

# A CRITICAL DISCOURSE ANALYSIS OF IRANIAN FIRST, SECOND, AND THIRD GRADE HIGH SCHOOL ENGLISH TEXTBOOKS

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**ABSTRACT**—This study aims to provide a theoretical background and methodology for the analysis of the relationships between language, ideology, and power. More specifically the study has examined the ideological issues of gender, class, and culture reflected in Iranian High school English texts. The theoretical background of this study is rooted in critical sociolinguistics. This theory claims that a linguistic approach needs to describe and explain the manners in which language is used in particular contexts to create specific ideologies that maintain power relations in a society. It takes factors such as context of situation, context of culture, and functionality of language into consideration. As a methodology for this study, Thompson's socio-historical, textual (micro-analysis, macro-analysis, and linguistic analysis) and interpretive analysis is adopted. The application of such methodology to the analysis of English textbooks in Iran revealed several manifestations of ideology, either positive or negative, among members of different social classes.

**Keywords:** Critical Sociolinguistics, Functionality of Language, Ideology, Thompson's Method of Analysis

## INTRODUCTION

Textbooks are indispensable part of every curriculum. Many teachers go to classes with contents available to them through textbooks. This means that textbooks are somehow a guide to teachers whether novice or experienced. Considering the importance of textbooks, the current study is trying to evaluate a series of textbooks provided to teachers in high schools of Iran.

In the last decades, research on the relationships among education, ideology and power has become one of the most important subjects in the field of critical linguistics and language education (Baik, 1994). The main purpose of this study then is to develop and apply a methodology based on the relationship existing among language, ideology, and power. For this the researcher used the reading texts of Iranian first, second and third grades high school English books as the corpus.

To achieve this objective, the researcher has first reviewed the relevant literature in various disciplines such as sociology, anthropology, communication sciences, and cultural studies. As a result a framework of analysis relevant to language, ideology, and power is obtained. The ultimate goal is to identify the major ideologies in the English textbooks of Iran and to verify a relationship between ideology and the way it is manifested in the text,

i.e., to pursue how a language is manipulated in order to attain specific ideologies.

## REVIEW OF THE RELATED LITERATURE

The theoretical approaches to language, ideology, and power have been discussed by a number of scholars in different fields. For example, Bourdieu (1977, 1984, 1990a and b, 1991), Fairclough (1985, 1989, 1992b), Foucault (1972, 1977, 1980), Giddens (1979), Gramsci (1971, 1988), Habermas (1979, 1984, 1987), Hodge and Kress (1993, 1988), and Thompson (1984, 1987, 1990) are just a few representative examples. Among them Gramsci uses the concept of "hegemony" to explain the manner in which the people of the ruling class establish and sustain their dominance over the masses. "Hegemony" refers to the strategies that are utilized by the dominant class, within the culture of the superstructure, to at least partially provide the ideology that determines social formations. Thus, the superstructure and the Base structure are seen to form an organic relationship of mental dependence rather than a relationship of repression and violence (Baik 1994:13).

Unlike Gramsci, Foucault emphasizes that power does not come only from the dominant social group i.e., power is not a strategy used by the superstructure to forge a

hegemonic relation in an attempt to maintain dominance over the base structure. Foucault asserts that there are three types of struggles against power relations: struggle against domination by an ethnic, social or religious group, struggles against exploitations of labor and economics, and struggle against subjection and forms of subjectivity and submission. He further considers the common factor underlying all of these oppositions as oppositions against a “technique”, or a “form of power” rather than the opposition against an institution, a social group, or a class.

Having identified that power is exercised as a technique or a strategy, the task of characterizing this technique of power remains untouched. First and foremost, the techniques of power are invisible, anonymous and unverifiable, and second, the effectiveness of the exercise of power depends on being continual and subtle rather than discontinuous and violent (Foucault, 1979:208). In Foucault's (1983:221) words, the exercise of power “consists in guiding the possibility of conduct and putting in order the possible outcome”. Thus power is defined as “a mode of action upon the action of others”, and “when one characterizes these actions by the government of men- by other men in the broadest sense of the term- one includes an important element: freedom”. In other words, Foucault sees power relations to exist only in individuals that are free to choose their course of action. In Foucault's perspective power relations can be formed and continue to exist only as a result of mutual interdependence between forces.

