



## RESEARCH ARTICLE

# Analysis of Stance-Taking in World Health Organization Health Speeches: A Comparison between English and Arabic Translations during Coronavirus Pandemic

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## ABSTRACT

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Health speeches represent a critical form of communication seeks to disseminate crucial and authentic information necessary for public wellbeing. Speakers employ different stances, such as attitudinal, epistemic, and stylistic, to effectively convey facts, viewpoints, and feelings, which make speeches more dynamic and interactive. This research paper offers a stance-taking analysis of eight English speeches delivered by the World Health Organization (WHO) during the outbreak of the Coronavirus pandemic from 2020 to 2023. Moreover, the analysis is extended to include the translated versions of these speeches in Arabic, aiming to reveal the accuracy of reconvening stances from English to Arabic. The analysis utilizes the Appraisal Theory, a key component of the Systemic Functional Linguistics (SFL) approach, focusing on mood and modality parameters of analysis alongside evaluative resources. While the results revealed a convergence between the original English speeches and their Arabic translations, a shift in stance-taking is observed during translation. However, it is noteworthy that despite this shift, the overall meaning is generally maintained. This study protrudes unveiled discursive details, such as stance-taking utilized in health discourse in different linguistic and cultural contexts. Uncovering such details contributes to enriching our understanding of effective communication in public health discourse.

## 1. INTRODUCTION

### 1.1 COVID-19 Health Speeches

In 2020, many countries around the world had declared a state of emergency and taken -based on it- a group of preventive and precautionary measures; on top of which was the lockdown due to the outbreak of Coronavirus pandemic. Accordingly, politicians, decision makers, doctors, and officials in health sectors depended mainly on public speaking to communicate with the public looking for possible durable solutions to save lives and end the pandemic crisis. The speeches tackled several topics regarding the pandemic, such as the pandemic updates, health precautions, vaccine deployment, in addition to some other relevant and significant topics like the economic and social statuses. These speeches, namely health speeches, had been increased and become the first and an essential way of communication with the public, who had been already quarantined, seeking for creating an effective response and building a trust between decision makers and the public (Dada, 2021).

One of the most significant organizations that communicated with the public through health speeches was the World Health Organization (WHO). It declared a public health emergency announcement, addressing governments to show cooperation and react accordingly (Jebril, 2020). WHO is an international health agency that works under the umbrella of the United Nations. It plays a significant role in public health and global social well-being, and it is famous for its credibility in delivering health messages, besides its reputation in political neutrality. It is an international organization that embraces educated staff members and professionals who work to implement reliable health programs to maintain and stabilize international public health (Winiger and Peng Keller, 2021).

WHO is similar to most reputable organizations and entities; it has an online platform, mainly a website as an official channel to disseminate WHO's update. The website is utilized to tell people about the latest health updates and inform them about the most recent health news, in addition to providing them with recommendations, measurements, risks, and more. Coronavirus pandemic updates are part of the messages that had been addressed to the public via WHO website; one of the most significant updates that had been communicated with the public in this regard are the speeches delivered by WHO's Director General, Dr. Tedros Adhanom Ghebreyesus. Most of these health speeches have been translated into another 4 languages to make them available and readable for most of the audience all over the world, according to WHO website [<https://www.who.int/>]. Translating these speeches into other official languages is primary in such situations, since translation is considered an effective tool to overcome many communicative obstacles due to languages' diversity as such an obstacle deprived many people from communicating, interacting, and reacting towards the world's updates and being part of them (Lupyan and Dale, 2016).

### **Translating Health Speeches with Stance-taking Consideration**

Health speeches are formed to deliver information to the public to communicate with them different types of health issues, and health risk factors which require careful and thoughtful formulation. Therefore, offering an accurate translation for health speeches is required due to their content sensitivity and criticality (Atkin and Wallak, 1990). When a person or an entity who is responsible for delivering healthcare written or verbal messages uses a completely different language from the one used by patients or outpatient people, language barriers arise. Language barriers deprive many people of healthcare access or even quality healthcare access. It makes them experience frictions, uncertainties, and even inability to inquire about their health basic needs. It also leads them to less interact with healthcare team. Therefore, ensuring accuracy in the translation process is required to overcome barriers regarding language difference, avoid any serious health damage or complications that might occur, and improve the quality-of-care patients receive (Khoong, E. C., & Rodriguez, J. A., 2022).

Khoong, E. C., & Rodriguez, J. A. (2022), also stated that to offer best healthcare communication to the targeted people, standard evaluation criteria regarding translation should be relied on, as such criteria can be used as a reference to measure translation accuracy. On the other hand, Sholikhah (2019) explained that accurate translation requires revealing stances used by the addresser. He demonstrated that stance-taking is a crucial social discursive action facilitated in public speeches. It reflects the speaker's ideas, emotions, judgments, attitudes, and viewpoints. Stance-taking manifests social, psychological, and political dimensions of addressers. It is heavily conveyed within speeches' discourse to achieve different functions, such as persuasion and disseminating information. Accordingly, translating text accurately is supposed to take into account the stances used by speakers; special attention should also go to the stance-taking phrases.

