



مجلة كلية التربية للبنات
مجلة فصلية علمية محكمة في العلوم الانسانية والاجتماعية تصدرها كلية التربية للبنات-
جامعة بغداد-العراق
Journal of the College of Education for Women
A Refereed Scientific Quarterly Journal for Human and Social Sciences Issued by the College of Education for
Women-University of Baghdad-IRAQ

Received: March 17, 2023
تاريخ الإستلام: ٢٠٢٣/٣/١٧

Accepted: April 19, 2023
تاريخ القبول: ٢٠٢٣/٤/١٩

Published: June 30, 2023
تاريخ النشر الإلكتروني: ٢٠٢٣/٦/٣٠

DOI: <https://doi.org/10.36231/coedw.v34i2.1666>



The Construction of the Iraqi Child in the UNICEF Reports during Covid19 Pandemic: A Critical Discourse Analysis

Huda H. Khalil¹ & Shurooq Abboodi Ali²

Department of English-College of Education for
Women-University of Baghdad¹

Department of English- College of Arts-
University of Baghdad²

huda.hadi@coeduw.uobaghdad.edu.iq¹
shurooqsm99@gmail.com²

Abstract

The present paper aims at investigating the linguistic image portrayed by UNICEF reports on the Iraqi child from a critical discourse analysis perspective during Covid19 pandemic (2020). The paper attempts to fill a gap in research literature concerning the linguistic construction of the Iraqi child by the UNICEF reports during the critical health crisis of Covid19. Van Leeuwen's (2008) approach of social actor representation has been adopted for this purpose. From Van Leeuwen's approach, the category of determination (single determination and overdetermination) has been selected to be the main analytical tool for its high compatibility with the set of objectives put forward to figure out how such a globally effective and easily accessible discourse constructs the Iraqi child. The research is qualitative in nature and the findings are supported by some figures and percentages. The paper has come up with a number of conclusions that spot an interesting situation. First, The USRs do not imprison the IC within a limited vision that usually accompanies the linguistic reliance towards single determination. Second, the USRs have assigned the IC a number of social roles that are compatible with the IC him/herself. This leads to the third conclusion which states that the USRs put the IC in wider perspectives that come within the domains of reality which is bound to the surrounding physical environment. Fourth, although the

social roles assigned to the IC vary in the attitude they embed towards the IC, the neutral roles have outperformed the positive and negative ones.

Keywords: critical discourse analysis, determination, Iraqi child, social actor, UNICEF

البناء اللغوي للطفل العراقي في تقارير اليونيسف خلال جائحة كورونا: تحليل خطاب نقدي

هدى هادي خليل^١ و شروق عبودي علي^٢

قسم اللغة الانكليزية- كلية التربية للبنات- جامعة بغداد^١

قسم اللغة الانكليزية- كلية الآداب- جامعة بغداد^٢

huda.hadi@coeduw.uobaghdad.edu.iq^١
shurooqsm99@gmail.com^٢

المستخلص

يهدف البحث الى تقصي التصوير اللغوي للطفل العراقي في التقارير الدولية لليونسيف من وجهة نظر تحليل الخطاب النقدي خلال جائحة كورونا للعام ٢٠٢٠. اذ يهدف الجانب التطبيقي للبحث الى سد فجوة في الأدبيات البحثية المتعلقة بتصوير الطفل العراقي عبر تقارير منظمة اليونيسف أثناء الأزمة الصحية الحرجة لجائحة كورونا. اعتمدت الادوات التحليلية للدراسة على منهج فان لوفين (٢٠٠٨) الذي يتمحور حول الصورة المجتمعية للفرد في مختلف المجتمعات. تم اختيار فئة العزم (العزم الفردي والإفراط في التحديد) لتكون ادوات التحليل الرئيسية وذلك لتوافقها العالي مع مجموعة الأهداف المطروحة لمعرفة كيف يؤدي هذا الخطاب الفعال عالمياً والمتاح للجميع إلى التمثيل اللغوي للطفل العراقي في المجتمع. البحث نوعي بطبيعته، والنتائج مدعومة ببعض الأرقام والنسب المئوية. لقد توصل البحث إلى عدد من الاستنتاجات التي تحدد موقفاً مثيراً للاهتمام. أولاً، ان تقارير اليونيسف لا تقيد دور الطفل العراقي ضمن ذلك النوع من الرؤية المحدودة التي غالباً ما تصاحب التمثيل اللغوي للتصميم الفردي. ثانياً، أعطت تقارير اليونيسف الطفل العراقي عدداً من الادوار الاجتماعية التي تتوافق مع الحالة الطبيعية للطفل العراقي نفسه. وتقودنا النتيجة الثانية الى الثالثة التي تنص على ان تقارير اليونيسف تضع الطفل العراقي في منظورات أوسع متعلقة بالواقع المرتبط بالبيئة المادية المحيطة. رابعاً، على الرغم من أن الادوار الاجتماعية المسندة إلى الطفل العراقي تختلف في مواقفها (كونها موجبة و سالبة و محايدة)، إلا أن الادوار المحايدة قد فاقت الادوار الإيجابية والسلبية.