Like Foucault, Bourdieu does not adhere to a Marxist conceptualization of ideology and Power, and emphasizes the “invisibility” of symbolic power. John Thompson in his work *Studies in the Theory of Ideology* (1984) states:

*On the one hand, 'ideology' is employed by many authors as if it were a purely descriptive term: one speaks of 'systems of thought', or 'systems of belief' of 'symbolic practices' which pertain to social action or political projects....There is however, another sense of 'ideology' which is evident in the current literature. In the writing of some authors, ideology is essentially linked to the process of sustaining asymmetrical relations of power-that is the process of maintaining domination .*

He calls the first sense the neutral conception and the second sense the critical conception of ideology. The significance of Thompson's work is found in his successful efforts in highlighting language in the relationship among language, ideology and power. A further significance of Thompson's work is found in his efforts to provide a framework for the analysis of language in its relationship with ideology and power. In his framework, he brings together the socio-historical,

linguistic, and hermeneutic dimensions of the study of language as ideology.

Halliday and Hassan by considering a text as ‘an instance of process and product of social meaning in a particular context of situation’ went beyond the level of stressing the relevance of the context of situation and the functional characteristic of language and provided a concrete methodology of language by identifying three major types of semantics (or metafunctions) in every language: interpersonal, ideational (experiential and logical), and textual (Halliday, 1970, 1973a and b). Halliday (e.g., 1968, 1971, 1985b) further emphasizes that the analysis of linguistic functions has to be done in light of the context of situation in which the linguistic event occurs. He identifies three concepts relevant to the analysis of the context of situation which are related to the functions of language i.e., field of discourse; tenor of discourse; and mode of discourse.

In addition to the relevance of context and functionality of language, Halliday acknowledges that linguistic analyses require the notion of the “context of culture: the institutional and ideological background that gives value to the text and constrain its interpretation” (Halliday and Hassan, 1989:49). There are several linguists who have adopted Halliday's framework in their critical analysis of discourse/text. This line of research has been labeled “critical linguistics”. Among them, we should name Roger Fowler, Robert Hodge, Gunther Kress, and Norman Fairclough. The concept of critical linguistics reaches to the last and highest point in the work of Fairclough, who asserts that the ideologies of the ruling class are projected on to the people as universal and common –sensual and thus used as mechanisms of domination by consent (Fairclough, 1989:33-34). He uses the term “naturalization” to refer to the process whereby an ideology of the powerful class is turned into a universal belief. He also discusses the role of education, the media, political speeches, and social institutions in “naturalizing” these dominant ideologies.

Thus Fairclough (1989:5) proposes CLS (critical language study) as the proper approach to language studies in which the aim of linguistics should be in “critical language analysis” in the heart of CDA (Critical Discourse Analysis) that is defined as “a type of discourse analytical research that primarily studies the way social power abuse, dominance and inequality are enacted, reproduced and resisted by text and talk in the social and political context; with such dissident research, Critical Discourse Analysts take explicit position, and thus want to understand, expose and ultimately to resist social inequality” (Van Dijk,1998: 1). Thus Critical language study uncovers underlying power relationships in the use of language that are normally hidden from people. He further introduces CLA “Critical Language Awareness” as a key concept of CLS with the object of “emancipation of those who are dominated and oppressed in our society” (1989:233).

The significance of Fairclough's work is bringing the notion of power into the already existing dynamic of

language and ideology. Fairclough (1989:110-112) also provided a methodological framework for the analysis of language and power. In this framework, ten sets of questions are asked which are drawn from three levels of the functions of language (experiential, relational, and expressive) and three levels of the components of language use (vocabulary, grammar, textual structures). The efforts of Fairclough and other critical linguists have begun widely after Apple (1993b) questioning the validity of a national curriculum, to study the texts of educational materials for their ideological content particularly by putting the contents of language-teaching materials under close scrutiny. Therefore, this study is restricted to the first, second, and third grade English textbooks used in Iran. The books contain partial pictures, except for the third book with just one picture. Moreover, the preface of the books did not contain any section to specify the aims and objectives of the books.

## RESEARCH QUESTIONS OF THE STUDY

The present study is concerned with the following issues in English Language Teaching in Iran:

The questions that this study considers are:

(1) Are there any ideologies manifested in the Iranian high school English texts?

