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Abstract

Studying media discourse helps us understand how the media influences our vision to the world. It's like exploring how news, TV shows, and social media shape our points of view. By looking at different types of media, people can learn a lot about how they affect their thoughts and beliefs. Bell (1991) talked about those different types, and illustrated how media could impact our understanding of things and this is the first part of this chapter. Moreover, the study shows the relation between media discourse and some ideas as CDA, SFG, and Crime. In the next part of the chapter the study illustrates the definition of Juvenile Delinquency and review of literature on it.

Key words in the chapter are: Media Discourse, Juvenile Delinquency, Critical Discourse Analysis.

المستخلص

ان دراسة الخطاب الإعلامي تساعدنا على فهم تأثير الإعلام على رؤيتنا للعالم عن طريق إستكشاف مدى تأثير الأخبار والبرامج التلفزيونية ومواقع التواصل الإجتماعي على وجهة نظرنا. ويستطيع الناس معرفة مدى تأثير الإعلام على أفكارهم ومعتقداتهم عن طريق تعدد وسائل الاعلام. ومن هنا تحدث أحد الكتاب ويدعى بيل عن هذه الأنواع وأوضح كيفية تأثير الإعلام على فهم الأشياء وهذا يكون الجزء الأول من المقال. أما الجزء الثاني فيوضح العلاقة بين الخطاب الإعلامي وبعض الأفكار مثل تحليل الخطاب النقدي والنحو الوظيفي التطبيقي وأخيرا الجريمة. ويوضح أيضا تعريف إنحراف الأحداث والدراسات السابقة له. **الكلمات الرئيسية:** الخطاب الإعلامي، إنحراف الأحداث، تحليل الخطاب النقدي.

Media Discourse

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2.1. Categorization of Media Genres

Media discourse is an important genre to study because it shows how the language of media can really influence what people think and feel about the events. Bell (1991) categorized different types of media, like newspapers, into advertising and editorial sections. The editorial part covers everything that is not advertisements.. The editorial section consists of three main parts: service information, opinion, and news. At first, Service information covers things like sports or business listings. Secondly, opinion is where the newspaper shares its views on topics through columns, letters to the editor, and reviews.

Thirdly, news sub-genres are categorized into four main types: feature articles, specific topic news, headlines, and hard news. Feature articles, being lengthy pieces that cover current events, are considered a clear example of soft news. Second, Specific topic news is found in Newspaper sections dedicated to particular subjects like sports, arts, and computers. The third category comprises various sections such as headings, subheadings, bylines, and photo captions.

Lastly, hard news forms the primary content of newspapers and is categorized into two main types: reports on accidents and political or diplomatic events. The first group includes stories of accidents, disasters, and crimes, while the second group encompasses election updates, party stances, and global negotiations (Bell, 1991, pp. 14).

2.1.1. Media Discourse and CDA

Analyzing news articles in the media is a key focus of critical discourse analysts. Studying media discourse is exciting as it often reveals hidden power dynamics. A notable difference can be observed between face-to-face interactions and media discourse. During face-to-face interactions, participants switch between being producers and interpreters of text, while in media discourse, the media content serves as a "commodity" exchanged between producers and consumers. Additionally, in face-to-face interactions, participants collaborate and receive feedback from each other, whereas media discourse is specified for mass audiences, thus producers do not identify who the audience is. Media power relations involve interactions between those in positions of power and the general population. Power holders have the ability to impose influence over participants with less power (Fairclough, 1989, pp. 49-51). The influence of power holders in the media is unseen within the subtle actions of the media industry. Journalists who are seen as influential figures in media operations, dictate both the content and style of communication.

Media power is influential and symbolic because media activities can influence the thoughts of readers by shaping their thoughts, intentions, beliefs, and opinions (mental representations). Even though the news media holds significant power, some participants who use media content may resist or question this influence. They maintain a sense of freedom and independence by their own choice (van Dijk, 1995, pp. 10-1)

Access plays a crucial role in media discourse. While regular individuals consume news media, they do not have direct control over the content since they are not involved in producing it. In contrast, elite groups or institutions typically have access to shape public discourses and important communication events. Elites are the groups with the most influence in different social settings and organizations. They have primary and direct access to public discussions overall, including the media. Consequently, elites are considered trustworthy sources of news information (van Dijk, 1995b, pp. 33).