الكلمات المفتاحية: تحليل الخطاب النقدي، التصميم، الطفل العراقي، الفرد في المجتمع، اليونيسف

1. Introduction

Iraq has witnessed a series of escalation periods that put its population under the microscope of the United Nations in general. The main figures of the Iraqi population are the children that represent a fertile field of specialization for the UNICEF and the group that has mostly suffered from the wrong policies of the successive Iraqi governments. Children all over the world form the main stream for the future of countries and the source of upcoming prosperity. Thus, the present paper is to **investigate the stance of the UNICEF situational reports (henceforth USRs) on the situation in Iraq during the peak period of Covid19, 2020.** The reason behind choosing this period is that Iraq is a war-torn country that has undergone a series of war crises since the 1980s (Hussien & Al-Bahrani, 2022; Khalil, 2017). Accordingly, health and education systems, like many other infrastructure systems, have been deeply affected by the political circumstances in Iraq. These two systems are essential for building and raising healthy and educated generation in any country. The pandemic of Covid19 has severely affected these two systems in the world in general. In Iraq, the effect is doubled because of the already critical situations that have already taken place before Covid19. The present paper tries to fill a gap in literature by uncovering the viewpoints of UNICEF towards the Iraqi child (henceforth IC) through identifying the social roles that are attributed to the IC. It further aims to answer the following research question: **What is the stance of the UNICEF situational reports (henceforth USRs) on the situation in Iraq during the peak period of Covid19; 2020?**

The methodology adopted for analysis is CDA for its suitability to meet the objectives of the research conducted. CDA is a flexible methodology that is applicable for all sorts of discourse. It can be molded with the analyst's objectives without affecting the validity and reliability of the analysis and results (Van Dijk, 2009). Van Leeuwen's (2008) social actor

approach is chosen for the analysis because it aligns with the objectives of the present paper, particularly in determining the attitudes and tendencies that the USRs embed towards the IC and the kinds of social roles derived. By arranging words in one particular way to designate one particular social status, IC is represented and constituted as a social actor. Thus, being a social international institution, the UNICEF forms specific ideological frameworks for the identification of a social actor (the IC) through the use and manipulation of language. As with every social institution, UNICEF exerts social power over society at large and serves as a reliable source of that influence.

It is hoped that the results would shed light on the stand point of UNICEF towards the IC. Such a neutral global organization counts a lot in spotting the reality that helps as a guide for further reform treatments towards the IC.

2. Theoretical Framework

2.1 United Nations International Children's Emergency Fund (UNICEF)

The United Nations agency UNICEF, widely known as the United Nations International Children's Emergency Fund, is in charge of delivering developmental and humanitarian aid to children all over the world. Being present in almost 192 territories and countries, it is one of the most recognizable and widespread social welfare. The activities presented by UNICEF include giving vaccines and disease prevention, treating HIV children and women, strengthening childhood and maternal nutrition, promoting education, offering emergency assistance during disasters, and enhancing sanitation. The purpose of UNICEF was broadened in 1950 to include addressing the long-term requirements of women and children, especially in developing countries. The organization's name was changed to its current form in 1953, as it became a permanent member of the United Nations System while it still uses the former acronym (UNICEF, 2005).

Since its establishment, UNICEF has offered the children in the crises caused by both natural and human-made disasters a life-saving



aid and protection. The principal idea for UNICEF's humanitarian response is that children in the middle of armed conflict and natural disasters have the same requirements and privileges as those in secure environments. Emergencies are becoming more complex, and the most vulnerable people suffer the most from their effects. UNICEF's commitments for children in emergencies are not only a mission statement. Rather, they are a humanitarian requirement within the areas of health and nutrition, protection, water and sanitation, HIV/AIDS, and education (UNICEF, 2005). UNICEF executive board is tasked with overseeing the operations of the organization and providing intergovernmental support in accordance with the general policy directives of the General Assembly and the Economic and Social Council of the United Nations (Beigbeder, 2001).

2.2 Critical Discourse Analysis

Critical Discourse Analysis (CDA) is a comprehensive approach which is not limited to a particular discourse, topic or media. It relies on multiple methodologies, though some critical discourse analysts have a sort of tendency to one methodology rather than another. Critical discourse analysts are generally interested in "the discursive (re)production of power abuse and the resistance against such domination" (Van Dijk, 2009, p. 63). They agree upon studying discourse and emphasizing how language "serves, and furthers the interests, positions, perspectives, and values of, those who are in power" (Van Dijk, 2009, p. 63). The people in power practice their authority and express their ideologies (Waugh, Catalano, Masaeed, Do & Renigar, 2016). The result is domination which is represented by "the exercise of social power by elites, institutions or groups, that results in social inequality, including political, cultural, class, ethnic, racial and gender inequality" (Van Dijk, 1993, pp. 249- 250). The USRs discourse practices a social power which leads to the domination of the news institute itself over the society. It is this close relation between society and discourse (in which social power is represented) that makes CDA a

multidisciplinary approach launching from a social problem.

CDA transgresses the mere analysis of text going further to relate language to social processes. This way, it is a "normative" analysis for spotting "social wrongs" and trying to diminish them (Fairclough, 2010, pp. 10- 12). This makes ethics as a presumption for CDA in its inspection of unjust or illegitimate text or talk (Van Dijk, 2009). This treatment of CDA covers a large number of discourse contexts like media discourse of "film, newspapers, TV news broadcasts, internet, email" in addition to "elite, literary, narrative, government, advertising, educational, legal/courtroom, medical, cross-/inter-/transcultural, parental/ family discourses, and conversational interaction" (Waugh et al., 2016, p. 73).

