

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Classrooms have undergone a transformation in recent times, shifting their emphasis from solely acquiring knowledge to also serving a crucial function in molding ideology. In other words, the transformation of the role of classrooms has progressed from merely disseminating information to also shaping belief systems, mirroring a wider societal change in educational perspectives (Pang et al, 2023; Vindevoghel, 2016; Sumarna & Gunawan, 2022; Yin and Gu, 2023; Lück & Rudman, 2017). Such shifts attest that the educators perceived their classrooms not solely as physical settings for learning, but also as arenas for empowerment and restoration, providing students with a deeper insight into their identities as members of society during a period marked by unrest and transformation (Waly, 2022). Similarly, van Dijk (1993, 1997) also avers that classrooms are environments in which discursive actions and practices are interlinked with external events and are influenced by phenomena that shape societal frameworks, including power dynamics and ideological constructs. The interplay of external factors with pedagogical discourse in the classroom also entail the transition of instructional methods centered around teachers to educational models focused on students, such as Contextual Teaching and Learning, where students are encouraged to actively create significance through their comprehension, with teachers serving as facilitators and encouragers (Sumarna & Gunawan, 2022). However, the issues of

how teachers establish ideological constructions in the classroom through conversation during learning practices continues to resonate as highlighted by Mazer (2018), who notes that debates pertaining to ideology and freedom of speech in higher education institutions are frequently featured in prevailing media. Therefore, research conducted in educational settings concerning the development of ideologies remains a prominent subject of interest.

Numerous academic studies emphasize the significance of incorporating curriculum ideology and politics into instructional methods as a means to advance ideological and political education within various academic disciplines (Pang et al, 2023; Su et al, 2022; Zhang, 2019). The investigation of efficient pedagogical frameworks that incorporate ideological and political components, such as patriotism and professional ethics, into subjects like "data structures and algorithms," demonstrates the continuous endeavors to elevate ideological education within educational settings (Su et al, 2022). Additionally, scholarly investigation into the identity and educational experiences of students at the higher education level emphasizes the importance of emphasizing ideology through theoretical frameworks and practices to encourage a critical analysis of ideologies; This process contributes to the students' capacity to effectively dismantle assumptions (Lück & Rudman, 2017). Yin and Gu (2023) also posit that incorporating curriculum ideology and politics into pedagogical approaches is intended to foster students' skills, shape their beliefs, and improve their ideological and political acumen, stressing the significance of self-directed learning and humanistic principles in the realm of language education. By bringing assumptions

to the forefront and promoting a critical analysis of ideologies through both theoretical and practical approaches, students are equipped with the necessary resources to disassemble assumptions and partake in thoughtful discussions, thus influencing their identities and comprehension of societal frameworks.

In consideration of the arguments presented above, it is widely acknowledged that ideology is critical in shaping various aspects of society, such as shaping the beliefs, values, and goals of different factions (Aga, 2022). Similar to Beck (2013), the prevailing perspective on ideology emphasizes its fundamental nature as a complex framework comprising various beliefs, ideas, values, principles, ethics, morals, goals, and more, which interact, influence, and strengthen each other in a cohesive manner. Vincent (2010) also underlines that ideologies are intricate structures made up of interlinked concepts, values, and symbols that encompass various conceptions of human nature, thereby delineating the boundaries of what individuals can or cannot accomplish; they also involve deep contemplations on the dynamics of human relationships; the values that individuals should either discard or strive towards; as well as the appropriate structural systems for social, economic, and political domains that are designed to address the requirements and welfare of human society. In addition, ideologies serve as broad conceptual frameworks that bring people together, forming alliances and guiding collective actions towards specific objectives, thus playing a crucial role in shaping social organization and fostering cultural cohesion (Rabie, 2013). Such views of ideology seem to have the shared understanding that ideology is a set of beliefs, a complete perspective, a method of thinking, or a worldview that represents how an

individual or a group of individuals thinks the world ought to be structured and operate.