The media holds power in two ways. Firstly, journalists play a key role in bringing elite groups into media discourses by interviewing them and presenting their perspectives, and thereby establishing them as important figures in news coverage. Those elite groups can surpass the media's influence if they can determine the patterns of media access.

Consequently, those elite groups rely on the media to maintain their power. According to van Dijk (1995), the social influence of elite groups is impactful when the discourses are important. The greater the impact of discourse on individuals is, the more significant the exercise of power becomes. Secondly, the influence of the media is rooted in the structure of discourse power (p.12). Therefore, news media can serve as institutions of authority and be controlled by elite groups with no respect to the public.

Readers should understand the organization and purpose of news reports in the media. They should possess some understanding of grammar, text structure, and other elements of news articles. Furthermore, analyzing the cognitive, social, and cultural context is important to explore how hidden meanings and ideologies are connected to the text. The cognitive approach suggests that texts do not have fixed meanings; instead, meanings are given by how individuals mentally process language. For instance, it is essential to analyze the cognitive representations and methods used by journalists when creating news stories in order to understand the content of these articles.

News report authors seek to engage readers in constructing a mental image of the news event described in the report. Journalists have their own model of each news event and seek to guide readers in forming a similar model, known as the preferred meaning or preferred understanding. Preferred models “form the core of processes of persuasion, disformation, and the media control of the public, especially if they are inconsistent with the best interests of the readers, but consistent with the interests of the elite” (van Dijk, 1995, p.14).

Shaping which information is highlighted serves as a method to guide readers how to perceive a news event and ultimately construct their understanding of it. Journalists emphasize important information by displaying it in headlines or through images in the news report. Similarly, when journalists or influential elites aim to divert public attention away from specific parts of a news event, they minimize or exclude those details from the news report. By doing so, those parts are likely to receive less emphasis in the readers' understanding of the news event (van Dijk, 1995, pp. 14-15).

In this context, it is essential to explore certain theoretical frameworks. At first, the meaning of the text is formed and stored in memory as a representation that is gradually constructed and strategically portrayed “text representation” (van Dijk, 1991, p. 117). Secondly, both journalists and language users develop their distinct personal representations of the news events in the text. The mental representation

of knowledge is known as a model, which reflects language users' understanding of the text's events. Language users demonstrate their understanding of a text by creating a mental model of the depicted event. This model could include additional context about the event beyond what is explicitly stated in the text. This background information is not directly mentioned in the text but is expected to be understood by language users.

Controlling the collective knowledge of readers can indirectly affect their understanding of discourse. For instance, if journalists or elites fail to offer comprehensive details on U.S. interests in the Middle East, readers' knowledge and interpretation of news regarding the Gulf war may be restricted. Elites prefer to keep public understanding limited and prevent readers from accessing alternative sources of communication that offer essential background knowledge (van Dijk, 1995, p.15).

2.1.2. Media Discourse and Crime

One of the difficult responsibilities of critical discourse analysts is to examine how the media portrays criminal activities. Howitt (1998) explains that news coverage of crimes is not a direct reflection of individual incidents; instead, it is chosen, and portrayed in ways that go beyond just stating the facts. (p. 28). Moreover, Howitt (1998) highlights that the media often prefers covering the human aspect of crime news over its implications for the criminal justice system. Therefore, the media is not only informing us about crime but also affecting our perceptions and thoughts about crime (p. 29).

Howitt (1998) also points out that the media reports of trials can impact how readers perceive them. He emphasizes that newspaper coverage is not considered a neutral and fair representation of the courtroom events. This may be because certain journalists focus only on presenting the prosecution's perspective while neglecting the motives for the crime explained by the defense. Similarly, newspaper articles often overlook the underlying factors that lead to a crime. Additionally, they use legal terms like 'surrendered', 'no bond', and 'first-degree murder', which can create a negative effect on the readers' minds regarding the inevitable conviction (p. 172-3).