Ideology comes at the heart of CDA. It functions as a framework "for organizing the social cognitions shared by members of social groups, organizations, or Institutions" (Van Dijk, 1995, p. 18). It creates a sort of "interface" between "cognitive representations" of both discourse and actions and "the societal position and interests of social groups" (Van Dijk, 1995, p. 18). Ideologies can be thought of as "belief systems [that] are socially shared by the ... social actors" (Van Dijk, 2006a, p. 116). A type of social belief that is gradually learned and is subject to change over time is ideology (Van Dijk, 2006a). In contrast to long-held convictions about traditional ways, ideologies can be either positive or negative "depending on the perspective, values, or group membership of the one who analyzes them," (Van Dijk, 2006b, p. 729).

The social behavior that is most heavily influenced by ideology is discourse. We acquire beliefs and change them over time as a result of discourse. As a result, when speaking, people are actually expressing their ideologies, which come from or influenced by "watching television, reading text books in school, advertising, the newspaper, novels, or participating in casual conversations with friends and coworkers,



among a multitude of other forms of talk and text" (Van Dijk, 2000, p. 9).

A variety of approaches with varying "theoretical models, research methods, and agenda" can be used to conduct CDA as a "problem-oriented interdisciplinary research movement" (Fairclough, Mulderrig & Wodak, 2011, p. 357). These approaches include:

1. Norman Fairclough's Dialectical-Relational Approach (DRA) (1999)
2. Teun Van Dijk's Socio-Cognitive Approach (2009)
3. Ruth Wodak's Discourse-Historical Approach (2001)
4. Theo Van Leeuwen's Social Actors Approach (2008)
5. Siegfried Jäger and Florentine Maier's Dispositive Analysis (2009)

2.3 Van Leeuwen's Social Actor Approach (2008)

Of the above five methods to CDA, Van Leeuwen's (2008) approach is selected for analysis for its compatibility with the objective of the present paper. Van Leeuwen developed his social actor approach (2008) as a sociosemantic network that critically and socially represents social actors. The approach was motivated by Foucault's (1972) concept of "discourse" (as a semantic description of reality with historical and social functions) and Halliday's (1978) concept of "register," that pertains to the semantic aspect of language and Halliday's (1985) theory of transitivity. The social actor approach proposed by Van Leeuwen in 2008 differs slightly from that proposed in his earlier essay, "The Representation of Social Actors" (1996).

Van Leeuwen's approach differs from other CDA approaches in that it first embarks on a "sociosemantic inventory of the ways in which social actors can be represented to establish the sociological and critical relevance of... [the] categories" before turning "to the question of how they are realized" (Van Leeuwen, 2008, p. 23). It does not set off "from linguistic

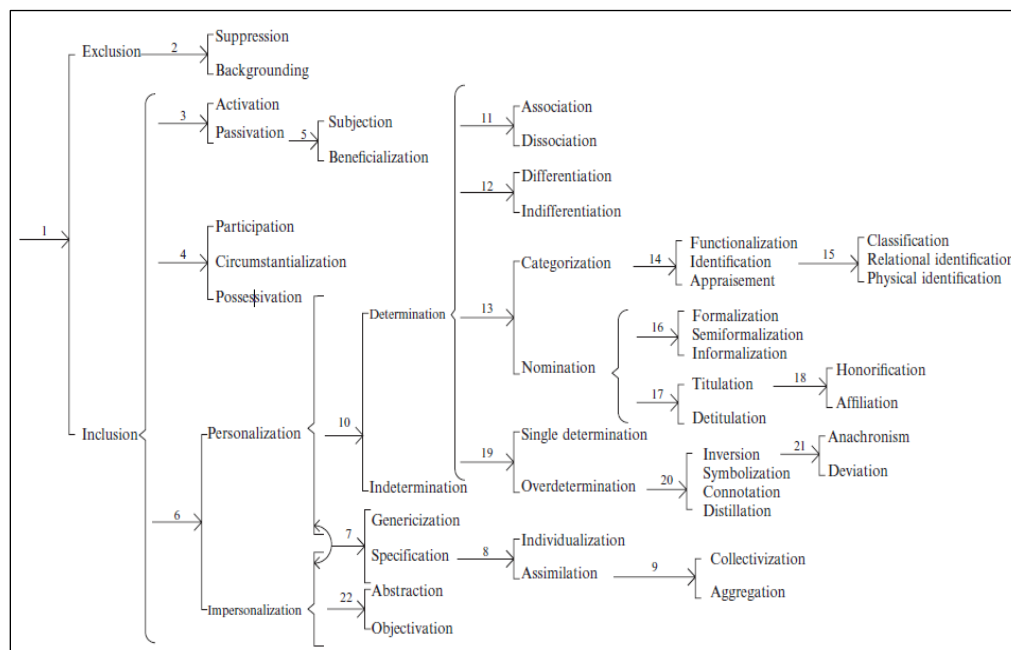
operations, such as nominalization and passive agent deletion, or from linguistic categories, such as the categories of transitivity" (Van Leeuwen, 2008, p. 23).

