

## **CHAPTER V**

### **CONCLUSION, IMPLICATION, AND SUGGESTION**

#### **5.1 Conclusion**

The subsequent conclusions derived from the preceding data analysis elucidate the complex and multifarious interaction among the components of language, the frameworks of ideology, and the processes of education, all of which collectively wield a substantial impact on the dynamics that transpire within the educational setting.

- (1) By employing the dual methodologies of CDA with SFL the investigation meticulously delineates ideologies that encapsulate the tenets of academic integrity and diligence, self-reflection and emotional cognizance, critical thinking and autonomy, inclusivity and participation, resilience and perpetual enhancement, which are profoundly accentuated by the educators within the pedagogical environments where learning transpires. In addition to this, the alleviation of disallowed ideologies, such as academic dishonesty and expedient practices, passivity and insufficient engagement, fixed mindset and apprehension of failure, absence of personal accountability, and an exclusive concentration on academics devoid of emotional considerations, were also elucidated through the amalgamation of the two analytical frameworks employed in the study.
- (2) In order to effectively cultivate and reinforce the aforementioned pivotal values, language assumes an essential role within the complex processes of

constructing, maintaining, and disseminating ideological paradigms in the educational milieu, thereby exerting influence over both pedagogical methodologies and student interpretations. By employing various analytical methodologies, particularly CDA alongside SFL, this study carefully outlines how specific linguistic selections reflect deeper power structures and the ideological foundations that influence interactions taking place in the classroom setting. In this context, educators diligently implement a synthesis of directives, conditional structures, reflective and probing questioning techniques, informal language, in addition to a supportive tone and humor. All of these elements serve to align harmoniously with established pedagogical theories and frameworks that inform effective instructional practices. Furthermore, educators mitigated the perpetuation of harmful ideologies through the strategic use of imperatives, direct and colloquial language, explicit prohibitions, conditional structures, directives, as well as the incorporation of motivational language aimed at fostering a more affirmative educational atmosphere. These complex strategies correspond to well-founded theoretical concepts, embracing the idea of a growth mindset and differing constructivist educational tactics, all of which strive to create a nurturing and enriching learning environment that boosts student advancement and preserves academic integrity.

- (3) The complex integration of CDA and SFL establishes a particularly formidable and extensive framework that is exceptionally proficient in the detailed investigation and comprehensive evaluation of the manner in which diverse

ideologies are intricately interwoven within the elaborate domain of educational discourse. This dual-dimensional methodological framework not only yields significant linguistic insights but also provides substantial contextual interpretations, thereby greatly assisting educators in their endeavors to understand and effectively counteract the omnipresent ideological influences that inevitably surface within the educational processes of teaching and learning. Moreover, the proactive advocacy and nurturing of various ideologies, particularly those focused on the principles of resilience, autonomy, and inclusivity, assume an important and multifaceted role in promoting the holistic development of students, consequently facilitating their advancement in both academic pursuits and personal as well as social contexts. Participating in insightful and reflective exchanges in the classroom boosts students' self-knowledge, sharpens their ability to navigate emotions deftly, and fosters critical thinking with various perspectives, ultimately equipping them with the critical skills and mentality needed to address and confront the larger societal dilemmas they may encounter throughout their lives. Furthermore, by diligently integrating the core tenets of critical pedagogy into their instructional methodologies, educators empower their students to actively interrogate and contest the pervasive societal norms and systemic inequities that pervade their surroundings. This holistic educational framework not only promotes independent learning among students but also ignites their active involvement and contribution in the intricate mechanisms that sustain democratic governance and civic participation.

## 5.2 Implication

This research emphasizes numerous theoretical and practical outcomes stemming from the junction of CDA and SFL, especially regarding the scrutiny of ideological powers that mold educational landscapes. Several pivotal theoretical ramifications arise concerning the convergence of language, ideology, and education, particularly through the synergistic application of CDA and SFL, thereby enriching the prevailing theoretical constructs within educational linguistics, discourse analysis, and critical pedagogy.