Carrabine (2008) explains that media coverage of crime can create harmful stereotypes about certain social groups (p. 38). Therefore, the focus should not only be on the news content itself, but on how it can impact readers' feelings and shape their view of society. Carrabine (2008) highlights that the media plays a role in shaping the complex human emotion of fear. He underscores that although fear is a natural feeling felt by all beings, the specific causes of anxiety are affected by societal factors. This indicates that the media influences public awareness of the

challenging issues stemming from fear. Modern expressions used in media like “politics of fear,” “fear of crime,” and “age of anxiety” suggest that individuals are not now living in an age of safety and danger is everywhere (p. 39).

Media coverage and the fear of crime are closely interrelated. Carrabine (2008) suggests that fear is not based on real threats but shaped by news reports. Through radio, television, and newspapers, people know more about the serious and sensational crimes and are affected by the narration of the crime created by the media. Therefore, it is obvious that individuals who read newspapers with maximal crime coverage have higher fear levels than those who read newspapers with minimal crime coverage. In the same way, many studies suggest that readers of tabloid newspapers, known for expanding sensational crime reports, show higher fear levels than readers of broadsheet newspapers that present crime news in a less sensational way. Consequently, the coverage of violent and sensational crimes increases fear levels where the coming problems of fear exceed those caused by the actual crimes (pp. 44-6).

Jewkes (2004) suggests that when examining the connection between media and crime, the term "moral panic" is commonly used. This concept has emerged in British sociology in the 1970s. It describes the public and political reactions to inferior or marginalized people or groups that can be seen as a threat to societal values and interests. The answering to this "moral panic" is often affected by media reports, where the definition of the term is shaped by how the mass media produces and presents information. Jewkes (2004) points out that young individuals are the focus of discussions on moral panics because they symbolize the future, and their actions are as a measure of a society's power or weakness (p. 67).

Media discourse contains many types such as advertisements, editorials, feature articles, and hard news. This area needs more investigation in Critical Discourse Analysis (CDA) as it reveals underlying power relations. The media dominates individuals' thoughts and behaviors by shaping their actions, beliefs, and viewpoints (mental control). Moreover, a strong relationship appears between media discourse and representation of crime because fear of crime and moral panic are concepts constructed by media reports on criminal activities.

2.2. Juvenile Delinquency: Review of Literature

This study examines juvenile delinquency because it is not linguistically discussed a lot in both Egyptian and American media. The rising rates of juvenile crimes present an important challenge in recent times. According to Oxford online dictionary, juvenile delinquent is a

young person who is not yet an adult and is guilty of committing crimes. Shoemaker (2010) shows that juvenile delinquency is a legal term that represents “an effort of a youth to handle a difficult situation in his or her life, but with behaviour which has been proscribed by legislative action” (p. 21). Juvenile delinquency happens because of many reasons. It can be linked to various social, economic, and political shifts, personal problems, and family conflicts.

Worries about this problem have increased because of the increase in youth crimes since the mid-1980s and the peak in the 1990s. Many discussions on this problem have arisen over the best approaches to handle young individuals who break the law and are involved in criminal behaviour. There are different views on how to handle young criminals. Some say they should face punishment, while others argue they should receive guidance and education to restrain their violent behaviour. Trying to find out the best way to deal with juveniles aged 10 to 17 who commit crimes is a critical challenge in juvenile crime policy, as mentioned by (McCord, 2001, pp.13-4).

Jewkes (2004) suggests that the difference between youth and adulthood is only sometimes well-defined. The transition from childhood to adulthood does not have exact boundaries, making it difficult to determine when one phase ends and the next begins. He mentions that the age at which children are labelled as problematic has shifted, with young kids now considered at risk. Therefore, in the eyes of adults, young individuals' unusual actions are seen as a recent issue when they misbehave (p. 71).

Edelman (2001) argues that young people often behave childishly. For instance, she describes a situation where a twelve-year-old boy makes a wall unclean with graffiti. In this case, the wall's owner will be upset and may seek retribution for the act and reimbursement for the harm caused. Consequently, the government should introduce additional actions to avoid such delinquent behaviours. Edelman emphasizes the importance of investigating the underlying motives that lead the boy to commit such acts rather than reacting rashly and making wide assumptions about the situation (p. 46).