The two discursive strategies of inclusion and exclusion represent the foundation of the approach. The former includes the social actor, whereas the latter excludes him/ her. Exclusion consists of two tactics. The first is suppression in which the social actor is eliminated with no traces left behind. The second is backgrounding in which the social player is deleted "in regard to a certain action" (leaving a trace for his or her recovery in other portions of the same text) (Van Leeuwen, 2008). Nonfinite phrases that serve as grammatical participants, passive agent deletion, process nouns and nominalizations are all ways to achieve suppression (Van Leeuwen, 2008). Concerning backgrounding, "simple ellipses in nonfinite clauses with -ing and -ed participles, ... infinitival clauses with *to*, and ... paratactic clauses" can be used for including the social actor "elsewhere in the same sentence or clause complex" (Van Leeuwen, 2008, p. 30).

In order to elucidate on how a social actor is presented in a given discourse, Van Leeuwen (2008) suggested a precise taxonomy of 46 discursive techniques, along with their subcategories. The 46 inclusion methods and those for exclusion were organized by Van Leeuwen (2008) into the thorough, and orderly Figure 1, which represents the "Social Actor Network":



Figure 1



The social actor network (Van Leeuwen, 2008)

Since the chosen USRs address actual cases of the ICs, inclusion, as opposed to exclusion, has been used for analysis in the current paper. Determination (and its subcategories of single determination and overdetermination) is chosen from among the 46 inclusion discursive techniques for identifying how USRs portray the IC. In addition to the fact that the articles chosen already provide news about actual ICs, determination is the category that is most practical and appropriate for fulfilling the objectives outlined in the present work. Thus, the IC is there in the text and all what needs to be done is to see whether that IC is single or over determined in the text to arrive at other further social identification and beliefs.

2.4 Determination

Determination is one of Van Leeuwen's (2008) dichotomies of recontextualizing social actors (as seen in the chart above). The other part of the dichotomy in question is "indetermination," in which social actors are depicted as nonspecific (anonymous) individuals

or groups. The use of indefinite pronouns (such as *somebody*, *someone*, *some...*, and *some individuals*) or "generalized exophoric reference," (which give social actors a type of "impersonal authority, a sense of unseen", yet forcefully felt coercive power) are typical examples of how indetermination is realized. When the identification of the social actor is specified, determination takes place. Association and dissociation, categorization and nomination, differentiation and indetermination, and single determination and overdetermination are the dichotomous subcategories of determination. The dichotomy of single determination and overdetermination will be used in the data analysis because it fits the objectives of the current paper.

2.4.1 Single Determination

The terminologies of single determination and overdetermination, and the comprehensive explanation for overdetermination, state clearly that the idea of single determination refers to the situation in which the social actor is associated



with a single specific social practice or is granted one single specific social role to perform in society. This may be why Van Leeuwen (2008) did not provide a detailed discussion in this regard.

2.4.2 Overdetermination

Overdetermination arises when a social actor is given "more than one social practice" (Van Leeuwen, 2008, p. 33). Inversion, connotation, symbolization, and distillation are the four main forms of overdetermination that Van Leeuwen (2008) identified.

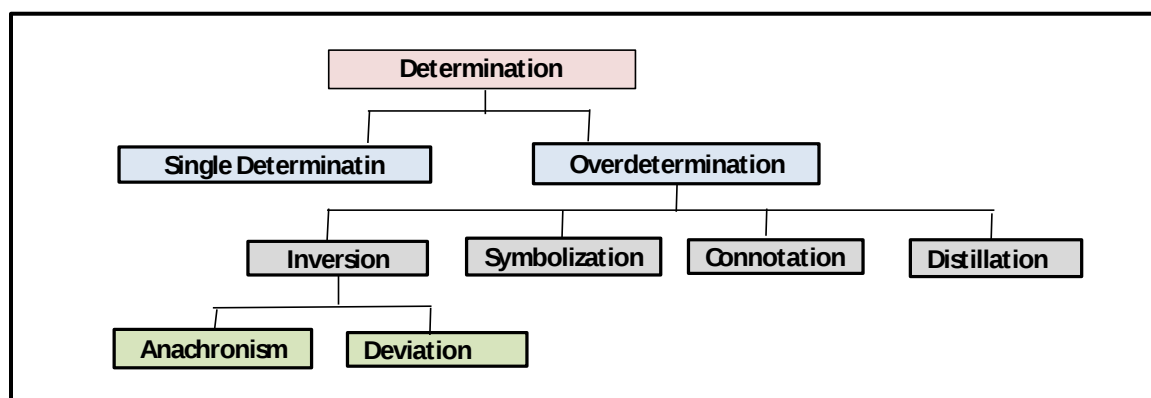
When a social actor is given two social behaviors that are "each other's opposites," inversion is achieved (Van Leeuwen, 2008, p. 48). Anachronism and deviation are the two types of inversion that Van Leeuwen (2008) identified as the most prevalent. The former refers to contradicting activities carried out by the same person, one of which is somehow tied to that person's personality and the other runs counter to those personality traits in general. In the latter, known as deviation, social actors are assigned particular roles that are presented

through reference to social actors that are normally not qualified to participate in such activities (Van Leeuwen, 2008).

When a particular "fictional" social actor or, sometimes, a group of social actors symbolize certain actors or groups in actual social roles (nonfictional), symbolization takes place (Van Leeuwen, 2008). The fictional character serves as a "mythical" actor for actual social actors in actual social behaviors.