In connection with belief systems, Gries et al (2020) emphasize that they are vital when it comes to directing human information processing, assessment, judgment, behavior, and social coordination. More broadly, Jost and Hunyady (2003) argue that promoting ideas that legitimize systems helps people feel better in various manners. Additionally, they highlight that system-justifying ideologies provide a palliative effect on people by improving their perception of their own circumstances. It has also been proposed that ideology plays a role in persuading individuals that the world is manageable, equitable, and morally right (Lerner & Miller, 1978; Major, 1994; Olson & Hafer, 2001). Jost and Hunyady (2003) contended that the function of system-justifying ideologies lies in providing a palliative effect, as they contribute to enhancing individuals' sense of well-being concerning their personal circumstances.

In respect to educational scope, ideology occupies a pivotal position within the educational setting, with particular significance in higher academic environments such as college-level English courses. Incorporating ideological and political components into the instruction of English not only aids in the formation of appropriate values but also in the development of students' ideological consciousness (Xiuli, 2023; Chen, 2023), but also plays a crucial role in shaping the overarching framework of pedagogy by placing a strong emphasis on the objective of moral and ideological enrichment in the process of curriculum enhancement (Gu, 2023). The advancement of collegiate individuals is considered

crucial for the advancement of the nation, thus mandating educators to provide students with the essential ideological and political resources to carry out their duties (Mao, 2022). Hence, embracing ideology within educational settings is deemed crucial for molding values, promoting critical thinking skills, and enhancing societal engagements of students. However, educators may exhibit reluctance in tackling ideological subjects within the academic environment, although matters concerns related to ideology have the potential to arise promptly and prominently within communication classes (Mazer, 2018).

The growing focus on ideology within educational settings can yield noteworthy consequences for both learners and instructors. The changing demands within the realm of higher education, which emphasize competencies such as teamwork, effective communication, and innovative problem-solving, underscore the necessity for a transition towards pedagogical approaches that prioritize the student's learning process over conventional lecture-based methodologies (Bernard, 2019). Ideological and political education is perceived as essential in cultivating college students capable of advancing the nation's development and promoting adherence to appropriate values (Mao, 2022). Furthermore, incorporating ideological and political factors within the classroom framework can enhance students' independence and enrich their comprehension of the subject matter, thus facilitating a more profound assimilation of ideological principles (Chen, 2023). Overall, the integration of ideology within the realm of education has the potential to result in heightened student engagement as well as enhanced efficacy in pedagogical approaches.

The contemporary challenges regarding ideology within educational settings revolve around navigating the complexities and possibilities introduced by the dynamic changes in the fields of education and communication. In the realm of college English instruction, there exists a demand for the proactive amalgamation of ideological and political instruction into the academic syllabus in order to elevate the caliber of higher education (Xiuli, 2023). The advent of the digital era has led to a diversification of discourse practices, influencing the shaping of opinions and the promotion of democratic values, thereby presenting complexities for educators in tackling conservative and prejudiced viewpoints (Philip et al, 2017). Research on student identity elucidates the significance of highlighting underlying ideologies within the realm of education, in order to provide students with the necessary skills for conducting critical analyses and dismantling societal norms and biases (Bärman et al, 2022). Moreover, scholarly investigations on instructional engagements within departments of economic education underscore the influence of linguistic expressions on the formation of ideological viewpoints within the educational environment (Lück & Rudman, 2017). These results highlight the importance for educators to effectively manage and confront ideological diversity and its implications within educational environments in order to promote critical thinking and create inclusive learning atmospheres.

To confront the increase and prohibition of ideology within educational settings, it is imperative to recognize the influence of ideology on pedagogical strategies and the design of educational curricula (Myers, 2002). Educators must remain cognizant of the concealed ideological perspectives that have the potential

to impact the process of decision-making and instructional strategies, thus fostering the development of critical thinking skills and an understanding of a wide range of viewpoints (Cortés, 2023). Strategies, such as employing case studies to unveil the latent ideologies within texts and fostering students' capacity for critical analysis of sources, can facilitate the identification and confrontation of ideological influences within the educational setting (Anderson, 2002).