Edelman (2001) suggests that there are a lot of explanations for the behaviour of this young person. Firstly, he may have tried to define his identity and show his presence. Secondly, he may have struggled to do so through socially acceptable means, such as joining a sports team or succeeding in school, but he failed. Additionally, he may have believed that damaging an object nearby is acceptable. Moreover, the wall may have represented something unattainable because of financial problems.

Therefore, Edelman advises governments to examine the reasons carefully to fix the issue rather than rushing to judge the offenders and causing alarm in the society. (p. 47).

Similarly, it is essential to recognize that many factors, such as family, community, and social environments, impact the appearance of delinquent behaviour. Youths may make bad choices because of incomplete information and false judgments. They may undervalue the adverse outcomes resulting from their wrong actions. Furthermore, emotions can impact how teenagers make decisions. They can lead to rapid mood changes compared to others and affect their behaviour and choices (McCord, 2001, pp. 15-6).

Juveniles can both suffer from and participate in violent behaviour. Juveniles can behave violently because of the violent scenes seen on television or in reality. Mainly, when children witness domestic violence, they try to duplicate the same behaviours. Therefore, there is a strong connection between child victimization and juvenile violence. Children who experience harm and pain are expected to become involved in violent acts later on. Additionally, violent culture during childhood can have harmful effects after getting older (Dowd, 2006, pp. ix-xii).

In criminal law, teenagers aged 10 to 18 who are involved in criminal activities are handled differently from grownups. They are treated in particular courts using specific procedures. The main objective is to guide the child towards a path of responsible adulthood. Furthermore, it is essential to recognize that not all offenders, regardless of age, can be handled similarly. This is because some juveniles may demonstrate signs of maturity before reaching 18 years old. Although they try to act like adults by all means, they are not adults. Grownups understand that breaking the rules leads to punishment, while juveniles still comprehend the rules. This is why 18 is considered the dividing line between childhood and adulthood, or the transition from ignorance to full awareness (Edelman, 2001, pp. 48-51).

During the 1990s, public opinion has an effective effect on the vision of juvenile delinquency. While some supported treating young offenders as adults, the majority preferred early intervention and rehabilitation programs. The second group refused sending juveniles to adult jails (Redding, 2006, pp. 376-7). Moreover, some researches indicate that young offenders who receive adult sentences tend to have higher rates of re-offending upon release compared to juvenile offenders treated in juvenile court. Many juveniles experience anger and unfairness when they are tried as adults. Moreover, young offenders are influenced negatively by the actions of adult criminals. Consequently, juveniles tried

as adults are at a higher risk of re-offending compared to their peers (Redding, 2006, p. 384).

Chen and Salekin (2012, p. 106) suggest that the juvenile justice system attains juveniles' developmental needs more than adult courts. It is essential to focus more on rehabilitation rather than punishment. Boxer and Goldstein (2012, p.325) argue that while society may advocate for severe punishment for violent offences such as rape or aggravated assaults committed by juveniles, effective intervention can be achieved through a rehabilitative approach in the juvenile justice system.

Finally, some advocate for rehabilitating juvenile delinquents, while others argue that they should face adult consequences for breaking the law. Hence, age 18 is the boundary between childhood and adulthood, shaping how offenders are handled. Moreover, it is believed that children may turn to violence when they face factors that contribute to criminal behaviour. These factors are family problems, challenges in education, social alienation, and association with delinquent peers.

2.2.1. Juvenile Delinquency and CDA in Media Discourse

Dunbabin (2011) conducted a study to analyze how children are socially constructed in media reports. Dunbabin's goal is to highlight the unequal power relations reflected in media discourse, where general ideas label juvenile delinquents as 'evil' and must be punished. She uses a case study method in her research in order to examine the tragic murder of two-year-old James Bulger by ten-year-old boys Jon Venables and Robert Thompson. In her study, Dunbabin connects the idea of childhood to media discourse by using a critical discourse analysis approach. Her fundamental aim is to demonstrate how discourse influences the production of beliefs about children's criminal activities.

