Critical Discourse Analysis of Ideology in Judy Blume's "Tales of a Fourth Grade Nothing"

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Abstract

This paper employs critical discourse analysis to examine the ideology present in Judy Blume's "Tales of a Fourth Grade Nothing." Critical discourse analysis offers a robust analytical framework for exploring the interplay between discourse and ideology, shedding light on how ideologies are generated, reflected, and contested through language use. This paper endeavors to conduct a rigorous examination of ideology, seeking to offer a nuanced comprehension of the underlying ideologies present in the text mentioned above. The primary objective is to elucidate the potential ramifications of these ideologies for the prospect of instigating meaningful social change. This study acknowledges the pivotal role of discourse in not only acquiring but also perpetuating ideologies. It delves into the specific mechanisms through which discourse can challenge and subsequently modify prevailing ideological frameworks, recognizing the intricate interplay between language and the evolution of societal beliefs. By engaging in this analysis, the paper contributes to the broader academic discourse on the importance of ideology in children's literature, highlighting the significance of examining and critiquing the ideologies embedded within such texts. Ultimately, this study aims to promote inclusive, diverse, and socially conscious literature that empowers young readers and contributes to a more equitable and just society through learned lessons caused by hidden ideologies in the specific story "Tales of a Fourth Grade Nothing."

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1. Introduction

Critical discourse analysis is inherently rooted in Critical Theory, a theoretical framework that emerged in the past three decades and draws inspiration from the Frankfurt School, particularly the ideas of Habermas. In 1937, Horkheimer emphasized the need for social theory to critically analyze and transform society. This entailed integrating the social sciences to enhance understanding of the interconnectedness of social phenomena, generating knowledge that facilitates the emancipation of social actors through self-reflection. Moreover, it involved identifying, describing, and eradicating illusions by exposing power structures and ideologies that underlie discourse, thus bringing to light hidden causal factors. The scope of critical discourse analysis extends beyond language and draws scholars from diverse disciplines and activists. They share a common objective of unveiling the systematic mechanisms through which power imbalances are perpetuated (Van Dijk, 2015, pp.466-485).

Critical discourse analysis provides a robust analytical framework for examining the complex interplay between discourse and ideology. It offers insights into how ideologies are produced, reflected, and challenged in language use, and how discourse shapes social structures, power relations, and individual identities. By critically analyzing discourse, critical discourse analysis aims to contribute to a more nuanced understanding of the ideological underpinnings of social phenomena and the potential for social change (Tenorio, 2011, pp.183-210).

Ideologies are understood as "systems of ideas" that are defined as shared representations held by social groups. Specifically, ideologies are considered as being fundamental and unquestioned principles underlying these representations. They serve as the foundation for a social group's self-perception, shaping their identity, actions, goals, norms, values, resources, and relationships with other social groups. The expression and perpetuation of ideologies occur primarily through the social practices of their members, particularly through discourse. Discourse plays a central role in the acquisition, confirmation, alteration, and perpetuation of ideologies. While language and discourse themselves are not inherently marked by ideology, systematic discourse analysis provides effective tools for investigating the structures and functions of underlying ideologies (Hodge, 2012).

Ideology in children's literature holds significant academic importance as it shapes children's perspectives, values, and identities. Researchers claim that examining and critiquing the ideologies embedded in these texts allows for the promotion of inclusive, diverse, and socially conscious literature that can empower young readers and contribute to a more equitable and just society (Leland, Lewison, and Harste, 2017).

Critical discourse analysis of ideology in children's literature entails the examination of how ideologies are expressed and transmitted through the language, narratives, characters, and themes found in these texts. The objective is to uncover the underlying power dynamics, social norms, and cultural values that are either sustained or challenged within children's literature.

This approach acknowledges that children's literature is not a neutral or apolitical entity, but rather a cultural and social artifact that both reflects and shapes prevailing ideologies. Hunt, 2003 states that by closely analyzing the discourse and narrative structures employed in children's literature, critical discourse analysis seeks to gain insight into how these texts contribute to the construction of identities, reinforce or question existing power relations, and convey implicit or explicit ideological messages.

The data analysis method used in analyzing this text is content analysis. Content analysis is a research technique used to systematically analyze the content of textual, visual, or audio material to identify patterns, themes, and ideologies present in the data. Content analysis is described as a systematic and reproducible method used to condense extensive textual content into fewer categories, following explicit coding rules. Another comprehensive explanation is, defining content analysis as any technique that draws inferences by objectively and systematically identifying specific message characteristics (Stemler, 2000, p. 17). In this case,

ten chapters of a children's story are examined to identify and highlight the recurrent ideologies related to gender roles and expectations.