Connotation, that is indicated by "a nomination or physical identification" to imply "a classification or functionalization," is a particular type of overdetermination. Van Leeuwen's understanding of connotation in this case is consistent with Barthes (1977, as cited in Van Leeuwen, 2008), who viewed connotations as "discontinuous" and dispersed features that are connected to society through knowledge. Distillation, which "combines generalization and abstraction," is the fourth type of overdetermination (Van Leeuwen, 2008, p. 49). Figure 2 provides a representation for the taxonomy of determination:

Figure 2



The taxonomy of determination

To the researchers' knowledge, there are almost no previous critical linguistic studies that have investigated USRs. The majority of such studies focus on issues like discrimination, racism, power abuse, inequality, and other political and religious issues. For example, Muhammed (2020) conducted a critical pragmatic study to examine the way the

unbelievers' racism reveals itself in the Glorious Qur'an. The study has tried to identify instances of racist ideology in the Glorious Quran and identify the pragmatist arguments put out to support racism. Abed Al-Hussein and Al-Saaidi (2022) critically examined the cases of Iraqi Women Rape in relation to laws and social norms as seen in Non-Governmental



Organizations reports and the Iraqi Panel Code. Using CDA, the researchers investigated the discursive techniques and ideological perspectives in the data. In particular, they used Van Dijk's socio-cognitive approach from 2011 and his ideological model from 2000 to demonstrate how language creates and reproduces abuse of power and domination, which in turn results in injustice and inequality.

3. The Analytical Part

3.1 Methodology of the Study

The present paper adopts qualitative analysis that is supported by figures and frequencies to construct a complete and complementary vision that best directs the analysis towards the optimum results to achieve the objectives. This kind of intermingled research analysis is productive in CDA research that requires the ultimate empirical conduct which leads to the reliable degree of objectivity. Manual statistics are used for determining the frequencies.

3.2 Data Collection

The data selected for analysis is formed by the USRs issued in 2020 and 2021. This year represents the peak of the spread of Covid19 pandemic in Iraq where school classes turned to be totally online; a case that contradicts with the bitter reality of a considerable number of Iraqi children who live with their families in displacement camps in remote and isolated places with hard environmental and financial circumstances. Thus, education has become a serious burden that has faced the Iraqi society in general and the displaced families in particular. The UNICEF has issued two reports in 2020. The reports have been downloaded from the official website of the UNICEF (www.unicef.org) where

they are freely available in pdf format, and subjected to thorough analysis.

3.3 Research Procedures

To achieve the research objective represented by **investigating the stance of the UNICEF situational reports (henceforth USRs) on the situation in Iraq during the peak period of Covid19, 2020**, the following procedures have been conducted:

1. Downloading the two USRs issued in 2020 from the UNICEF official website of www.unicef.org;
2. Pinpointing statistically the dichotomies of determination to the data depending on the linguistic manifestations of single determination and overdetermination mentioned earlier in 2.4.1 and 2.4.2;
4. Highlighting the status of the IC in the USRs (whether meager or wide);
5. Identifying the domain of abilities that the USRs reports have assigned to the IC;
6. Determining the social roles that the USRs have assigned to the ICs;
7. Specifying the attitudes of the social roles obtained from procedure 5 and finding out the dominant attitude type (positive, neutral or negative).

3.4 Results and Discussion

The only two USRs issued on Iraq during the time of the vehement spread of Covid19 pandemic (2020) were subjected to thorough analysis regarding both of Van Leeuwen's (2008) categories of single determination and overdetermination. The main results are summarized in Table 1 and Figure 3:

Table 1

Frequencies and subtypes of single determination and overdetermination in the two USRs

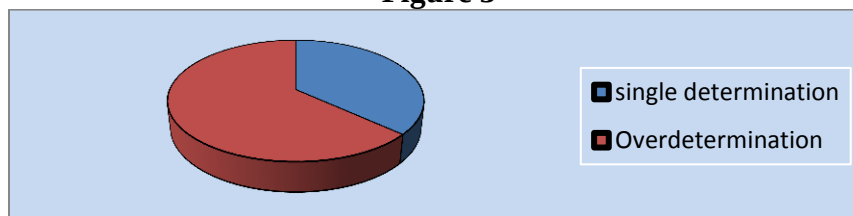
Single determination	Overdetermination				
	inversion anachronism	deviation	symbolization	connotation	distillation
62	0	0	0	85	22
	0		107		
			169		



37%

63%

Figure 3



The distribution and subtypes of single determination and overdetermination in the two USRs

According to the results, USRs employ overdetermination category more frequently (63%) than single determination (37%). Starting with the least common, examples of single determination instances are as follows:

1. The Country Task Force on Monitoring and Reporting (CTFMR) verified 24 grave violations, affecting 23 **children**... as compared to the previous quarter with 16 verified grave violations affecting 16 **children**.
2. Between October and December 2020, UNICEF ... provided psychosocial support (PSS) to 28,431 **children** ... bringing the total of number **children** reached by
3. Additionally, 4,893 **children** (2,104 girls) accessed specialized child protection, reaching a total of 18,952 **children**.

The neutral use of the noun *children* in the examples above supports the single determination category where the IC is not attributed any additional description other than being a child. The examples above carry the same propositions; the aids and supports provided to the IC by the UNICEF. Thus, the main focus of these propositions is not the IC, but the achievements of the UNICEF. Therefore, the IC is associated with no additional identification or description. However, overdetermination scored more occurrences than single determination. This result gives the impression that the IC for the UNICEF does not put in a dull neutral social frame that deprives them from certain traits that distinguish them from other children. Rather, the USRs assign the IC wide status.