Englebretson (2007) defined stance-taking as an "intersubjective, socially constructed activity" which can be recognized through the construction built by a sequence of actions, interactions, and related-activities within a defined context. According to (Guerra C., 2016) Stance-taking is related to discursive elements found directly or indirectly in a text to show the speaker's viewpoints. Analyzing the stance-taking reveals the speaker's embedded attitude or judgment toward the topic or the idea he/ she is discussing. The analysis can be done in several ways, such as analyzing syntactic mechanisms, finding rhetorical techniques, and understanding conversational formations.

In addition, Glynn and Sjolín (2014) clarified that stance-taking has an interactional nature which aims at creating social interactions among individuals and communities. Thus, stance-taking is strongly connected with communication since communication is a process of exchanging facts, feelings, and judgments within different channels and methods to satisfy people's needs. They defined stance-taking as an interactive and dynamic discursive mechanism adopted by people, mainly speakers/ writers to achieve effective communication, since each word in a text reflects a particular stance that has a direct or indirect individual and/ or social-cultural influential function.

During the time of Coronavirus pandemic invasion, health risks were communicated with the public via speeches through sharing with them assumptions, expected harms, factual hypotheses, uncertainties, and some past experiences which they can build upon. Through these types of

messages different stances were employed such as epistemic stances, effective stances, besides using stance-taking that depends on officials and experts' opinions, Glynn and Sjolín (2014).

### **The Problem Statement:**

Xia (2016) clarified that due to both language backgrounds and cultural differences besides the absence of the communication settings, a shift or change in translation usually occurs. Therefore, translators tend to use different translation techniques to reach to the closest meaning conveyed in the ST. These techniques are usually relative or personal, i.e., they differ from one translator to another based on their professionalism, their overall text comprehension, and/ or their viewpoints. Thus, a change or a shift in a meaning occurs.

This study tries to reveal the addresser's opinionated stances used in WHO presidential speeches regarding Coronavirus pandemic, and it also tries to reveal the way these stances are re-conveyed and translated from the source language (English language) into the target language (Arabic language) since the functions of the stances used in the ST are reproduced in a way that might weaken or cause for a partial or a complete loss of the meaning of the original text when they are re-conveyed into the TT through translation, and accordingly drop integral parts of health messages that can affect people's well-beings in further stages.

### **Research Objective:**

The main objective of the study is to:

Identify the most frequent stance-taking used when translating the WHO health speeches into Arabic.

### **Research Questions:**

To achieve the previously mentioned objective, the study seeks to answer the following questions:

Q1: What is the most frequency of stance-taking used in the English WHO health communication speeches?

Q2: What are the Arabic versions of the most frequent stances reflected from the English WHO health communication speeches?

### **Significance of the Study:**

As the study aims at finding the most frequent stances employed in WHO speeches regarding COVID-19, their types, and the way these stances were reconvened into Arabic, it is noteworthy that the utilized stances will contribute understand the embedded and key messages which the addresser tried to deliver to the audience. Revealing such messages unveils the addresser's attitude, and the crisis implications through analyzing speeches' structure including phrases used, lexis employed, and grammatical structures adopted. Revealing stances will also help in discovering the best stances that could be employed to achieve the addresser's goals while delivering speeches, specifically health speeches, thus it will facilitate employing health speeches in a way that benefits the public and assists the medical cadres to do their jobs efficiently. Besides, it tries to explore the translation ability to convey the same stances into the target language that have manifested in the source language, trying to direct translators' attention towards the significance of accuracy in translation, since they are the ones who are fully responsible to transfer the speeches from their source language (English) into the target language (Arabic) correctly and accurately to guarantee a delivery of speeches with authenticity and beat quality to Arab addressees.

## **2. LITERATURE REVIEW**

### **2.1. What is Stance taking?**

RAS Abid and MH Jassim (2021) defined stance taking as the attitude of the speaker which he/ she tries to drag the audience toward and can be revealed through analyzing a number of linguistic aspects in the same speech, such as analyzing the grammatical formulation and the lexical selection. In addition, there are other non-linguistic factors that should be taken into account when revealing stances in a text, such as the ideology the speaker adopted, his/ her position, his/ her social status, the context, in addition to the social discourse.

Sholikhah (2019) conducted a descriptive qualitative study targeting stance-taking in online-media, considering online-media as a technological way of communication through which people can perform different tasks and do many activities. Sholikhah's study aims to reveal stance-taking used in google.com -one of the largest online platforms- since it depends on persuasive content to attract more readers. The scholar collected the data that represent stance-taking and classified them into types. The study showed that there are three functions for stances: epistemic, attitudinal, and stylistic; epistemic reflects the factual content whether it is true or not; attitudinal shows the personal attitude of the speaker, taking his/ her emotions, feelings, and personal judgment into account; while stylistic reflects the manner the speaker expresses his/ her ideas to the public. The study also discussed the significant role the audience plays when receiving texts and the way they interact toward texts accordingly. All these elements together perform a fruitful interaction and help websites achieve their goals. However, online media entails heterogeneous topics; some of them might interest people and others might not. This would be an additional factor that would have been taken into account during the analysis process. Therefore, the degree of interaction might depend on the topic presented on the online media.