If the answer is positive, then

(2) What types and proportions of ideology are present in these books?

(3) What are the linguistic devices used to convey specific ideologies?

### The Framework of Analysis

The discussions on theoretical and methodological approaches to the study of language, ideology, and power presented in the background, proved that there are several necessary components of analysis that a study such as this should have. Among the numerous components that each approach advocates, a need for contextual analysis, Textual Analysis, and Interpretive Analysis is necessary.

Obviously the methods of analysis and the general framework that are employed in this study closely

#### 1.1. High School Book One

resemble that of the Hallidayan approach to linguistics (sociolinguistics or critical sociolinguistics); in addition, an interpretive analysis component of Thompson has been added. The specific methods for each component are as follows:

**The contextual analysis** consists of the elucidation of the stance of the English language textbooks in the school curricula of Iran. At this stage of analysis, the methodological framework given by Halliday in describing the context of situation is adopted. Thus, the questions about the field, tenor and mode features of the text, which comprise the context of situation (Halliday and Hassan, 1989:12), are answered as follows:

- **Field:** Primarily learning the strategies to answer examination questions on English; Second, learning the importance of English language; learning to use the English language; learning about other cultures through the English language.
- **Tenor:** Teachers as the authority on what to learn from the textbooks. Students are expected to ask questions for clarification.
- **Mode:** The role of language manifests itself through the reading materials of the textbooks; the formal features of the text are learned so as to find answers in examination questions; the truth value of the contents of the text is irrelevant since the contents only serve as the medium through which the formal features of language can be learned, i.e., the contents of the text do not perform any function of reinforcing specific ideologies.

**Textual Analysis** consists of three parts Micro analysis, Macro-analysis, and Linguistic analysis.

**Micro-analysis** of the textbooks entails a careful reading of the propositional content of each and every phrase, clause and sentence in the reading texts, in addition to the topical analysis and thematic analysis of the reading materials. The results of the microanalysis for each book and the combined results of the analysis of the textbooks are presented in table 1, 2, 3, 4, and 5.

Lesson Title	Topic/Genre	Theme	Number of words	Percent
1.The kindergarten man	Foreign story	School	188	9.95
2.The funny farmhand	Life	Cooperation helping others	133	7.04
3.A story about Newton	Science story	Diligence	189	10
4.The school bus	Life	School	229	12.12
5.Learn a foreign language	Foreign story Life	Language learning	208	11
6. boy who made steam	Science story	Diligence	337	17.83
7.High ways in the sky	Science	Science	264	13.97
8.Eat , clothes , eat	Foreign story	Rich/wise	177	9.37
9.The holy prophet	Prophet	Religion	165	8.73

Total 1890 100

## 1.2. Topical Analysis

Book I.	Topic	Number of words	Percent
Lesson( 1,5,8)	Foreign story	573	30.33
Lesson (3,6)	Science story	526	27.83
Lesson(2,4)	Life	362	19.16
Lesson (7)	Science	264	13.97
Lesson (9)	Prophet	165	8.73
Total		1890	100

## 1.3. Thematic Analysis

1.3.1. Ideological Themes	Number of words	Percent
1.2. Cooperation / helping others	133	7.04
1.3. Diligence	189	10
1.4. School	229	12.12
1.5. Language learning	206	11
1.6. Diligence	337	17.83
1.9. Religion	165	8.73
Total	1261	66.72

1.3.2. Neutral Themes	Number of words	Percent
1.1. School	188	9.95
1.7. Science	264	13.96
1.8. Rich/Wise	177	9.37
Total	629	33.28

Table 2. Statistical Analysis of the Textbooks

2.1. High School Book Two				
Lesson title	Topic/Genre	Theme	Number of words	Percent
1. Washoe and the puzzles	Animal learning/life	Diligence	217	10.52
2. The other side of the moon	Science	Science	222	10.76
3. Holland's toy town	Life	Childhood memory	203	9.84
4. Charles Dickens and the little children	Foreign story	Injustice	269	13.04
5. The little old man who could not read	Foreign story/ fiction	Illiteracy	378	18.32
6. Hic, Hic, Hic	Science	Science	328	15.90
7. How are you?	Life	Politeness	446	21.62
Total			2063	100