Within overdetermination, there is overuse of certain subcategories at the expense of others. Both inversion and symbolization have scored zero occurrences. Thus, simulation has never been the tendency of the USRs since the IC is never put in an imaginative, exemplified or fictional stance. Connotation has scored the highest frequency where the IC is referred to by some physical and environmental conditions. Such linguistic tendency bounds the IC to the reality cultural situation to maintain knowledge of the child him/ herself in relation to the outside (physical and cultural) world. An example from the data is:

4. In Ninawa only, UNICEF partners recorded 600 **children having no documentation and being unable to attend formal education**.
5. There are 1.89 million **children in need of humanitarian assistance**.
6. The escalation of the COVID-19 crisis globally has been mirrored in Iraq, affecting all aspects of life in the country, including the ability of humanitarian actors to respond to the needs of **vulnerable populations**, notably **children** and women.

In (3), the ICs are described by the connotation of physical identification which occurs in the two present participle (non- finite) clauses that function as post modifiers for the word *children*. These clauses *have no documentation* and *are unable to attend formal education*. In (4), connotation through physical identification is found in the prepositional phrase *in need of humanitarian assistance* which acts as a post modifier for *children*. In (5), the noun phrase



vulnerable populations is attributed to both women and children. Distillation has scored the next frequency (after connotation). Distillation has been achieved by three generic references to the IC: *boys* and *girls* as shown in the following examples:

7. Despite COVID-19-related challenges, UNICEF supported the upgrade of WASH facilities in 115 schools, benefitting 80,941 (38,438 **girls** and 42,503 **boys**)
8. As part of supporting home-based education during COVID-19, UNICEF reached 107,159 children (53,740 **girls**) with the provision of stationery

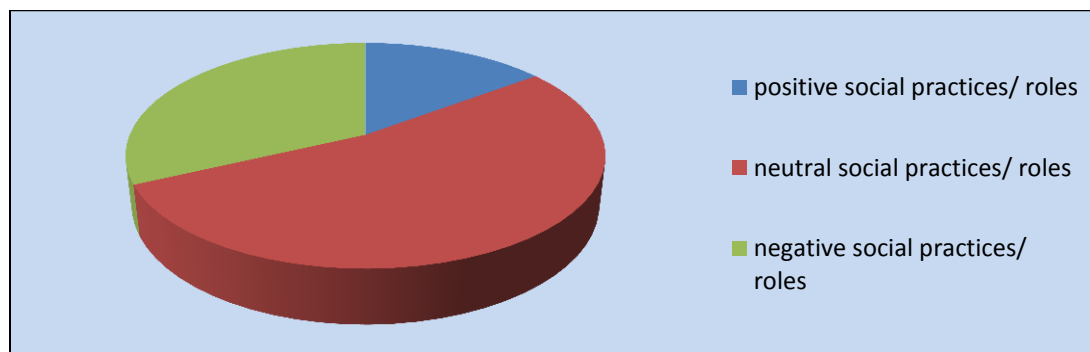
9. The Country Task Force on Monitoring and Reporting (CTFMR) verified 24 grave violations, affecting 23 children (14 **boys**, eight **girls** and one child of unknown sex)

As for the social roles attributed to the IC, together with their attitudes, the analysis has come up with the following results shown in table 2 and Figure 4:

Table 2
The social roles and their attitudes assigned for the IC

positive social roles	frequency	neutral social roles	frequency	negative social roles	frequency
Students managing successful online education	7	Student getting support to pursue online education	8	Students deprived of online education facilities	19
Displaced students overcoming difficulties and pursuing their education online	17	Displaced students getting support to pursue education	67	Displaced students deprived of online education facilities	30
Displace children overcoming general life difficulties	1	Displace children getting support to pursue life	15	Displaced children deprived of basic needs for decent life	5
25		90		54	
169					
15%		53%		32%	

Figure 4



The distribution of social roles and attitudes assigned for the IC in USRs



The USRs have assigned the IC a number of social roles. Thus, the IC is not put within a single social role that diminishes the abilities of the ICs to imprison them in the domain of helpless individuals. These social roles are indicated by the semantic macrostructure of the sentences where they exist. Many areas of human studies and social sciences make substantial use of semantic macrostructure. Global semantics or global subjects are referred to as semantic macrostructure. It is essential for contact and communication and seeks to understand how individuals, consciously or unconsciously, understand the structures by outlining them or displaying how they behave towards them (Van Dijk, 1980). To reach the intended meaning through semantic macrostructure, such meaning is frequently articulated in discourse in titles, headlines, summaries, abstracts, or sentence propositions. In any analysis, the broad initial manifestation of the semantic macrostructure is crucial. It provides a broad overview of a text's content and rules many other domains of discourse and its interpretation. People use cognitive factors in this way to comprehend the discourse of the semantic macrostructure (Van Dijk, 2001). In the USRs analyzed, the social roles are indicated by the propositional meaning of the sentences through the content words (lexical free morphemes; nouns, verbs, adjectives and adverbs). In this case the propositional meaning is the guide for the semantic macrostructure where the social roles identified exist.