Ideology ought not to be summarily prohibited within educational settings; instead, it should be subject to rigorous scrutiny and deliberation in order to cultivate a heightened level of consciousness among students regarding its pervasiveness and impact (Cortés, 2023; Xiuli, 2023; Philip et al, 2017). The integration of ideology within educational environments has the potential to enhance students' comprehension of the fundamental beliefs and principles that influence various texts, curricula, and educational frameworks. This, in turn, facilitates the cultivation of critical thinking abilities and a more profound insight into the societal impacts on the educational sphere. By interacting with ideology, students have the opportunity to enhance their ability to dissect and assess information with greater efficiency, thereby cultivating a more sophisticated understanding of various perspectives and stimulating cognitive development. Nonetheless, it is imperative to address the discourse surrounding ideology with a fair and comprehensive approach, guaranteeing the acknowledgment and esteem of a variety of viewpoints within the academic setting (Lück & Rudman, 2017).

Educators can address and prohibit ideology within educational settings by employing a range of strategies, as illuminated in scholarly literature. Leask (2017)

contends that critical pedagogy within the realm of social sciences and humanities endeavors to reveal and question the prevailing narratives that uphold particular ideologies while highlighting the significance of instructing transformative writing and engaging in critical thinking exercises. Moreover, the manner in which teachers construct and implement ideological expressions in educational settings has a considerable impact on the formation of students' attitudes and actions, as ideologies are communicated through a range of linguistic methods (Anderson, 2002). Through the analysis of language expressions, modality, and the utilization of metaphor, scholars can discern the latent ideologies, including liberalism, conservatism, Liberationism, and anarchism, present within educational discussion (Mingda, 2022). So, educators can effectively manage the intricate aspects of ideology within the educational setting by taking into consideration these factors, thus promoting critical thinking and the development of independent thought among students.

Examining the ideology present in educators' linguistic communication within the educational setting necessitates a comprehensive and multi-dimensional methodology. Critical Discourse Analysis (CDA) has been employed within educational environments to enable students to engage in critical examination of various forms of communication, such as texts, media, and societal discourse, thereby influencing their comprehension of language and the societal dynamics. Research conducted by Purnama and Zamzani (2018) underscores the employment of critical discourse and critical linguistics analyses for scrutinizing language expressions that influence ideologies such as liberalism, conservatism,

Liberationism, and anarchism within educational settings. Moreover, Eriyanti (2014) enhances the discourse by examining the development and tactics of ideological manifestations using critical discourse analysis, uncovering ideologies such as the subordination of students, compliance as a key factor for achievement, and the authority exerted by teachers over students. By amalgamating these perspectives, educators can acquire a thorough comprehension of how language use mirrors and sustains different ideologies in educational environments.

The examination of discourse pertaining to ideology as influenced by educators in the educational setting can be investigated using a range of perspectives. Research has indicated that the beliefs held by teachers are of significant importance in the context of educational changes, influencing the methods they employ in teaching (Huang et al, 2022). Additionally, examining the dialogues of educators and learners using a social constructionist perspective can offer valuable perspectives on whether conventional educational discussions are altered or upheld, illuminating the cultivation of democratic principles in educational environments (Purnama & Zamzani, 2018). Through an examination of the development of teachers' beliefs and how they influence their teaching methods, it is clear that conducting critical discourse analysis plays a crucial role in molding the ideological framework within educational settings. To illustrate, the excerpt below serves as an example of how instructors' pedagogical discourse influences the ideological constructs in the classroom.