Dunbabin's study (2011) illustrates the use of Critical Discourse Analysis (CDA) in examining tabloid media discussions. By analyzing the language used in tabloid reports on this crime, she shows how young offenders are depicted as 'evil' and a 'threat' to society. She explains that ideas about childhood and youth, particularly "child criminals," are shaped by societal discussions. She emphasizes that the two boys involved in the incident are depicted as 'monsters', an accepted portrayal as a reality for all young individuals who break the law (Dunbabin, 2011, pp. 4-9). She suggests that the information produced and reproduced through reports illustrate how the exercise of massive power over children contributes to the possibility of reoffending crimes. Those "child criminals" undergo a process of being marginalized and dehumanized, which leads to a lack of sympathy and understanding toward them (Dunbabin, 2011, p. 9).

Similarly, Cannon (2011) examines how deviant youths are depicted as socially constructed figures in the news. She asserts that the media portrays juveniles in a negative, stereotypical representation. She also emphasizes that the media possesses hegemonic power in shaping public perceptions by negatively portraying youths as a problem in society. This portrayal labels them as “an annoying subgroup within the community,” leading to moral panic among the public (pp. 3-4). Cannon (2011) asserts that Critical Discourse Analysis (CDA) is a suitable method for examining the media because it exposes the misconception that the media portrays and highlights its influential role in society. People understand that the media takes a neutral position (p. 7).

In her study, Cannon (2011, pp. 6-7) collects data for analysis from major British tabloid and broadsheet newspapers, individual interviews and focus groups. Focus groups contain a small number of participants discussing a specific issue, such as the moral panic of juvenile offences in this instance. In her research, Cannon (2011) argues that individual interviews offer singular perspectives without participant interaction, while focus groups allow for many opinions that show the power inequalities among participants.

Furthermore, she asserts that the chosen newspaper pieces depict delinquent youths as problematic, harmful, dangerous, and cruel, and that shapes public perceptions that lead to the increase of moral panic. Cannon (2011) concludes her study by underlining that participants actively shape interpretations of messages based on media ideologies. Hence, it is observed that neither Cannon (2011) nor Dunbabin (2011) utilize Systemic Functional Grammar (SFG) in their research. In contrast, this study adopts SFG to analyze the chosen newspaper articles to investigate how Critical Discourse Analysis (CDA) reveals the writer's ideology.

2.2.3. Adopting SFG to Media Discourse of Juvenile Delinquents and CDA

Some studies have been carried out by using Systemic Functional Grammar (SFG) to analyze media discourse. They highlight the interconnection between Critical Discourse Analysis (CDA) and SFG. Haig (2008, 2009, and 2012) presents his perspectives on using CDA and SFG in examining media discourse. He expresses that his researches aim to reveal the underlying ideologies presented in media reporting through Critical Discourse Analysis (CDA). Furthermore, he wants to emphasize that the modal of CDA resists many types of oppression. Haig concentrates on youth crimes in his studies as it has been a significant topic in British media since 2007. He aims to use Critical Discourse Analysis (CDA) techniques to analyze how youth crimes are depicted in

UK radio news programs and audience-generated online content. This choice stems from the differences between the spoken language of radio hosts and the written language of listeners. Those differences are a good area for investigation (Haig, 2008, pp. 33-5).

In a study by Haig (2008), the portrayal of Juvenile delinquency in spoken discourse is analyzed using CDA. He examines deeply one case of the tragic shooting of Rhys Jones, an eleven-year-old boy, by another teenager during a play session in Liverpool Park in August 2007. Haig aims to investigate how the media shapes public perceptions of the world. In his research, he analyses the structure of a single day's programme of the BBC Radio 4 Today program on Thursday, August 23rd. This program is chosen because of its influence and its broad audience reach in the UK (pp. 37-44). He discusses how different participants repeat a news story throughout the program. Moreover, he highlights the use of repetition, as presenters often repeat news items multiple times to keep listeners following any new developments during the broadcast.