This investigation corroborates the importance of integrating CDA with SFL to scrutinize the portrayal of ideological perspectives within educational dialogue. CDA, as articulated by Fairclough (1995), underscores the dialectical interplay among language, ideology, and social frameworks, while Halliday's (1994) SFL offers a functional linguistic paradigm for examining how meaning is actualized through lexico-grammatical selections. By discerning the modalities through which educators either reinforce or attenuate ideologies (e.g., academic integrity, critical thinking, inclusivity) via linguistic constructs (directives, humor, motivational language, conditional statements, and prohibitions), this investigation corroborates the assertion that language transcends its role as a mere instructional medium, functioning instead as a conduit of power and ideological positioning (van Dijk, 2008). The study illustrates that pedagogical discourse not only reflects but also sustains and negotiates prevailing societal values, thereby contributing to extensive discourses surrounding language, power, and education.

Another theoretical implication of this investigation is to fortify critical pedagogy and enhance ideological consciousness within the educational framework. The research outcomes correspond with Freire's (1970) critical pedagogy, which posits that education ought to empower learners to identify and interrogate ideological constructs. The study exemplifies how educators actively influence students' ideological awareness through discourse by promoting critical thought and self-examination via incisive inquiries, fostering ethical scholarly conduct by explicitly dissuading academic dishonesty and shortcuts, and contesting passivity and detachment by encouraging interaction and inclusiveness. These findings corroborate Giroux's (1988) contention that education should transcend mere knowledge transfer to also develop students' capacity for critical engagement with societal frameworks. The investigation further underscores how educators employ imperatives and explicit prohibitions to mitigate detrimental ideologies, thereby reinforcing the notion that teacher discourse functions as a regulatory mechanism influencing student behavior and belief systems.

Moreover, the investigation also contributes theoretically to the enhancement of growth mindset and constructivist learning paradigms. The focus of the study on resilience, ongoing development, and emotional cognizance is in strong alignment with Dweck's (2006) Growth Mindset Theory, which asserts that students' convictions regarding their capacity for intellectual development significantly impact their motivation and academic achievement. In addition, the study underscores linguistic methodologies (e.g., motivational discourse, humor, conditional constructs, reflective interrogation) that cultivate a constructivist

learning atmosphere wherein students are actively involved in the process of meaning construction (Vygotsky, 1978). By illustrating the ways in which educators utilize linguistic tools to construct knowledge and mediate ideological constructs, the research reinforces social constructivist viewpoints on learning, which prioritize collaborative knowledge creation and scaffolding within educational contexts (Mercer, 2000).

With respect to the ramifications for classroom discourse and educator preparation, the investigation emphasizes the necessity for educator training programs to incorporate a critical consciousness regarding the manner in which language influences student learning and ideological maturation. In particular, it is imperative that educators receive training aimed at promoting ethical internet utilization and research competencies while simultaneously deterring instances of plagiarism (Selwyn, 2016), to enhance inclusivity and engagement through the application of reflective questioning and humor (Alexander, 2008), and to employ language as a means to foster resilience, self-regulation, and a growth mindset (Dweck, 2006). These conclusions are consistent with Walsh's (2011) assertion that classroom discourse is fundamental to enhancing student engagement and academic success. The research posits that educator discourse must be deliberate, ideologically conscious, and pedagogically strategic in order to facilitate both cognitive and ethical development among students.

Beyond the confines of the educational environment, the research underscores the imperative to expand the societal function of pedagogical discourse. This entails examining the extent to which educational discourse

contributes to the formation of students' expansive civic involvement and societal engagement. Through the application of critical pedagogy tenets, teachers supply learners with the instruments required to challenge systemic bias, participate in democratic engagement, and enhance a sense of agency (Apple, 2004). This notion bolsters the argument that language within educational contexts transcends mere instructional objectives and also serves as a mechanism for societal transformation (Janks, 2010). Ultimately, the study advances theoretical discussions within CDA, SFL critical pedagogy, and constructivist learning theories by illustrating how linguistic practices within classrooms both reflect and negotiate ideological frameworks. It accentuates that teacher discourse constitutes a dynamic force in the formation of student identity, ethical deliberation, and academic involvement.