“Listen. Come on. Tell me. What? Words you have. Hello? Do you have, Lisa? Do you understand what I'm talking about? Can you tell me the transition words that are used to say reason? Hello? You? Okay. Please check again. Yeah. Check again. Okay. What

you are writing there, okay, should be clear. You don't have to understand the Okay. What you are writing in your textbook, in your book should be clear. You have to understand that very well.”

Looking at the standpoint of SFL-textual analysis, the instructor's discourse initiates with imperative directives such as "listen," "come on," and "tell me" promptly establishing a tone of authority. The employment of directives indicates a power dynamic where the educator exerts authority over the communicative exchange. The frequent use of "you" and "what you are writing" establishes a distinct separation between the educator and the learners, underscoring the educator's position as the custodian of knowledge. Moreover, the educator's selection of terminology such as "understand," "clear," and "check" indicates an emphasis on precision and correctness. The recurrent utilization of particular expressions, especially "okay" and "check again," underscores the anticipation that learners are required to adhere to defined criteria and directives. This methodology suggests that the educator emphasizes the importance of precision and lucidity above student independence, implying a foundational ideology that esteems the dissemination of knowledge and adherence to established norms.

When delved into discursive practice, The instructor persistently exercises substantial authority over the discourse. The employment of recurrent directives and inquiries such as "Do you understand what I'm talking about?" and "Can you tell me the transition words that are used to say reason?" illustrates the instructor's anticipation regarding student adherence and comprehension. In this context, the instructor's communication illustrates a more extensive pedagogical approach in which the instructor's dominance is pivotal, and learners are anticipated to react in

manners that conform to the instructor's criteria. The educator's emphasis on precision and accuracy may similarly be shaped by external influences such as standardized assessments, in which unequivocal and clear responses are frequently given precedence. This methodology strengthens an educational ideology where the instructor's function is to direct learners toward a predetermined, accurate comprehension of the subject matter, possibly to the detriment of fostering autonomous reasoning or inquiry.

Furthermore, from the social practices that embody the wider social and cultural ramifications of this discourse, it becomes apparent that the educator's methodology corresponds with an authoritarian pedagogical ideology. By establishing themselves as the foremost source of knowledge and underscoring the significance of precision and lucidity, the educator is promoting the philosophy of teacher-centered pedagogy. In this framework, the educator's authority is of utmost importance, and learners are anticipated to passively assimilate and replicate the information imparted. This approach reflects and reinforces a traditional, hierarchical educational framework that emphasizes adherence and fidelity to established norms. On the contrary, by exercising rigorous oversight over the interaction and reducing chances for student engagement or inquiry, the educator may unintentionally suppress philosophies associated with student-centered pedagogy or constructivist methodologies. These divergent paradigms underscore the importance of student autonomy, analytical reasoning, and the synthesis of knowledge via investigation and questioning—components that are conspicuously lacking in the educator's narrative.

The utilization of CDA in the classroom setting uncovers the ways in which educators communicate ideology through their engagements with students. It offers a sturdy structure for comprehending the ways in which teachers influence ideology within the educational setting (Zhiqiang et al, 2022). Through the utilization of critical discourse analysis, scholars have the ability to reveal the inherent power dynamics and ideological viewpoints that are evident in educational interactions (Purnama & Zamzani, 2018). This strategy enables the analysis of the convergence of language, power, and ideology in the educational environment, providing insights into how educators and learners navigate power dynamics and question prevailing discourses (Csilla, 2020). In brief, the analysis of critical discourse provides a thorough perspective for examining the intricacies of ideological portrayals within educational settings and the influence that teachers have on shaping the viewpoints and convictions of students.