## 2.2.Topical Analysis

Book II	Topic	Number of words	percent
Lesson 1	Animal learning	217	10.52
Lesson(2,6)	Science	550	26.65
Lesson(3,7)	Life	649	31.45
Lesson(4,5)	Foreign story	647	31.36

Total 2063 100

## 2.3.Thematic Analysis

2.3.1.Ideological themes	Number of words	Percent
1.Diligence	217	10.52
4.Injustice	269	13.03
5.Illiteracy	378	18.32

Total 864 41.87

2.3.2.Neutral themes	Number of words	Percent
2.Science	222	10.76
3.Childhood memory	203	9.84
6.Science	328	15.90
7.politeness	446	21.61

Total 1199 58.11

Table 3.Statistical Analysis of the Textbooks

3.1.High School Book Three				
Lesson Title	Topic/Genre	Theme	Number of words	Percent
1.TV or no TV?	Life	Advantages and disadvantages of TV	357	19.78
2.The value of education	Life	Education	291	16.12
3.Memory	Science	Science	264	14.63
4.The olympic games	Foreign history	National friendship	255	14.13
5.Every word is a puzzle	Word history	Word invention	415	22.99
6.What is a computer?	Science	Computer/ Technology	223	12.35
Total			1805	100

## 3.2.Topical Analysis

Book III	Topic	Number of words	Percent
Lesson (1,2)	Life/Scientific experiment	648	35.90
Lesson (3,6)	Science	487	26.98
Lesson 4	Foreign history	255	14.13
Lesson 5	Word history	418	22.99

Total 1805 100

## 3.3.Thematic Analysis

3.3.1.Ideological themes	Number of words	Percent
No ideological theme	0	0

3.3.2.Neutral themes	Number of words	Percent
1.Advantages & disadvantages of TV	375	19.78
2.Education	291	16.12

3.Science	264	14.63
4.National friendship	255	14.13
5.Word invention	415	22.99
6.Computer	223	12.35
Total	1514	83.88

In the first part of all of the three tables, first the title of each lesson is provided, after deciding upon what the text is about (i.e., the topic of the text) the thematic content is analyzed by seeing “what the message of the text is” which is narrower than the topic of the text. Then, the number of words in each text is counted. After this, in order to find the percent, the number of words in each reading is divided by the number of the total words in the readings of that book multiplied by one hundred. For example, in the first lesson of the first book in table one called the kindergarten man the topic is foreign story, the theme is school, it has 188 words, and the percent is 9.95.  $188/1890 \times 100=9.95$  (1890 is the total number of words in book one). This analysis is done for every lesson in each book as it is presented in the first part of the three tables. The second part of the tables is arranged based on the topics. For example: lessons 1, 5, 8 in book one, share the topic called foreign story. Thus to calculate the percent of this topic the number of words of these three lessons’ reading texts were added then the percent was computed as stated above.

The third part of these tables distinguished ideological and neutral themes and the researcher calculated the percent for each. But the criteria for considering a text as neutral or ideological are established in the macro-analysis section based on the definitions of ideology, power, and domination and samples available in Baik 1994 as follows: The analysis of ideological content is not so simple. Each text needs to be critically read, focusing on each phrase, each clause, and each sentence separately and also together with neighboring phrases, clauses, and sentences. Upon identifying the propositional content of each phrasal, clausal, or sentential unit as containing certain ideological content in relation to its neighboring units, the specific units (phrases, clauses, or sentences) are separated in the text. To unveil this point that ‘what is the basis for considering a theme as ideological or neutral?’ The definition of the term ‘ideology’ will be of great help. Though ‘ideology’ has been defined by different people in different ways, it will be rather confusing to procure all of the definitions, but this study follows the clear conceptualization of ideology as given by Thompson (1984:4;1987:518) who distinguishes two senses of the term: one is a neutral conception of ideology, i.e.,

ideology as a “purely descriptive term,...irrespective of whether it is oriented towards the presentation or transformation of the social order”; and the other is a critical conception which is stated as a concept that is “essentially linked to the process of sustaining asymmetrical relations of power, i.e., to the process of maintaining domination.” In other words Thompson defines ideology as “the ways in which meaning (a signification) serves to sustain relations of domination” (1984:4,130-131; 1987:519).