The subsequent section constitutes a thorough delineation of the pragmatic ramifications that emphasize the transformative capacity of integrating CDA and SFL within educational contexts, thereby offering pragmatic insights for educators, policymakers, and researchers aimed at fostering equitable, inclusive, and critically engaged learning environments. The initial pragmatic implication pertains to the development of curricula. In this context, educational policies and instructional materials can substantially augment their inclusivity and attain a more equitable representation by strategically employing and synthesizing the theoretical perspectives derived from CDA and SFL, which elucidate the intricate interplay among language, power, and social contexts. This holistic approach not only guarantees a more equitable representation of a diverse array of perspectives but also plays an instrumental role in mitigating the prevalence of ideological biases

that could otherwise distort the educational content and experiences provided to learners. Furthermore, with regard to teacher training, equipping educators with comprehensive training in CDA and SFL methodologies significantly empowers them to identify and confront various ideological biases that may inadvertently infiltrate their pedagogical practices, thereby fostering an educational environment that not only encourages critical thinking but also nurtures a climate of mutual respect and understanding among students within the classroom milieu.

Another notable implication in practical application pertains to the management of classroom discourse, wherein educators can leverage the methodologies and theoretical frameworks inherent in CDA and SFL to comprehensively investigate and augment the dynamics of interactions that transpire within educational environments, thereby fostering a more equitable platform for participation among all learners while concurrently endeavoring to mitigate and diminish practices that could potentially result in the marginalization of specific individuals or groups. Furthermore, in relation to inclusive pedagogical approaches, the frameworks of CDA and SFL play a pivotal role in the advancement and refinement of pedagogical methodologies that not only champion inclusivity but also aspire toward the attainment of social justice and the development of critical thinking abilities among students, as they meticulously scrutinize and address the complex power dynamics and various ideological influences that pervade educational contexts. In addition, with respect to the resolution of ideological conflicts, educational institutions possess the potential to markedly improve the cohesiveness and inclusivity of the overall learning environment

afforded to their student bodies by actively endorsing and facilitating open discourse, as well as nurturing a profound sense of mutual respect among students who embrace a diverse array of beliefs and perspectives.

This inquiry similarly yields substantial implications for policy formulation. With regard to educational policy development, stakeholders possessing considerable authority over the formulation and execution of educational strategies and frameworks can astutely leverage the insights and conclusions derived from CDA and SFL to meticulously craft and devise educational policies that not only exhibit greater equity but also actively confront and address the entrenched societal disparities that prevail, while concurrently fostering and valuing a diverse array of viewpoints and perspectives that enrich the educational dialogue. Furthermore, governmental and institutional policies informed by the principles inherent in both analytical frameworks possess the potential to markedly mitigate the occurrence of societal polarization, thereby fostering a sense of cohesive unity among heterogeneous groups through the implementation and enhancement of educational initiatives designed to be inclusive and transformative. Moreover, the insights garnered from the two analytical models can significantly inform and improve the formulation of holistic strategies aimed at effectively countering the widespread proliferation of extremist ideologies within educational settings, thereby underscoring the paramount significance of democratic principles while cultivating a culture of critical analysis among learners.

The theoretical ramifications of the investigation pertain to the progression of critical pedagogy, wherein the amalgamation of CDA and SFL serves to

significantly enhance and refine the theoretical constructs surrounding critical pedagogy by foregrounding the intricate role that pedagogical practices assume in not only fostering and developing critical thinking competencies among learners but also in actively promoting and advocating for the tenets of social justice across diverse societal frameworks. Additionally, with respect to interdisciplinary contributions, CDA and SFL function as integrative conduits that effectively amalgamate and unify disparate fields of inquiry, encompassing but not limited to linguistics, education, and political science, thereby substantially augmenting and diversifying the theoretical paradigms that researchers employ while concurrently offering comprehensive and nuanced analyses of the intricate and frequently complex social environments within which these disciplines engage. Subsequently, with regard to ideological scrutiny within educational contexts, participating in scholarly inquiry that employs these theoretical frameworks serves to markedly enhance and broaden the understanding of the intricate mechanisms through which various ideologies are not only constructed and shaped but also perpetuated and sustained, or conversely, actively resisted and contested within the multifaceted dynamics of classroom environments and educational frameworks.