The significance of conducting critical discourse analysis of ideology in children's literature, and specifically in Judy Blume's "Tales of a Fourth Grade Nothing" is multifaceted. Firstly, it enables a critical examination of the ideological content conveyed to young readers. Given that children's literature has a profound impact on shaping children's beliefs, attitudes, and perspectives, it is essential to scrutinize how these texts may reinforce or challenge dominant ideologies, stereotypes, and biases. This analysis provides researchers, educators, and parents with an awareness of the potential influence of children's literature on children's socialization and worldview. Secondly, critical discourse analysis of ideology in children's literature emphasizes the necessity for diverse and inclusive representations. By scrutinizing the ideologies present within children's literature with the selected text, gender, sexuality, ability, and other aspects of identity can be identified.

2. Literature Review

McCallum, and Stephens, (2011, pp. 359-373) discuss the term of ideologies that serve as shared belief systems within societies, influencing communication and behavior, while literary discourse more explicitly produces, reproduces, or challenges ideologies. Children's texts, often implicitly reflecting or challenging ideologies, are inherently imbued with ideological positions due to their focus on relatable events and characters. Key concepts for understanding textual ideology include subject positions that encourage reader alignment with certain attitudes, thematizing imagination to promote humane behaviors, and exploring genre-gender intersections that shape linguistic discourses and character interactions. Representation of transgression is crucial in revealing ideologies and their transformations, reflecting societal norms and limitations. Ideology is deeply ingrained in language structures and narrative forms, as language determines meaning and narratives are constructed through it, underpinning the core of textual significance.

Martens (2015, pp. 4-46) provides a thesis that investigates the linguistic representation of the ideological adult-child power dynamic in Roald Dahl's children's novel "Matilda". It examines whether Dahl's portrayal deviates from the dominant representation of this power relationship in Western children's literature. The research explains the concept of 'child' and reviews prevailing Western views on childhood. Critical perspectives on ideology and the adult-power relationship in children's literature are explored, followed by an analysis of Dahl's representation of this relationship in his novels. A critical discourse analysis of "Matilda" reveals Dahl's use of coercion, legitimation, delegitimation, and naming to convey his ideological stance. The study demonstrates Dahl's criticism of conventional adult-child power dynamics, showcasing his reversal and rejection of established power roles. Ultimately, Dahl's enduring legacy as a children's author is noted, offering readers an escape from adult-controlled routines and challenging perspectives on childhood empowerment.

Lehtonen (2007, pp. 14-17) discusses the contributions of feminist Critical Discourse Analysis to the analysis of children's fantasy fiction, this approach provides a poststructuralist understanding of gender as a variable and fluid identity category, differing from traditional gender-role theory. It offers a model for detailed textual and discursive gender analysis within social contexts rather than in isolation. Although challenges arise from conflicting usages of terms across disciplines, addressing these through thorough methodological work can overcome these obstacles. Despite skepticism about combining linguistic and literary methods, these fields have a history of mutual influence. Given the benefits outlined, applying Critical Discourse Analysis feminism to study gender in children's fantasy fiction is worth pursuing through interdisciplinary efforts.

3. Critical Discourse Analysis and Ideology

Discourse analysis, an interdisciplinary field, systematically examines spoken, written, or visual texts and the broader social practices that produce, interpret, and circulate them (Brown & Yule, 1983). The goal is to identify the underlying structures, meanings, ideologies, and power relations inherent within these texts.

Implicit norms and values forming the foundation of texts are often concealed, requiring critical discourse analysis to reveal these imperceptible elements (Hyland, 2018; Rogers, 2004, pp.237-254). Acts of constructing meaning and discourse inherently express the interests, positions, perspectives, and values of those involved. A critical approach aims to uncover these concealed values, positions, and perspectives. Discourses are invariably imbued with social, political, racial, and economic connotations.

Critical discourse analysis through a critical perspective delves into the interconnections between language usage, social and political contexts, and various dimensions like gender, ethnicity, cultural diversity, ideology, and identity, recognizing the reciprocal relationship between language and social relationships followed by explanation, interpretation, and dismantling of texts to unravel underlying ideologies and assumptions (Hjelm, 2021). This analytical approach involves a meticulous examination of text(s), followed by explanation, and interpretation, and may include deconstruction and challenging of the text(s) under scrutiny, tracing underlying ideologies, and analyzing linguistic features. Operating on the foundational premise that language usage is inherently intertwined with social interactions, it serves as both a reflection of and contributor to the construction of social reality (Blommaert & Bulcaen, 2000, pp. 447-466).

One aspect of critical discourse analysis of ideology is examining how discourse represents and constructs society. This includes investigating how power relations are reflected in language use, such as how certain groups are marginalized or privileged through discursive practices. For example, critical discourse analysis may explore how gender, class, and ethnicity are represented in discourse, and how these representations contribute to the perpetuation or challenge of existing power structures (Gumperz, 1982), (Weiss, and Wodak, 2007,pp.167-199).