From Thompson’s definition one is able to understand that ideology is the use of language to support a certain system of belief that significantly privileges a particular relationship of domination. Thus ‘power’ and ‘domination’ are the two key concepts relevant to ideology and provide clear definitions on them. In addition to these definitions, Baik (1994:147) in the thematic analysis of South Korean textbooks introduces the following themes as ideological: “Aspiration, diligence, fairness, foreign life=fun, friendship, harmony, helping others, heroism, honesty, hope, initiative, language learning, life=fun, manners/school, morality, mother’s love, obedience, obesity, patience, pride, safety, sharing, thrift, wisdom” He further listed neutral ideologies as: “Celebration, humor, language, science, and other”

In this study some of the above ideologies are adopted and a few other are added by the researcher. A representative example is provided below: Book 1, lessons 1, 2, 3, 6, 8 contains representative ideological themes such as: injustice, self for others, transmission of good ideas, helping others, absentmindedness, diligence and perseverance, politeness. These are the ideologies observed in some of the sentences. But for the final analysis of considering a text as ideological or neutral after deciding upon the ideologies maintained in the sentences the whole number of ideologies (the positive and negative) are added to show what kind of ideology a text shows as a whole either positive or negative. For example in lesson 1.1.there are two positive as well as two negative ideologies thus it is considered as neutral. After doing the calculation for each text, the combined results are derived and are shown in table 4 as follows:

**TABLE 4. Topical Analysis of the First, Second, and Third Textbooks**

Topics	Number of Words	Percent
1.Foreign stories (in books 1&2)	1220	21.18
2.Science and science stories (in books 1, 2 &3)	1827	31.73
3.Life (in books 1,2,and 3)	1659	28.81
4.Prophet (in book 1)	165	2.87
5.Animal learning (in book 2)	217	3.77
6.Foreign history (in book 3)	255	4.42

7.Word history or origin (in book 3)	415	7.21
Total	5758	100

In the above table first the number of words of the shared topics (those topics which are similar in the three textbooks) were added, e.g., Foreign stories in book one and two have about 1220 words as it is seen in table 4; because the number of words in 1.1.(i.e., lesson one from book one) is =188, 1.5 =208, 1.8=177, 2.4 =269, 2.5 =378 thus book one and two contain 1220 words related to foreign stories). Then the individual topics were distinguished (the topics that were presented only in one of the books, like, prophet in book one which has 167 words). Then the total of the number of words were obtained by adding the number of words of individual and shared topics (as it is shown in table 4, the total number of words is 5758). Then in order to compute the percent of each topic, the number of words were divided by the total

number of words computed one by one, e.g., for computing the percent of foreign stories in book one and two regarding the total one hundred percent for the three books ( $1220:5758 \times 100 = 21.18$ )

As it is shown in figure 2, the combined results of the topical analysis of the three textbooks reveal seven kinds of topics. The content analysis shows that contents of textbooks are mostly devoted to science and science stories, comprising 31.73~32 percent of the total contents, life comprising 28.81 percent of the total contents, and foreign stories 21.18 percent of the total contents and the other four, i.e., prophet, animal learning, foreign history, word history belong to none of the above and have about 18 percent on aggregate.

**TABLE 5. Thematic Analysis of the three Textbooks**

5.1.Ideological Themes	Number of words	percent
1.2.Cooperation (B 1)	133	2.31
1.3.&2.1. Diligence (B 1&2)	743	12.90
1.9.Religion (B1)	165	2.87
1.4.School (B1)	229	3.98
1.5.Language learning(B1)	208	3.61
2.4.Injustice (B 2)	269	4.67
2.5.Illiteracy (B 2)	378	6.56
2.2.Science (B2)	222	3.86
Total	2347	40.76

Table 5 above shows the thematic analysis of the three textbooks. Needless to say that for the following percent the number of words is divided by the grand total of words, multiplied by one hundred e.g.: for cooperation theme 133 is divided by 5758 multiplied by a hundred:  $133: 5758 \times 100 = 2.31$  to show the percent of this theme in the whole three books. 1.2. means book one lesson two). The summary of results of table 5.1, 5.2 and figure 3, and 4, less than half of the reading materials contain ideological themes that are evident in the texts while more than half of the texts contain no ideological themes. The salient points from the analysis are then summarized.