In another study conducted by Al Shunnag (2014), he highlighted that opinion newspapers articles are also heavily contained with stances, which are included within articles in systematic, but not obvious patterns. He stated that having a comprehensive analysis of stance-taking within a text requires a deep digging in three textual elements: lexico-grammar, text, and context. The study of Al Shunnag (2014) aims at explaining stance-taking theoretically through understanding the patterns of stance-taking found in opinion articles in particular US newspapers whose main topic is about the Arab Spring. It also goes a step forward as it also seeks to measure the accuracy of reconveying the writers' stance-taking after translating such articles from English language into Arabic language and publish them on quality newspapers to present them to Arabic readers. To do so, the scholar used three frameworks: the lexico-grammatical framework, the appraisal theory, and Baker's narrative theory. The results showed that stance-taking in opinionated articles could be correctly elicited through analyzing both the context and the text together, considering both as interrelated elements. Eliciting stance-taking from the articles are embodied in using "value-laden words" which represent propositions writers try to express, full clauses, modals, and other discursive elements in addition to realizing the context of the text itself. As for the translation part, the study showed that the process of translation from English into Arabic occurred successfully in terms of conveying the explanatory meaning of the articles. Yet, a shift of stance-taking occurred when the scholar conducted a comparison study between stance-taking in the original texts and stance-taking in the translated ones.

Alghazo, et. al. (2021) also conducted research that aimed to reveal the stance differences among English Arabic academic writings whether they are research, articles, or even mere abstracts, and how academic writers present and engage the stances of their pieces of writings. To do so, the scholars analyzed quantitatively and qualitatively eighty abstracts of research articles regarding fields of social sciences, depending on using Hyland's framework. In light of the meta-discourse and intercultural rhetoric theories, the scholars found that stances and methods of discursive engagement differ in the two languages. For example, one of the findings showed that Arabic abstracts use more attitudinal and booster markers than in English. Yet, English academic abstracts use more hedges. Arabic abstracts also reflect the use of self-mention unlike English academic abstracts and use less of engagement markers. Thus, it was concluded that academic writings such as abstracts require more attention and more research efforts in terms of analyzing cross cultural and cross linguistic aspects.

Alia and Jomaa (2023) tried to focus on the stance's uses employed in research regarding the field of linguistics. To do so, they conducted research which endeavors to explore the stance uses of EFL Arab postgraduate theses of University Sultan Zainal Abidin in Malaysia. They specifically explored the introductory part of the theses. The scholars collected 22 introductory chapters of doctoral and master theses to analyze them qualitatively, using the SFL model for data analysis. They also conducted interviews through which their answers were analyzed manually. The results showed that Arab postgraduates tend to use different finite modal operators. On the other hand, they use less adjuncts expressing modalization, and they are unfamiliar with using modality markers and suitable

social and linguistic conventions. Therefore, it was concluded that educating students about authorial stance is essential to leverage the quality and widen the scope of their academic writing.

## 2.2. Translation: An Intercultural Communication Medium

Almanna and Gu (2021) explained that translation is a process that serves interlingual and interactional communication. It is a tool that is facilitated to help addressees understand what is beyond mere texts and linguistic views, as it has a powerful ability to identify speaker/ writer's ideologies or the identity of the communicative messages he/ she tries to deliver. Almanna and Gu (2021) clarified that translation offers entangled relations of different types of contexts, such as social, political, religious, historical, and even institutional types of contexts, stressing on the fact that during the translation process, translators often tend to be biased toward certain side, belief, or ideology. However, they try their best to present neutral translated material especially when such a material is supposed to be presented on a regional or global scale.

Therefore, when translating any text, both source and target languages' characteristics should be taken into account, as each language has its own characteristics. Generally, languages differ from each other based on their cultural background, their tools, and contexts. Yet, they share common attributes what makes the process of translation, as a means of communication facilitation, easier for translators and enable the linkage between different languages possible (Dickins, et. al., 2016).

The same applies to both English and Arabic languages; regardless of having many similarities, they also have many differences due to the differences of their origins and background. The differences are found in several linguistic branches, such as phonetics which deals with the sound system and the place of articulation, besides, the sciences of morphology, syntax, and semantics (Alshalaan, 2020).

Dickins, et. al. (2016) clarified that the presence of differences among languages, such as the difference of the semantic level of both Arabic and English languages, and the difference in their grammatical formulation leads to challenges during the process of translation. Therefore, translators tend to offer different linguistic solutions to present discursive messages in a best form with closest -if not identical- meaning, using a variety of flexible tools, such as offering alternatives.