In his findings, Haig (2008) determines that news coverage aims not to tell the public about social problems like crimes but to convince the audience with ready-made notions. Thus, the audience cannot change the social order or those notions. Consequently, the audience understands the murder as a terrible act committed by a delinquent youth rather than recognizing it as a reflection of the complex structural problems within society. In conclusion, Haig argues that the language applied by presenters and participants on the Today program does not convey the truth but shapes the news through particular points of view and ideologies. Moreover, the repetitive portrayal of the event, made by different perspectives of the presenters, encourages listeners to adopt predetermined and traditional viewpoints and limits their ability to form independent perspectives. (pp. 59-61).

In addition to the previous study, Haig (2009) uses Systemic Functional Grammar (SFG) to examine the reporting of the same criminal act (the shooting of an eleven-year-old boy by a teenager) on the BBC radio news programme Radio 4 Today. He focuses on the interpersonal metafunction in his analysis. He illustrates how language is used ideologically at the sentence and clause levels. (pp. 109-10).

Haig (2009) examines the Mood and Modality selections in a brief excerpt from the previously mentioned radio news broadcast. His analysis reveals that declarative clauses are the most commonly used clause types. Haig suggests that declarative clauses are repeated due to the non-interactive nature of media texts. There to be a dialogue between speakers and listeners. Additionally, Haig shows that the news bullet is the

commodity exchanged with the audience, who has no chance for feedback. As a result, text producers take the authoritative role, while listeners are passive consumers. In his analysis of modality choices, Haig notes that the modal finite "should" and "can" are the only ones referenced. In the conclusion of his study, Haig emphasizes that the BBC news program uses minimal verbal modelization due to "the high degree of facticity associated with the news and, by extension, their authoritative role as producers and purveyors of it" (Haig, 2009, p. 125). This points out how linguistic analysis of radio news discourse can convey many ideologies related to truth and understanding of youth crime and deviant behaviour.

In a separate study, Haig (2012) examines the same excerpt from the BBC radio news show Radio 4 Today. He focuses on how social actors are portrayed in media discourse. He seeks to uncover the impact of ideology in media texts. Haig analyzes the text's ideational metafunction. He aims to connect those features to the underlying ideologies they convey. In summary, Haig examines the Transitivity patterns in the excerpt to explore how social actors and entities are depicted in media coverage (p. 48). His analysis indicates that the ideational function unveils some of the ideologies text creators. The nature of the texts enables all participants to be represented as grammatical participants. (Haig, 2012, p. 67). By analyzing the radio news broadcast linguistically, Haig aims to explore how the media shapes moral panics about youth crime. He highlights that the influence of the media on public perceptions is linked to the level of trust that public have in the media.

Mossaad (2016) applies CDA and SFG to represent juvenile crimes in British Media. She chose the Guardian, The Daily Telegraph, and The Independent newspapers. The study investigates murder and theft crimes committed by juvenile delinquents from 2011 to 2013. The researcher applies the socio-cognitive Model by van Dijk to divide people into two groups: self-represented by the police or government that has power and authority, and another represented by juveniles who commit the crimes and have no power.

She finds that in the transitivity analysis, young offenders are negatively represented. However, modality analysis shows the hidden ideologies of the reports' writers and their tendency towards the crimes. Thus, the choice of modality and the transitivity analysis helps to investigate the portrayal of juveniles positively and negatively. The positive representation of teenagers who commit crimes (the other) is used more than the negative representation. Journalists portray them as

victims of their horrible circumstances or poverty. They try to convince the government (the self) to be merciful with those juveniles.

Finally, the review of literature of the related studies consists of two significant contributions. The first category of studies illustrates the vital link between youth delinquency and media representation by employing Critical Discourse Analysis as a theory for analysis. Those investigations demonstrate that portrayals of delinquent youth are shaped by societal discourse. The media's ideological power shapes narratives about youth crimes and ready-made points of view in public. The second set of studies uses the SFG model to explore the close relationship between CDA and SFG within media discourse. Some researchers analyze Transitivity and Mood selections in media programmes to examine how social actors are portrayed.

Therefore, no efforts have been made to apply Critical Discourse Analysis (CDA) to explore the gender of juvenile delinquents based on the interpersonal metafunction and modality system in written media content. By examining newspaper articles, this study aims to demonstrate how ideology serves as a tool for creating and upholding unequal power dynamics through CDA, which involves scrutinizing journalists' underlying ideologies.

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