Depending on attitude, the social roles have been classified into three categories; each with sub-divisions that match the major social roles assigned for the IC in the USRs.

1. Positive Social Roles

- a. Students managing successful online education in spite of difficulties; for example:
10. *Approximately 9 news notes were published, highlighting rising poverty levels for children, risk communication and education needs for children during the pandemic, including the launch of the UNICEF-*

supported satellite TV channel to support distance learning.

- b. Displaced students overcoming difficulties and pursuing their education online.

11. *Children's access to alternative learning platforms via the internet and/or TV is hindered by limited connectivity and availability of digital devices, as well as lack of electricity.*

- c. Displace children overcoming general life difficulties

12. *IOM DTM team also recorded that 69 per cent of the return caseload was returned to their location of origin....*

2. Neutral Social Roles

- a. Student getting support to pursue online education.

13. *UNICEF Iraq digital channels continue to see a significant growth in user engagement and reach.*

- b. Displaced students getting support to pursue education.

14. *Self-Learning Materials are being printed to benefit 33,000 children in camps and returnee areas and ensure continuity of learning in light of uncertainty of reopening of schools.*

- c. Displace children getting support to pursue life.

15. *In Dohuk and through partnership with the Directorate of Health, 90,316 IDPs (42,400 children) in 10 IDP camps were made aware of COVID-19 health issues through dissemination of critical key measures, including radio spots and mobile loudspeaker cars at public markets....*

3. Negative Social Roles

- a. Students deprived of online education facilities

16. *The schools were closed and education activities were halted from last week of February due to COVID-19. Hence there was no change in the indicators.*

- b. Displaced students deprived of online education facilities.

17. *The target for children still in camps is 45,206; this is the denominator for the*



22,648 reported Displaced children deprived of basic need for decent life.

c. Displaced children deprived of basic need for decent life.

18. Beside seasonal risks, camp closure and consolidation are major scenarios anticipated to occur during winter. Several risks towards children have been highlighted to be addressed in the contingency response plan.

From a quantitative viewpoint, the neutral social roles have outweighed the positive and the negative ones. Such a textual tendency quite suits the orientation of such a global discourse that needs to maintain a neutral attitude towards a particular population. Moreover, the IC has suffered enough from many periods of serious political and security critical escalation to the extent that certain deficiencies in the ICs' achievements are considered normal.

Whether positive, neutral or negative, the displaced IC who is getting support to pursue online education during Covid19 pandemic is the main focus of the USRs. This category of social practice has scored the highest frequencies in the three attitude categories. Obviously, displacement, which started in 2014 with the ISIS invasion of Iraq, seems to affect vital aspects of the IC and its effect surpasses even the global pandemic that has invaded the whole planet. The IC has been mainly attributed to neutral social roles.

4. Conclusions

To answer the research question of the study, which reads: **"What is the stance of the UNICEF situational reports (henceforth USRs) on the situation in Iraq during the peak period of Covid19, 2020?"**, the researcher has reached the following conclusions:

1. The USRs have proved to form a perspicuous genre that mimics social realities effectively. Such a genre has constructed the IC on the bases of the surrounding social, political, educational and health environmental circumstances that the IC cannot escape. The USRs do not imprison the IC within a limited vision that usually accompanies the linguistic

reliance towards single determination. This conclusion comes as an answer to the first research question. It is obvious that the IC is constructed as an effective social member who is very subtle to social surroundings.

2. The USRs have assigned the IC a number of social roles:

- a) Individuals (students) managing successful online education,
- b) Individuals (students) getting support to pursue online education,
- c) Individuals (students) deprived of online education facilities,
- d) Displaced Individuals (students) overcoming difficulties and pursuing their education online,
- e) Displaced Individuals (students) getting support to pursue education, displaced students deprived of online education facilities.
- f) Displaced Individuals (children) overcoming general life difficulties.
- g) Displaced Individuals (children) getting support to pursue life,
- h) Displaced Individuals (children) deprived of basic need for decent life.

3. USRs put the IC in wider perspectives that come within the domains of reality. However, this reality is bound to the surrounding physical environment. The IC, in this case, is indirectly imprisoned within a wider bound than the one that could be represented by single determination. The IC is the victim of the constraints assigned by displacement and Covid19 that made the situation even worse. Displacement is the most effective social frame that molds the IC. It has even affected the procedures taken by the Iraqi government to deal with the pandemic spread and the education of children during the spread of the pandemic. Thus, displacement has cast a shadow on the construction of the IC. It has diffused not with Covid19 only but also with education and the general political and social conditions that directly affect the IC.

4. The social roles assigned to the IC vary in the attitude they embed towards the IC. However,



the neutral roles have outperformed the positive and negative ones. This finding provides a satisfactory answer for the fourth research question.