## 3. METHODOLOGY:

8 speeches regarding COVID-19 pandemic had been chosen. The speeches delivered by the Director General of WHO, Dr Tedros Adhanom Ghebreyesus had been chosen. They had been delivered between the period 2020- 2023. The analysis targets random lines/ clauses of the selected sample of speeches; there are no particular lines or messages that have been targeted.

The analyzed data were classified and analyzed according to three different sub-approaches into three different tables. 6-8 clauses had been chosen from each speech.

The analysis depends on the Appraisal Theory which is a key component of the Systematic Functional Linguistic (SFL) approach. The Appraisal theory analyses the speech lines from different perspectives; the first perspective is the one that is based on Mood vs. Modality analysis, whereas the second perspective is based on analyzing the three semantic domains of the evaluative resources, namely attitude, engagement, and graduation, (Halliday, 2014). Attitude refers to the speaker's judgment through which it is linked with an emotional response. Engagement refers to the voice of the speaker through using certain utterances either to admit, adopt, refuse, or deny a proposition, while graduation refers to the utterances used to grade certain propositions by either amplifying or classifying them, (Piscayanti, 2020).

On the first level of analysis, the sample is analyzed based on the analysis of Mood and Modality parameters. The selected statements are classified in 2 tables. The first table is analyzed based on mood parameter of analysis, while the second table is analyzed based on modality parameter.

The analysis extends into the translated clauses into Arabic on the same tables. Revealing Arabic stances is built on using mood and modality parameters in addition to revealing rhetorical devices, such as similes, metaphors, personification, and others.

The second level of analysis will basically rely on uncovering the parameters of evaluative resources, namely: attitude, graduation, and engagement. Single utterances or phrases within the same clause

will be examined to reveal evaluative resources utilized in each, thereby find out stances utilized. The three evaluative resources parameters are connected with the three types of stances functioning as follows: One to detect the speaker's statements that reflect his knowledge or information about the topic he is talking about; another one to show an opinion or an emotional response towards certain propositions of the topic which the addresser/ speaker is trying to transform to the audience, through positive/ negative utterances, expressions that show necessity, wishes, or demands.; and the third function is to find out discursive techniques utilized by an addresser/ a speaker. Discursive techniques are used to create coherence among the text elements, such as using conjunctions, questions, negation, repetition, and more.

On the other hand, the translated clauses are scrutinized as one set; no consideration for a particular parameter to be specifically adopted.

After revealing the stances utilized within the English and Arabic nominated clauses, the frequency of each type of stance is counted manually. To present better understating, the frequency is reflected in percentages. According the results, an analytical point of view is offered by the researcher through giving a comparative explanation of 1) the frequency results of the three parameters-based analysis: mood, modality, and evaluative resources, in order to assess which stance type has the greatest weight among the others. 2) In addition, to provide a quantitate and qualitative comparative explanation between the English and Arabic results.

#### 4. Findings

##### 4.1. Appraisal Theory- Modality and Mood- Based Analysis:

In the analysis below, 2 tables are created: one is to reveal stances used via detecting the way mood is employed within the speeches, and the other is to reveal stances via detecting the way modality is employed within the same speeches. 10 clauses had been selected randomly from each speech, meaning that 100 statements in each table was analyzed. After selection, they have been analyzed based on the Appraisal theory, particularly Mood-based analysis.

**Table (1): Revealing Stances by detecting Mood Parameters for English Clauses Vs. Arabic Translated Clauses:**

#	English Clause	Tool→ Stance	Translated Clause	Tool → Stance
1	That immunization services are rebounding in some countries after disruptions.	Attitudinal→ That clause: (subjunctive clause)	أن خدمات التمتع أخذت تتعافى في بعض البلدان بعد الاضطرابات الناجمة عن جائحة كوفيد-19.	Epistemic→ The verb اخذ means start to, followed by informative phrase. Stylistic: Personification
2	2020 has reminded us that health is the most precious commodity on earth	Attitudinal→ That clause: subjunctive clause Stylistic→ metaphor & comparison.	لقد ذكرنا عام 2020 بأن الصحة هي أغلى سلعة لدينا على وجه الأرض	Attitudinal→ أعلى means most precious (positive adj). Stylistic→ Using metaphor and comparison.
3	It shows that people living on the streets and in asylum centers are less likely to seek care if they have symptoms of COVID-19	Stylistic → Conditional connector (if) + comparative connector (less) Attitudinal→ That clause: subjunctive clause.	يبين المسح أن احتمال أن يلتزم الأشخاص الذين يعيشون في الشوارع وفي مراكز اللجوء الرعاية يقل عندما تظهر عليهم مرض كوفيد-19.	Stylistic→ Conditional connector (عندما) Epistemic→ Indicative clause.

