prison in KSA
13. Sixty-seven person was died in a fire at Saudia Arabia.

14. Big fire in Saudi Arabia's.
15. Fire at Saudi Arabia's biggest prison.
16. 1 died and 20 injured in a fire at Sudi Arabis.
17. A fire in Saudi Arabia's killed sixty-seven people & injured 20 others.
18. Fire at Saudi Arabia's biggest prison killed sixty-seven and 20 were injured.
19. Big fire kills sixty-seven inmates in a prison in Saudi Arabia.
20. A Huge Fire at a big prison in Saudia Arabia.
21. Sixty-seven inmates and 20 were injured.
22. 67 died and 20 injured in a fire at Saudi Arabia's.
23. Sixty seven inmates died and 20 were injured.
24. a fire in Saudi Arabi behainded sixty seven died and 20 injured.
25. A fire at Saudi Arabia's.
26. A fire in Saudi Arabia's was killed 77 and injured 20.
27. 67 inmates died & 20 injured in a Saudi Arabia.
28. Sixty-seven inmates died and 20 were injured yesterday in a fire at Saudi Arabia.
29. 67 died and 20 were injured yesterday in a fire at Saudi Arabia's.
30. Sixty-seven inmates died and 20 were injured yesterday.
31. Sixty seven inmates and 20 were injured.
32. Fire at Saudi Arabia.
33. In biggest prison in Saudi : 67 died and 20 injured.
34. 67 inmates died in fire.
35. 67 died and 20 were injured at Saudi Arabia's biggest prison.
36. 67 inmate died and 20 were injured in a fire at Saudian biggest prison, and 3 members of the security forces were hurt.
37. 67 inmates died and 20 injured in a fire at Saudi prison.
38. The fire at Saudi Arabia's.
39. Sixty-seven inmates died and 20 were injured yesterday in a fire at Sudi Arabia's biggest prison.
40. Sixty seven inmates died.
41. Sixty seven inmates died and were injured yesterday.
42. Sixty-seven inmated died and 20 were injured in a fire at Saudi Arabia's.
43. Sixty-seven inmates died and 20 were injured yesterday.

44. Sixty-seven inmates died and 20 were injured yesterday in a fire at Saudi
Arabia's.
45. Sixty-seven died and 20 injured in KSA.
46. Sixty-seven inmates died and 20 were injured.
47. Fire at Saudi Arabia's biggest prison killed sixty-seven and injured 20.
48. Sixty-seven inmates died and 20 were injured yesterday in a fire at Saudi
Arabia.
49. 67 inmates died and 20 were injured in a fire at Saudi.
50. 67 inmates died in a fire at Saudi prison.
51. 67 inmates died and 20 were injured in a fire at Sudi Arabia's biggest
prison.
52. Fire in Saudi Arabia's biggest prison.
53. Fire at Saudi's biggest, sixty-seven died and 20 injured.
54. Sixty-seven inmates died yesterday in a fire at Saudi Arabia.
55. 67 inmates died in a fire at KSA prison.
56. Sixty seven died and 20 injured in a fire at Saudi Arabia's yesterday.
57. Saudi big prison is burn.
58. 67 inmates died in a fire at Saudi Arabia in biggest prison.
59. 67 died and 20 injured cause fire at Saudi biggest prison.
60. 67 died and 20 injured:
Fire at the biggest prison in Riyadh.
61. 67 died a fire in Saudi Arabia's.
62. Fire in SaudiArabia cause killed sixty seven inmates and 20 injured.
63. Sixty-seven inmates died and 20 were injured.
64. fire in the biggest priison in saudia Arabian were killed 20 person.
65. Minister Sheak Nayef bin Abdulaziz sy:
Sixty seven inmates died in Riyadh.
66. The investigating the cause of the fire at Riyadh on Saudi Arabia.
67. intervened immediately.
68. fire at saudi prison.
69. Saudi Biggest prison on fire !
70. A fire in the biggest prison in Saudi Arabia.
67 inmates died.
71. A fire at Sudi Arabias biggest prison coused sixty-seven did and 20 injured.
72. Fire in KSA prison.

73. fire at Saud Arabia's.
74. A fire killed 67 inmates yesterday.
75. SPA did not name the prison chief.
76. 67 and 20 injured at Saud Arabia.
77. Sixty-seven inmates died in biggest prison in Saudia Arabia.
78. Many inmates died in a fire at Saudi Arabia.
79. Sixty-seven inmates died in Saudi Arabia's.
80. Fire at Sudi Arabia's biggest prison.
81. 67 Saudi inmates died in a fire.
82. Injured a fire at Saudi Arabia's.

ملخص البحث

بعض الخواص اللغوية والتداولية لعناوين الأخبار الصحفية: دراسة مقارنة بين العناوين العربية والإنجليزية

إعداد الطالبة: جهاد عبدالله الفاضل

تهدف هذه الدراسة إلى البحث في أوجه التشابه والاختلاف بين عناوين الأخبار العربية والإنجليزية من حيث الخواص والاستخدامات اللغوية والتداولية لكل منهما وذلك للتوصل إلى نمط أساسي لصياغة العناوين الإخبارية الصحفية.

وقد استخدمت الباحثة أداتي بحث لهذه الدراسة وهما تحليل ٤٠٠ عنوان إخباري رئيسي باللغتين مع التركيز على الاختلافات اللغوية والتداولية بينهما. أما الأداة الثانية فهي إستبانة وزعت على عينة من طلبة الإعلام لمعرفة مدى قدرتهم على كتابة العناوين الأخبارية الصحفية بصورة جيدة باللغتين العربية والإنجليزية للاستفادة من ذلك في تدريس اللغة الإنجليزية.

وقد توصلت هذه الدراسة إلى إثبات مدى أهمية هذا الحقل وثراءه حيث أن العناوين الإخبارية الصحفية لها استخداماتها اللغوية الخاصة في كلتي اللغتين. كما توصلت إلى أن متوسط طول العناوين الأخبارية الصحفية العربية يفوق نظيرتها الإنجليزية من حيث عدد الكلمات، بالإضافة إلى أن تحرير العناوين الإخبارية الصحفية هي عملية معقدة ولا يمكن إنجازها بيسر. كما يمكن ملاحظة الإختلافات الثقافية بين اللغتين من خلال بعض العناصر الثقافية الموسومة. وأخيراً توصي الدراسة ببحوث مستقبلية موسعة في التحرير الإخباري واستخدام العناوين الإخبارية الصحفية كأداة تدريس.

كما توصي الدراسة بإجراء بحوث حول علاقة عناوين الأخبار بالمحتوى من منظور دلالات مبادىء اللغوي غرايس.