The extensive ramifications that have been meticulously articulated in the prior sections cannot be perceived as entirely lacking certain intrinsic limitations that are concomitant with the scope and methodology of the research undertaken. The academic inquiry delineates a multitude of inherent limitations that are evident within the framework of the study, which consequently provide invaluable insights into the diverse challenges and constraints encountered throughout the research

endeavor. In this specific situation, the utilization of CDA together with SFL called for a careful and detailed exploration of the different linguistic traits and contextual aspects present in the discourse, which ultimately made the whole analytical task considerably demanding and lengthy, thereby consuming a substantial amount of time and resources aimed at gaining a complete insight into the complexities entailed. In addition, the research project focused its attention on a somewhat limited group of participants, a methodological choice that could possibly create constraints on the applicability and general representativeness of the conclusions drawn from the results obtained during the study. Furthermore, the outcomes of this research are deeply rooted within the specific socio-cultural and educational framework that delineates the environment in which the study was executed, which consequently presents considerable challenges when endeavoring to extrapolate or generalize these findings to broader or alternative contexts that may embody differing characteristics or variables. Moreover, the research inquiry primarily concentrated its analytical attention on the discourse and verbal exchanges among educators, while simultaneously revealing a comparatively constrained level of investigation into the perspectives and opinions held by students regarding the ideologies that were both advocated and prohibited within the educational context of the classroom.

### **5.3 Suggestions**

The ensuing recommendations articulate a thorough framework for future inquiries that not only augment the foundational findings established by the present

investigation but also considerably broaden its pertinence and impact across a varied spectrum of educational settings and societal structures, thereby facilitating a more profound comprehension of the intricacies inherent in these multifaceted contexts.

- (1) There is a pressing need for future studies to focus on a thorough exploration of the possible partnerships that could arise from blending CDA with SFL across diverse educational contexts, particularly highlighting the examination of these theories within non-western cultural and socio-political frameworks, aiming to comprehensively evaluate and validate the assertions concerning the adaptability and universality of these scholarly models in different sociocultural settings. Consequently, subsequent investigations might examine how the linguistic methodologies employed in classroom discourse differ across various cultural and institutional frameworks, thereby further enhancing the applicability of CDA and SFL within the realm of educational discourse analysis.
- (2) Engage in thorough and methodical inquiries that encompass a markedly more diverse and varied participant population, which includes educators with a broad spectrum of experience levels, distinct cultural backgrounds, and differing educational methodologies, with the overarching objective of uncovering complex and nuanced understandings of the ideological frameworks that underlie and inform educational practices and structures.
- (3) While this specific investigation underscores the importance of the discourse employed by educators within the educational milieu, it would be exceedingly

advantageous for future research initiatives to explore the perceptions and interpretations possessed by students concerning the diverse ideologies that are both endorsed and suppressed in academic contexts, as this would indisputably enhance a more comprehensive and sophisticated understanding of the complex dynamics that regulate the educational framework.

- (4) Conduct a comprehensive examination of the intrinsic and immediate impacts that diverse ideologies, which are intricately integrated into the structure of classroom dialogue, impose on students' comprehensive academic achievement, their capacity for critical analysis, as well as their socio-emotional growth and overall well-being, taking into account the complex interactions that transpire within educational environments and the ways in which these ideologies can influence not only the educational outcomes but also the holistic development of learners. As articulated by Cortés (2023), the incorporation of varied ideological viewpoints can significantly enhance students' critical thinking capabilities and promote a more inclusive perspective within society.
- (5) To elevate instructional techniques, it is crucial to engage in extensive research regarding the success of various professional development programs designed specifically to cultivate educators' foundational abilities, especially in the domains of CDA and SFL which are vital structures that assist teachers in skillfully recognizing, analyzing, and countering the ideological perspectives that could inadvertently affect their teaching practices and approaches. In essence, educators ought to be proficiently prepared to traverse ideological

plurality, promoting a judicious framework that honors diverse viewpoints while stimulating critical examination. The integration of case-based pedagogy, as proposed by Anderson (2002), can provide learners with avenues to engage with multifarious ideological frameworks in a critical manner.

- (6) Conduct an extensive examination of the methodologies by which empirical findings and theoretical frameworks obtained from CDA and SFL research can profoundly inform the development and execution of educational policies and curricula that are not only inclusive but also actively promote and augment diversity and equity within educational environments. Policymakers ought to take into account Fairclough's (1989) focus on the socio-cultural dimensions inherent in discourse when constructing educational paradigms, ensuring that they facilitate critical engagement while avoiding the marginalization of alternative viewpoints.