References

- Abed Al-Hussein, I. R. & Al-Saaidi, S. K. Z. (2022). *Women's rape in Iraq between legislation and social norms: A critical discourse analysis*. *Journal of the College of Education for Women*, 33(3), 1-19. Retrieved from <https://doi.org/10.36231/coedw.v33i3.1616>
- Beigbeder, Y. (2001). *New challenges for UNICEF children, women and human rights*. Retrieved from www.unicef.org on July, 2022.
- Fairclough, N. (1999). Global capitalism and critical awareness of language. *Language Awareness*, 8(2), 71–83.
- Fairclough, N. (2010). *Critical discourse analysis: A critical study of language*. New York: Routledge.
- Fairclough, N., Mulderrig, J. & Wodak, R. (2011). Critical discourse analysis. T. A. Van Dijk, (Ed.), *Discourse Studies* (pp. 357- 378). Thousand Oaks: Sage.
- Foucault, M. (1972). *The archeology of knowledge and the discourse on language*. New York: Pantheon.
- Halliday, M. A. K. (1978). *Language as social semiotic: The interpretation of language and meaning*. London: Edward Arnold.
- Halliday, M. A. K. (1985). *An introduction to functional grammar*. London: Arnold.
- Hussien, L. O. & Al-Bahrani, R. H. (2022). Cognitive linguistic study of battered woman in selected Iraqi caricatures. *Journal of College of Education for Women*, 33(3), 20- 35. Retrieved from <https://doi.org/10.36231/coedw.v33i3.1617>
- Jäger, S., & Maier, F. (2009). Theoretical and methodological aspects of Foucauldian critical discourse analysis and dispositive analysis. In R. Wodak and M. Meyer (Eds.), *Methods of Critical Discourse Analysis* (pp. 34-61). London: Sage.
- Khalil, H. H. (2017) A pragmatic analysis of vague language in the news articles on the Iraqi security crisis. *Theory and Practice in Language Studies*, 7(5), 327-335. DOI: <http://dx.doi.org/10.17507/tpls.0705.01>
- Muhammed, W. S. M. (2020) A critical pragmatic study of racism as conceptualized in the glorious Quran. *Journal of the College of Education for Women*, 31(2), 1-18. Retrieved from <https://doi.org/10.36231/coedw/vol31no2.11>
- UNICEF. (01 April to 30 June 2020). *Iraq 2020 Internal Displacement Crisis-Humanitarian Situational Report*. Retrieved from <https://www.unicef.org/media/76661/file/Iraq-IDP-Crisis-SitRep-June-2020.pdf>
- UNICEF. (2005). *emergency field handbook: A guide for UNICEF staff*. Retrieved in August, 2022 from <https://digitallibrary.un.org/record/570547?ln=en>
- UNICEF. (2022). *Iraq Internal Displacement Crisis-Humanitarian Situational Report*. (Reporting Period: End of Year Report, 2020). Retrieved from [https://www.unicef.org/media/91411/file/UNICEF%20Iraq%20Humanitarian%20Situation%20Report%20\(IDP\)%20for%20End-Year%202020%20.pdf](https://www.unicef.org/media/91411/file/UNICEF%20Iraq%20Humanitarian%20Situation%20Report%20(IDP)%20for%20End-Year%202020%20.pdf)
- Van Dijk, T. A. (1980) *Macrostructures: An interdisciplinary study of global structures in discourse, interaction, and cognition*. New Jersey: Lawrence Erlbaum Associates, Publishers.
- Van Dijk, T. A. (1993). Principles of critical discourse analysis. *Discourse and Society*, 4(2), 249- 283.
- Van Dijk, T. A. (1995). Discourse analysis as ideology analysis. In Schaffner, C. & Wenden, A. L. (Eds.), *Language*



- and Peace (pp. 17-33). Dartmouth: Aldershot.
- Van Dijk, T. A. (2001). Multidisciplinary CDA: A plea for diversity. In R. Wodak & M. Meyer (Eds.), *Methods of Critical Discourse Analysis* (pp. 95-119). London: Sage.
- Van Dijk, T. A. (2006a). Ideology and discourse analysis. *Journal of Political Ideologies*, 11(2), 115-140. Retrieved from <http://www.discourses.org/OldArticles/Ideology%20and%20Discourse%20Analysis.pdf>
- Van Dijk, T. A. (2006b). Politics, ideology, and discourse. Retrieved from <http://www.discourses.org/OldArticles/Politics,%20Ideology%20and%20Discourse.pdf>
- Van Dijk, T. A. (2009). Critical discourse studies: A sociocognitive approach. In R. Wodak and M. Meyer (Eds.) *Methods of Critical Discourse Analysis* (pp. 62-86). London: Sage.
- Van Dijk, T. A. (n. d.). Ideology and discourse: A multidisciplinary introduction. Barcelona: Pompeu Fabra University. Retrieved from <http://www.discourses.org/UnpublishedArticles/Ideology%20and%20discourse.pdf>
- Van Leeuwen, T. (1996). The representation of social actors. In Coulthard, C. R. C. and Coulthard, M. (Eds.), *Texts and Practices: Readings in Critical Discourse Analysis* (pp. 32-70). London: Routledge.
- Van Leeuwen, T. (2008). *Discourse and practice: New tools for critical discourse analysis*. New York: Oxford University Press.
- Waugh, L. R., Catalano, T., Al Masaeed, K., Do, T. H. & Renigar, P. G. (2016). Critical discourse analysis: Definition, approaches, relation to pragmatics, critique, and trends. In Capone, A. & Mey, J. L. (Eds.), *Interdisciplinary Studies in Pragmatics, Culture and Society* (pp. 71- 136). Dordrecht: Springer.
- Wodak, R. (2001). The Discourse-Historical Approach. In R. Wodak and M. Meyer (Eds.), *Methods of Critical Discourse Analysis* (pp. 63-95). London: Sage.