4	that we have secured agreements to access 2 billion doses	Stylistic→ Connector: a reason connector using (to). Attitudinal→ That clause: subjunctive clause. Epistemic→ Declarative clause.	أننا قد أبرمنا اتفاقات للحصول على ملياري جرعة من عدة لقاحات مرشحة واعدة.	Attitudinal→ مرشحة means candidate. واعدة means promising (positive words).  Epistemic→ State factual information using + قد past verb
5	I urge you to...	Attitudinal→ Express recommendation through using an urging expression: subjunctive clause.	أحثكم على...	Attitudinal→ أحث means urge, reflects the addresser's recommendation.
6	For that reason, we call on all countries	Stylistic→ Connector: a reason connector to using the expression (for that reason).	ولهذا السبب، ندعو جميع البلدان إلى...	Stylistic→ ولهذا السبب means for that reason: connector. ندعو we call (request)
7	Omicron was detected when transmission of Delta was very low.	Stylistic→ A conditional connector (When).	هذا المتحور كشف عنه في حالات تدنت فيها للغاية معدلات انتقال المتحور دلتا.	Epistemic→ Indicative clause using a past passive verb with factual information.

The table above represents part of the analysis of 62 clauses chosen randomly from a sample of 8 speeches. The analysis, which depended on revealing stances based on mood analysis, revealed 88 English stances, divided as follows: 19 attitudinal stances, 34 epistemic stances, and 35 stylistic stances. On the other hand, the analysis of the same clauses, but translated into Arabic has shown 73 stances, divided as 30 attitudinal stances, 29 epistemic stances, and 24 stylistic stances.

**Table (2): Revealing Stances by Detecting Modality Parameters and Meanings for English Clauses Vs. Revealing Arabic Stances:**

#	Clause	Stance	Translated Statement	Stance Type with Tools of Manifestation
1.	WHO and UNICEF published new data which show promising signs that immunization services are rebounding in some countries after disruptions.	Attitudinal→ Hypothetical result manifested by the lexical meaning of the word (promising) and using the adverbial (after disruptions): Subjunctive clause.	نشرت منظمة الصحة العالمية واليونيسف أمس بيانات جديدة تظهر علامات على أن خدمات التمنيع أخذت تتعافى في بعض البلدان بعد الاضطرابات الناجمة عن جائحة كوفيد-19	Stylistic→ Using personification in خدمات التمنيع أخذت تتعافى.  Epistemic→ Declarative and Indicative clauses
2.	It is time to rethink financing for health	Attitudinal→ The phrase (it is time to) to show necessity + using the grammatical particle (to inf.): Subjunctive clause.	إن الألوان لإعادة التفكير في تمويل الصحة	Attitudinal→ أن الألوان means "it's time to" an expression used to urge people do something: it reflects necessity based on the addresser opinion.
3.	WHO will not rest until those in need everywhere have access to the new vaccines and are protected	Attitudinal→ a negative particle (not) + modal (will) to express future assumption: Future assumption/ Subjunctive clause.	المنظمة لن يهدأ لها بال حتى يحصل المحتاجون من كل مكان على اللقاحات الجديدة.	Stylistic→ Personification + لن... حتى conditional tools means (will not... until)

		Stylistic→ a conditional clause (will not..... until): Conditional clause.		
4.	That all 190 countries and economies participating in COVAX will be able to access vaccines to protect vulnerable groups	Attitudinal: Modal (will) to express future hypothetical assumption+ grammatical particles (to inf.): to access, and to protect → Subjunctive clause.	وأنه سيتسنى لجميع البلدان والاقتصادات المشاركة في مرفق كوفكس والبالغ عددها 190 بلدًا واقتصادًا الحصول على اللقاحات لحماية الفئات الضعيفة من سكانها.	Attitudinal→ the phrase سيتسنى means <i>will be able to</i> . It reflects future possibilities. Epistemic→ declarative clause
5.	To avoid or minimize these risks, a proactive approach is required.	Stylistic→ Grammatical particle (to avoid), verbal infection: passive voice (is required): Conditional clause.	لا بد من اتباع نهج استباقي لتجنب هذه المخاطر أو تقليلها إلى أدنى حد.	Attitudinal→ لا بد is used to express necessity and to tell about what it must be done. Stylistic→ لا بد... gerund= reason and result clause.
6.	I look forward to joining the International Conference on Public Health in Africa	Attitudinal→ Adverb particle (look forward to) that expresses a future expectation: Subjunctive clause.	فإنني أتطلع في الأسبوع المقبل إلى الانضمام إلى المؤتمر الدولي المعني بالصحة في أفريقيا.	Attitudinal→ أتطلع means <i>I hope to</i> . It reflects a hope and a future desire/prediction.
7.	Don't wait	Stylistic→ Negative particle (not) + Infinitive verb to express imperative: Imperative clause.	لذا لا تنتظروا.	Stylistic→ the tool لذلك has a <i>causative meaning</i> . The tool لا+ present verb= <i>Imperative Negation</i> .
8.	All governments should reassess and revise their national plans	Attitudinal→ Modal (should) to give some advice: Subjunctive clause.	وينبغي أن تقوم جميع الحكومات بإعادة تقييم خططها الوطنية وتنقيحها.	Attitudinal→ the verb ينبغي means <i>it must</i> . It shows obligation.