As a matter of the fact above, in the present study, CDA will be utilized to examine the emergence and prohibition of ideologies in the classroom discourse. Since CDA gained prominence as a powerful method for examining ideology within classroom conversations, it has explored the intricate relationship among language, power, and ideology (XueQing & Sandaran, 2023). However, in order to protect CDA from ideological bias, it is necessary to highlight and expand on the ways in which CDA and Systemic Functional Linguistics (SFL) are related, as SFL offers a sound technique that aids in protecting CDA from ideological prejudice (Gregory, 2001). According to Martin (2000), one of SFL's advantages for CDA is that it allows for the explicit, transparent, and exact examination of texts by grounding

concerns about power and ideology in in-depth analyses of the texts in authentic language use contexts. Additionally, the results of this research will offer valuable perspectives on the topic of unpacking a comprehensive and meaningful comprehension of ideology particularly within the scope of the educational environment.

1.2 The Focus of the Study

Research carried out in academic environments on the emergence of ideologies continues to be a significant area of focus, leading to discussions surrounding ideology being commonly highlighted in widely circulated publications. Hence, a multitude of scholarly investigations underscores the importance of integrating ideological pedagogical approaches to promote ideological positions, particularly in classroom interactions. The examination of ideological interpretation has been thoroughly explored within CDA as an analytical instrument. The forthcoming inquiry will ultimately center on acquiring understanding regarding the ideologies raised and banned by educator in the classroom by employing CDA through Fairclough's approach combined with Halliday's SFL. CDA framework given by Fairclough stresses on the three-dimensional framework for examining discourse including examination of (spoken or written) language texts, scrutiny of discourse practices (activities related to text creation, dissemination, and reception), and investigation of discursive occurrences as manifestations of socio-cultural activities.

1.3 The Problems of the Study

In consideration of the discrepancy highlighted in the background, the issues addressed in this research were delineated as subsequent:

- a. What ideologies are prevalently raised and banned by teacher in the classroom discourse?
- b. How are the ideologies linguistically promoted or diminished by teacher in the classroom discourse?
- c. Why are the ideologies promoted and prohibited linguistically the ways they are?

1.4 The Objectives of the Study

In tandem with the aforementioned issues in research, the objectives of this study were as follows:

- a. To explore the ideologies that are prevalently introduced and prohibited by educator in the classroom.
- b. To scrutinize the manner in which the ideologies are either linguistically endorsed or restricted by teacher in the classroom.
- c. To delve into the fundamental rationales behind the emergence and prohibition of the ideologies as they currently stand.

1.5 The Significance of the Study

Examining discourse analysis within the realm of promoting and prohibiting ideology in educational settings serves to contribute to both theoretical progress and

practical implementation. The subsequent elucidation delves into each aspect extensively:

- a. Theoretically, the present study possesses the capacity to expand the perspective on comprehending the integration of CDA and SFL approaches, especially within the realm of promoting and prohibiting ideology within the educational environment. Such integration is vital to draw attention to and elaborate on the ways in which CDA and SFL are related since SFL provides a useful method for shielding CDA from ideological bias. Additionally, it is claimed that one upside of SFL for CDA is that it enables the explicit, transparent, and accurate analysis of texts by firmly establishing issues of power and ideology in in-depth text studies within real-world settings of language use. Therefore, it potentially serves as a substantial point of reference for future studies pertaining to the theory of CDA and SFL. In relation to the comprehension of power dynamics, the concept of CDA and SFL aids theorists in grasping the mechanisms through which power and ideology are disseminated, upheld, and contested within educational environments. It reveals how language in the classroom can reinforce or resist dominant ideologies. Referring to the advancement of critical pedagogy, insights derived from CDA and SFL play a significant role in shaping critical pedagogy theories, underscoring the importance of education in fostering critical thinking and advocating for social justice. Examining discourse provides insights into how educational curricula and classroom dynamics can either bolster or hinder the achievement of these objectives. Next, from an interdisciplinary perspective,

CDA and SFL provides a comprehensive understanding of the role of language in societal settings by integrating principles from linguistics, political science, and education, thereby enhancing existing theories within each respective discipline. Finally, with regard to ideological scrutiny, through the investigation of the legitimization or prohibition of ideologies within educational settings, scholars can enhance their comprehension of the mechanisms involved in ideological shaping, perpetuation, and opposition among youth.