Returning to the example of the ideological content that motivates diligence, the microanalysis shows that diligence is thought to be a virtue that is to be desired as a social or human characteristic. What the macro-analysis shows is: IN WHAT WAY the value of diligence serves to build the official knowledge concerning, for example, a model student, an ideal society, an ideal leader, etc. As an answer to the above question, Giddens (1979:193-196) offers three principal ways in which ideology functions as modes in which "domination is concealed as domination" Thompson (1987:521) identifies four modalities of the operations of ideology in which "meaning may serve to sustain relations of domination": Legitimation, Dissimulation, Fragmentation, Reification.

Eagleton (1991:5-6) further explains that the following six methods may interact in complex ways to legitimate a dominant power: such as promotion legitimization, dissimulation, exclusion, and obscurity. In summary all of the three frameworks of analysis described above assume that power relations are essentially dominating in a strictly negative sense. However, one does not necessarily have to share the same assumptions proposed by Giddens, Thompson, Eagleton and others in order to adopt their methodologies of analysis. In fact, the above modes/modalities/methods may be applied to analyze the ways in which ideology serves positive power relations, i.e., ideology that works not only in the interest of the individuals or groups that are thought to be dominant, but also in the interest of everyone in the society, specifically the students that are learning from the textbooks. In other words, what we mean by ideologies that serve positive power relations may be explained, in short, as ideologies that empower the students rather than repress them. Such ideologies of positive power relations should help the students in their endeavor for self- achievement, personal success, happiness, prosperity, and ultimately, co-existence and survival with everyone else in the society through solidarity, cooperation, and understanding. Thus in phase two, the macro analysis, of this study I look for ways in which the ideological contents of the textbooks

legitimate, dissimulate, exclude, and obscure, not only to recreate and sustain negative power relations but also to create positive power relations and bring about social

change. Tables 6.1, 6.2, 6.3 report the detailed ideological analysis of each lesson.

6.1. Book one Ideologies			
Lesson	Positive Ideologies	Negative Ideologies	Ideological/Neutral
One	2	2	+
Two	2	0	+
Three	2	4	+
Four	6	0	+
Five	1	2	+
Six	4	3	+
Seven	0	0	+
Eight	2	2	+
Nine	6	1	+

6.2. Book Two Ideologies			
Lesson	Positive Ideologies	Negative Ideologies	Ideological/Neutral
One	4	0	+
Two	0	0	+
Three	0	0	+
Four	4	1	+
Five	2	3	+
Six	0	0	+
Seven	0	0	+

6.3. Book Three Ideologies			
Lesson	Positive Ideologies	Negative Ideologies	Ideological/Neutral
One	0	0	+
Two	0	0	+
Three	0	0	+
Four	0	0	+
Five	0	0	+
Six	0	0	+

Considering the three textbooks, there are nine ideological lessons as well as thirteen neutral lessons. Thus most of the lessons were neutral as a whole but in book one, the number of ideological texts was more than neutral ones. In book two, the number of neutral texts was more than ideological texts, and in book three all of the texts were neutral.

In linguistic analysis phase the question concerning the textual analysis is "What are the linguistic strategies that are employed in the manifestation of ideology?" The answer to this question as was stated previously is that there can be many ways in which the specifically linguistic elements of a text can reveal the manifestation of ideology. Among them, several scholars (e.g., Hodge and Kress, 1993, [1979]; Fairclough, 1989; Fowler, Hodge, Kress and Trew, 1979; Thompson, 1984, 1987) have mentioned the functions of the narrative structure in presenting certain social relations as legitimate the functions of grammatical forms such as the modality of the present tense, nominalization, and passivization in

obscuring the effect of responsibility; and the functions of specific vocabulary that express experiences, relations between participants, and the characterization of certain groups and people in promoting the notions of superiority for certain groups while legitimizing the discrimination against other groups. Thus the discussions that follow in this section are structured according to these topics of linguistic analysis. It deals mainly with grammar and vocabulary found in the texts.