The table above represents part of an analysis of 62 clauses chosen randomly from a sample of 8 speeches. The analysis, which depended on revealing stances based on modality analysis, revealed 68 English stances, divided as follows: 31 attitudinal stances, 28 epistemic stances, and 9 stylistic stances. On the other hand, the analysis of the same clauses, but translated into Arabic revealed 31 attitudinal, 28 epistemic, and 14 stylistic stances.

According to the results, the most frequent stances utilized based on mood analysis of English clauses are the stylistic stances, then the epistemic, then at last comes the attitudinal stances, highlighting that mood analysis is based on the grammatical formation of a clause or a proposition in a text. Whereas the analysis revealed that the most frequent stances utilized based on the same analysis but of Arabic clauses are the attitudinal stances, epistemic stances, then stylistic stances, respectively.

On the other hand, stances revealed from modality analysis of English clauses showed that the most frequent stances utilized are the attitudinal stances, then the epistemic, then at last comes the stylistic stances, highlighting that modality focuses on the semantic notion of forming a proposition in a text. At the same time, stances utilized in Arabic equivalent clauses have shown the same frequency of stances according to both attitudinal and epistemic stances, yet the number of stylistic stances is larger than the one revealed in English clauses.

During uncovering, it was found that there are several clauses could be analyzed based on both mood and modality rules simultaneously; showing that more than one technique of analysis a scholar can rely on during analyzing the same clause. This is a natural result because both mood and modality have interrelated relationships; mood is influenced by the grammatical structure of the text, and modality depends on the lexical meanings of the propositions presented. This synergic relationship



contributes to form well-knitted clauses and nuanced messages, conveying overt and/ or hidden meanings.

#### 4.2. Appraisal Theory- Evaluative Resources- Based Analysis:

According to what is clarified above, it means that the attitude evaluative resource represents attitudinal stances, since it refers to feelings and emotions. The engagement represents epistemic stances, since it refers to stressing or negating propositions; usually these propositions are stated to present certain ideas or information rather than expressing feeling or opinions. Whereas graduation represents stylistic stances, since it has a technical functionality over the propositions of a text, instead of presenting facts or feelings. However, this conclusion is not accurate one hundred percent, as there are certain utterances fall under the engagement category and still represent attitudinal stances based on their meanings if the meanings of such utterances are referred back to mood and modality categorization.

**Table (3): Revealing Stances by Detecting Appraisal Evaluative Resources Vs. Revealing Arabic Stances**

#	Clause	Utterance(s)	Evaluative Resource	Stance	Clause (Arabic Utterance (s))	Evaluative Resource → Stance
1	COVID-19 has triggered a deep global economic crisis	Deep/global	Attitude (affect/appreciation)	Attitudinal	الاقتصاد العالمي والصحة العالمية مرتبطان ارتباطا لا ينفصم، كما أظهرت جائحة كوفيد-19	Engagement (Attribution) → Epistemic
2	The council will scrutinize our strategic priorities	Will	Engagement (expectation)	Epistemic	وسيفحص المجلس أولوياتنا الاستراتيجية	Engagement (expectation) → Epistemic
3	That is also true in COVID-19 response	That is also true	Engagement (proclamation)	Epistemic	وينطبق ذلك أيضًا على الاستجابة لجائحة كوفيد-19	Engagement (Attribution) → Epistemic
4	More than half of those surveyed said that COVID-19 caused them depression, anxiety, & loneliness	Said that	Engagement (Attribution)	Epistemic	وأفاد ما يزيد على نصف المشاركين في المسح أن كوفيد-19 قد سبب لهم الاكتئاب والقلق والهموم والوحدة	Engagement (Attribution) → Epistemic
5	Digital technologies can improve service delivery and patient safety	Can	Engagement (probability)	Epistemic	يمكن للتكنولوجيات الرقمية أن تحسن توفير الخدمات وسلامة المرضى.	Engagement (probability) → Epistemic
6	We have a very exciting opportunity to harness the power...	Very Exciting	Graduation & Attitude (appreciation)	Stylistic & Attitudinal	ومعًا لدينا فرصة مشوقة جدا لتسخير قدرة...	Attitude (appreciation) → Attitudinal . Graduation → Stylistic
7	Certain features of Omicron suggest...	Suggest	Engagement (attribution)	Epistemic	وتشير بعض خصائص هذا المتحور...	Engagement (attribution)

						n) → Stylistic
8	That although much has changes, much has not.	Although	Engagement (counter-expectation)	Epistemic	على الرغم من أن الكثير قد تغير إلا أن الكثير لم يتغير.	Engagement (counter-expectation) → Epistemic
9	Since I declared the end of COVID-19 as a global health emergency	I Declared	Engagement-attribution + proclamation	Epistemic	منذ أن أعلنت نهاية كوفيد-19 حالة طوارئ صحية عالمية.	Engagement (proclamation + attribution) → Epistemic
10	We may be tempted to think that COVID-19 pandemic is history	May, think that	Engagement-probability	Attitudinal	قد نميل إلى الاعتقاد إلى أن كوفيد-19 قد أصبحت من الماضي.	Engagement (probability) → Epistemic

The table above represents part of an analysis of 48 clauses taken from (8) speeches. 6 clauses were taken from each speech and scrutinized based on evaluative resources of the appraisal theory, namely attitude, engagement, and graduation.