- b. Practically, this research contributes valuable insights to the development of policies, pedagogical strategies, and learning resources aimed at fostering critical thinking, inclusivity, and social equity within the educational sphere. All individuals engaged in such realms have the opportunity to utilize CDA and SFL in a constructive manner to enrich the educational environment and the wider societal conversation. In the realm of educational policy and curriculum development, results derived from CDA and SFL hold the potential to enlighten policymakers and educators regarding the implicit and explicit communication embedded within curricular frameworks. This may result in the creation of educational materials that are more balanced and inclusive, showcasing a variety of perspectives.

Pertaining to pedagogical strategies, the employment of CDA and SFL frameworks on classroom discourse is possible to facilitate educators with the necessary trainings to identify and effectively manage ideological biases present in their instructional methods. The two models provide educators with

the necessary resources to cultivate an instructional setting that is characterized by increased involvement, mutual respect, analytical thinking, and introspection. This is aimed at nurturing critical thinking skills through an examination of the mechanisms of political communication within educational settings, as well as an exploration of the impact of specific ideologies on classroom interactions and student participation. By engaging in this practice, educators are supported in formulating pedagogical approaches that promote students' ability to engage in critical examination and interrogation of ideological materials, thereby cultivating individuals who possess independent and analytical thinking skills. In correspondence with the principles of social equity and inclusion, the use of CDA and SFL can draw attention to situations in which classroom discussions exclude or disadvantage specific groups or perspectives. This phenomenon has the potential to result in efforts focused on establishing educational environments that are characterized by greater equity and inclusivity. It further offers tactics for managing ideological disputes within the educational setting, fostering an environment of discourse and reciprocal esteem among students holding varying beliefs. Therefore, educational institutions are provided with the essential assistance to incorporate comprehensive and equitable educational plans that encompass a diverse array of perspectives.

CDA and SFL offers a glimpse into the interpretation and implementation of educational policies within the classroom. Politicians have the opportunity to utilize these observations in order to formulate education policies that are not

only more efficient but also more just, tackling ideological prejudices and advocating for comprehensive education. Examining classroom discourse aids policymakers in comprehending the ideological environment and predominant attitudes within the younger demographic. This comprehension can inform their policy choices and campaign tactics, ultimately enhancing social unity through the advancement of educational methods that acknowledge and incorporate a variety of viewpoints, aiming to diminish polarization and cultivate a more cohesive society. Politicians have the ability to formulate tactics to combat extremist ideologies and advocate for democratic principles and analytical thinking abilities within educational institutions through a deep comprehension of how ideologies are disseminated in academic environments. Briefly, CDA and SFL provides governmental politicians with a range of tools aimed at the cultivation and execution of educational policies that are not only efficient but also uphold principles of fairness and inclusivity, thereby fostering a sense of unity within society and upholding democratic ideals.

In conjunction with the creation of educational content, this study insightfully leverages knowledge from CDA and SFL in order to develop educational materials exhibiting the equilibrium, inclusivity, and absence of the ideological prejudice. This guarantees that their efforts foster critical analysis and honor a variety of viewpoints. Understanding the dynamics of classroom discourse can assist authors in creating stories and narratives that connect with a youthful audience, tackling modern-day concerns, cultivating empathy and comprehension, handling contentious subjects with heightened sensitivity and

consciousness, and guaranteeing that their literary endeavors have a favorable impact on the educational setting while encouraging productive conversations. Moreover, understanding the ideological atmosphere within the realm of education assists writers in remaining pertinent and adaptable to the requirements and interests of educators, students, and policymakers, thereby enhancing the influence and scope of their work. In short, CDA and SFL offer authors of books valuable perspectives on developing well-rounded and compelling educational material that promotes critical analysis and tackles current issues with mindfulness and consideration.