## THE GRAMMAR

Grammar as an approach is clearly in harmony with the aims of discourse analysis. Halliday (1994: xvi): argues forcefully that 'a discourse analysis that is not based on grammar is not an analysis at all, (cited in Thompson 1997:222). Thus the grammar of the sentences that is the modalities of the past, present, and future tenses can be used to cover or uncover certain aspects of social realities. For example, if a text is written in the present

time it is considered to be as a fact, and the naturalization or legitimization of the current situation or state is aimed within it. A bad habit or situation may be expressed in the past tense to relate it to the past and take it away from present situation. The future tense also can be utilized to show the prosperous, happy events for the future. Thus by using different tenses for different events one can legitimize the ideologies not representing the actual state of affairs, but desired and idealistic state of things as the writers are intended the public to believe.

In the three textbooks, all of the three tenses are used randomly, but it is worthy to note some specific instances. 1.3. The story about Newton is narrated in the past regarding him as an absent-minded scientist. Direct speeches are stated in future and present tense. The modal can in you can leave the egg, shows the possibility of the act as well as a polite and indirect order to the servant implying 'leave the room'. The polite order as it is stated indirectly shows the high understanding of the scientist and his respect for others and it also shows the distance between the servant and him and his superior position. But in the sentence stated by the servant her position is also clearly visible. "You must boil it for five minutes, and then it will be ready to eat". The modal 'must' here is used to show the order of instruction for boiling the egg. This direct use of language is a clue for a low rank or position.

## THE VOCABULARY

Fairclough (1989:112-113) claims that "ideological differences between texts in their representations of the world are coded in their vocabulary. Word choices create positive or negative connotations about an observed set of relations, subjects, and contents and there are abundant examples of passionate public debates over the meaning of ideologically contestable vocabulary". In this section, the study follows the analysis of the ideological uses of vocabulary items, and we are concerned with the experiential, relational, and expressive values of words (The terms used by Fairclough, 1992). In this respect several vocabulary items are noted from the three English textbooks of Iran that are indeed used to portray specific experiences, relations between participants and characterizations of specific individuals or groups in the society. In order to answer what experiential values do words have in a text one can follow Fairclough's explanation that experiential values are concerned with content, that is what ideas and meanings are attributed by the text...In terms of vocabulary, one looks at synonymy,

antonymy, and hyponymy, as well as collocation, repetition and emphasis.

On that basis, we can analyze some of the lessons. In lesson called the kindergarten man the following words are used to represent sad life experiences for children at school in Germany by the repetition of negative ideas and meanings like: People didn't pay much attention to him, alone, hard chair, the books didn't have any pictures, no fun

In order to answer what relational values words have, the role of words in defining social relations should be considered like formality and informality also markedness or the vague terms as euphemism should be stressed. Since there is no conversation in the text there is no relational value. Regarding all of the other texts, though there may be a short conversation one cannot find any relational terms (such as, sir exemplified in Baik 1994) as an example to show the power relation, or the like. The same is true about expressive values by which one expresses his/her feeling and opinion such as (beloved, dear, fatherly) which are absent in Iranian textbooks. There are a few examples like great, greater, wiser, and thank you. In 1.2 the following words are used to show either the cooperative sense of the monkeys or one of their characteristics: Clever animals, fun, can learn, farmhands, help, hard work No expressive or relational term is observed.

In 1.3.the words got up very early, didn't leave the problem, and didn't want to see anybody are words to reveal Newton's experiences and to reinforce his perseverance. The words greatest, greater, wiser can be considered as expressive, and no relational value is observed.

## INTERPRETIVE ANALYSIS

The third component in the analysis of this study due to it's highly subjective nature is excluded from this analysis

## RESULTS AND FINDINGS

The findings of this study showed that the English language textbooks manifest various types of ideologies. In the following table the ideologies that are sustained through the propositional contents of English textbooks of Iran are illustrated.

<b>Table 8. The Summary of Ideologies represented in the English Textbooks of Iran</b>	
Ideologies	

Women serve men
Rich people are in a position which deserve respect and authority and also the doer of injustice and c
Most of the scientific advancements and scientists were exemplified through western culture
Some social behaviors are desirable

On the basis of the above observations we can now assess our research questions. As for the first research question the answer is positive since we observed a number of ideologies in our corpus. As for the second question table 8 shows the types of ideologies specified in the texts. And finally with respect to the third research question it was shown that some grammatical devices such tenses as well as modals are the linguistic devices used in the texts to convey particular ideologies.

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