To elaborate the analysis above, attitudinal stances have been uncovered through designating the attitude evaluative resources. This was possible through tracking three sub-parameters: affect which presents emotions expressed by the speaker, such as the words (deep) in the number (1) English clause; Judgment which assesses people; and appreciation which reflects feelings towards value of things or aesthetic, such as the word exciting in the 6<sup>th</sup> English example of the table above. In addition, Engagement and graduation have been tracked to unveil stances. Engagement shows how addresser affirms or distances themselves from certain propositions through utilizing specific discursive tools. English clause number 8 represents an example of counter-expectancy Engagement, using the word (although). Additionally, Graduation is another evaluative resource that is used to increase or decrease the evaluative intensity of a proposition. The 6<sup>th</sup> Arabic clause on the table above shows using the Arabic word (جداً) which means (very) to intensify the proposition the speaker tries to deliver (Halliday, 2014).

The 60 clauses revealed 61 English stances divided as the following: 27 attitudinal stances, 19 epistemic stances, and 14 stylistic stances. The numbers show that attitudinal stances are the most frequent stances revealed. On the other hand, 56 stances were revealed from the Arabic clauses analysis. The results revealed that epistemic stances were the most frequent ones utilized with 24 stances, then the stylistic stances with 16, and at last comes the attitudinal stances with 16.

#### 4.3. Stances in Portions

To enhance findings accuracy, the analysis reflects the number of stances as comparative percentages as shown in the table below. This comparison assists to provide clear indications of the tendency to convey stances when translating texts from English to Arabic, particularly in health-related content.

**Table (4): Mood, modality, and evaluative resources Based Analysis Reflected in Percentages:**

Stylistic Stances	English Clauses	Arabic Clauses
Mood Based Analysis	-----	-----
Attitudinal Stances	21.1%	36.1%
Epistemic Stances	38.6%	34.9%
Stylistic Stances	39.7%	28.9%
Modality Based Analysis	-----	-----
Attitudinal Stances	45.5%	42.4%
Epistemic Stances	41%	38.3%
Stylistic Stances	13%	19.2%

Evaluative Resources Based Analysis	-----	-----
Attitudinal Stances	44%	28.5%
Epistemic Stances	23.7%	42.8%
Stylistic Stances	32.2%	28.5%

After calculating the percentages of the results for each analytical approach independently, the numerical data is utilized to have cumulative percentage that includes all approaches: mood, modality, and evaluative resources. This was done to assess which stance carries the greatest weight among the others.

The results revealed the following:

**Table (5): English/ Arabic Stances Final Results Reflected in Percentage:**

Stance Type	English Stances Portion	Arabic Stances Portion
Attitudinal	36.8%	35.6%
Epistemic	34.4%	38.6%
Stylistic	28.3%	25.5%

Despite the relatively close results, the percentages above show that attitudinal stances in English clauses score the most frequent stances utilized in the analyzes speeches, then the epistemic, then at last comes the stylistic stances. On the other hand, epistemic stances give the most frequent readings, then the attitudinal stances, then comes the stylistic stances regarding the Arabic translated clauses.

## 5. DISCUSSION AND CONCLUSION

### 5.1. Research Results:

Through a meticulous analysis and comparison, the study showed that the most frequent stances utilized in English clauses within WHO health communications speeches are Attitudinal stances represented by 36.8% of the overall stances employed. This result answers the first research paper question which inquires about what the most frequency of stance-taking used in English WHO health communication speeches is.

The analysis also answers the second research question which asks about the most frequent stances used in the Arabic version, those which are reflected from the original English speeches of WHO health communication speeches regarding COVID-19. The results show that epistemic stances have the largest share among other stances amounting to 38.6%.

Despite the unidentical results, the unearthed percentages are convergent. However, having epistemic stances as the most frequent stances in English speeches highlights the idea that speakers' intentions and point of view can be derived easily from original texts delivered by the speaker him/herself. In contrast, the nature of speeches delivered to the public are sensitive and do not tolerate any sort of distortion, as they fall within the medical context. Therefore, when such speeches had been translated into another language like Arabic, translators were careful to reconvey mere informative and factual messages, bearing in mind not to distort or exclude the translated text from the original text's true meaning.

The results also offer several findings represented as follows: The analysis resulted in finding that the numbers of stances are not identical as different types of stances utilized in the same language and a stance shifting occurred during the translation process. However, the findings presented closely aligned totals of the three types of stances, namely attitudinal, epistemic, and stylistic. The convergence appeared when the three sets of analysis have been compared together leading to specific conclusions.

Showing a convergence in totals gives evidence that the three types of stances cannot be utilized separately within a text. They operate collaboratively to create a cohesive and comprehensive narrative material. To clarify, mood and modality, along with the evaluative resources namely: attitude, engagement, and graduation, are analytical categories through which each of them possesses distinct features and operates under specific rules. However, they synergize and interconnect working as one unit, rather than working independently. This indicates that grammar and semantics work together in harmony in single clauses as a unified unit to convey meanings

effectively. This also applies on a larger level; a single clause also cannot work in isolation of other clauses within a text, since stances overlap and connected with each other not only in the same clause, but also with other clauses.

Moreover, the results of data analysis showed that the predominant stances observed in 8 speeches are attitudinal stances, identified through mood/modality analysis of English clauses. Similarly, in Arabic clauses, attitudinal stances emerged as the most utilized.

Since the Attitudinal stance arises as the most common stance in the speeches analyzed, this indicates a significant presence of the speaker's opinions. Even though health speeches typically aim to provide factual information and appear purely educational and informational, the analysis revealed that the speaker's opinion still holds significant portion within, and the speaker's thoughts and feelings are communicated, directly or indirectly, alongside providing scientific information to preserve public health.

As for the translation part, Distinct discursive tools in English clauses have been used compared to those utilized in Arabic. However, in both languages the discursive tools have been capable of employing and convey stances effectively. In the English language for example, stylistic stances are predominantly presented through connectors, whereas in Arabic, they are conveyed through two forms: connectors and rhetorical devices such as metaphors, similes, and personifications.

Besides, analyzing English clauses showed that stances can be analyzed and uncovered through various methods, depending on the analytical model the researcher decides to adopt. However, when conducting a similar analysis on Arabic clauses but through implementing different analytical methods or strategies, consistent results emerged regardless of the English analytical models employed. This discrepancy highlights the differences in the language nature of English and Arabic. This contrast was evident in the data analysis when approaches based on Mood and Modality, besides evaluative resources have been adopted to analyze English clauses, while analyzing Arabic clauses used such methodologies as one set.

When translating certain clauses, different stances might be used to express the same meanings. In other words, the meaning remains the same, but the manner of expression differs causing for utilizing different stances. This usually occur due to the different characteristics of both languages: English and Arabic, which result in slight variations in translation.

## **5.2. Research Conclusions:**

This study aimed to thoroughly investigate the stances employed in health discourses and analyze their conveyance from English into Arabic language to provide accurate insights.

Despite health speeches typically aiming to provide accurate and dense factual information, the analysis triggered the significant availability of the speaker's opinions and attitudes within them. This indicates that even in educational contexts, speakers convey their thoughts and feelings alongside factual information and try to transfer them to the public whether directly or indirectly, intentionally or unintentionally.

Moreover, the study protruded the interconnected nature of stances within a text. Stances cannot be present and be coped with in isolation; instead, they operate collaboratively to create a cohesive and comprehensive text. This harmonical process is applicable through grammatical and semantic synergic relation, as they work together without conflicts to convey meaning effectively.

Additionally, it is concluded that there are distinct features of both analyzed languages: English and Arabic, in addition to language nature differences. Such differences affect meaning conveyance and re-conveyance through the occurrence of stance shifting especially when translating the text from the source language (English) into the target language (Arabic), and the way both clauses and propositions are presented. These differences would poke translators for being mindful and aware enough when translating health educational texts in general, and health texts in particular.

In conclusion, this research emphasizes the importance of taking stances and other discursive tools into consideration when analyzing and translating texts. While meanings may remain consistent, differences in tools utilized and expressions can lead to stance shifting.

By recognizing and addressing these differences, health cadres, academics, linguists, and translators can ensure accurate conveyance and re-conveyance of stances not only within the speeches they are willing to deliver, but also during translations.

### 5.3. The Researcher Contribution:

According to what has been explained, it is revealed that the speaker's intention is a significant element to empower or weaken speeches. The intention of the speaker can be revealed through different factors such as text, context, and the speaker's performance, beside certain linguistic tools employed in speeches, most significantly stances. Several studies highlight the significance of translation accuracy in reconveying stances from source texts into target texts (the translated ones) to maintain the meaning of the texts and speakers' intentions from being changed or distorted. Also, there are some other studies that shed light on the role of languages background in causing stance shifting.

According to health messages, it is very important for workers in health sectors to be able to communicate risks with patients and other public correctly and efficiently. This cannot be done without being assured that health messages are transferred to them accurately aiming at communicating risks with them and giving them part of health responsibility.

Therefore, this study contributes to stress that communicating health messages during pandemics is vital to combat pandemics, especially the new version of them which health cadres besides the publics are still very sceptic about due to the lack of knowledge or unavailability of information. It also contributes to show how both accurate translation and stance reconveying play a pivotal role in transferring health messages to the public who speak different languages from the original language which speeches composed.

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