Critical discourse analysis, grounded in the interplay of language and social interactions, investigates nuanced dimensions like gender and ideology. The analytical paradigm involves meticulous examination and deconstruction, enriching comprehension of social reality.

4. Ideology in Children's Literature and Its Importance

Every book, regardless of its perceived simplicity, carries ideological implications. Whether a text aims to reinforce the prevailing belief systems of a culture or to contest them, it inevitably imposes an ideology on its readers, as ideology is inherent in the language and imagery that constitute the text. Unveiling the implicit and explicit ideologies conveyed through children's literature has become the central endeavor for many professionals engaged with this genre (McCallum, and Stephens, 2011, pp. 71-359).

The act of storytelling referred to as narrative discourse, is a specific utilization of language through which a society of the external world communicates and imparts its prevailing values and attitudes, regardless of the author's intention. Narratives may address social issues as elements of the story or theme, reflecting explicit attitudes toward the implications of those issues. Alternatively, narratives without overt didactic aims still convey implicit ideologies, typically through assumed social structures and patterns of thought. Particularly influential are books that unconsciously reproduce prevailing beliefs and assumptions, rendering the underlying ideology invisible and lending legitimacy to implicit ideological positions by presenting them as natural. In essence, a seemingly ideology-free book often aligns closely with a reader's unconscious assumptions, necessitating sophisticated analysis of the text's

language and narrative discourse to identify such ideologies. Many books embody both dimensions of ideology discussed here, as a conscious effort to induce attitude change is invariably rooted in numerous contingent presuppositions about the nature of the self, society, and ways of existence and understanding (Geerts, and Van den Bossche, 2014).

Ideology within children's literature permeates all three components of a narrative: the discourse, which encompasses linguistic and narrative structures; the story, consisting of characters and their actions, as understood through primary reading; and the significance, which involves the organization of social attitudes and values and is derived through secondary reading. Readers may interpret a text differently based on their preexisting social attitudes and values, which is further influenced by the specific literary criticism approach they employ. However, the significance that emerges from this interpretation, unless entirely forced, arises through a dynamic interaction between the reader's existing subject position and the subject position(s) presented by the text (McCallum, 2012).

Ideology in children's literature refers to the underlying belief systems, values, and social norms that are conveyed through the stories, characters, and themes presented in books for young readers. These ideologies can shape children's understanding of the world, their identities, and their perspectives on various social issues. Children's literature can reflect and reinforce dominant ideologies, such as gender roles, cultural norms, and societal expectations, or it can challenge and offer alternative perspectives to encourage critical thinking and social awareness. The portrayal of gender roles is a significant aspect of ideological representation in children's literature. Traditional gender stereotypes may be perpetuated through narratives that depict male and female characters in limited or stereotypical roles. Conversely, progressive children's literature aims to challenge gender norms by presenting diverse and empowered characters, promoting gender equality, and breaking down harmful stereotypes. Ideology in children's literature also extends to cultural representation and diversity. Through engaging narratives, children's literature can inspire young readers to develop their moral compass and become agents of positive change. It is essential to critically analyze and evaluate the ideological content in children's literature, as it can have a profound impact on shaping children's beliefs, attitudes, and worldviews. By promoting inclusive and diverse narratives and encouraging critical thinking, children's literature has the potential to challenge and transform dominant ideologies, fostering a more equitable and inclusive society (Sarland,1999,pp.39-55).

Children's literature holds immense academic significance due to its pivotal role in shaping young minds. It serves as a powerful tool for socialization and education, impacting children's understanding of the world and their identities. The ideological content embedded in narratives, characters, and themes influences societal norms, cultural values, and social expectations, molding children's perceptions and behaviors. It has the potential to either reinforce or challenge prevailing narratives, contributing to the construction of a socially conscious and inclusive worldview. Academic scrutiny of this ideological dimension is crucial for unveiling implicit biases, stereotypes, and oppressive ideologies, fostering the creation of literature aligned with principles of social justice. Furthermore, it deepens our understanding of the socio-cultural contexts in which children's literature operates, shedding light on power dynamics, cultural hegemony, and the potential for literature to act as a force for social control or liberation. This academic discourse is essential for promoting representation, diversity, and inclusivity in children's literature (McCallum & Stephens, 2011, pp.71-359;Leland,Lewison,&Harste,2017).

Children's literature, regardless of its perceived simplicity, encapsulates intricate ideological implications that contribute to readers' cognitive frameworks. Narrative discourse, a method of storytelling, functions as a conduit through which society communicates its prevailing values, even if unintentional, thereby shaping readers' attitudes. This ideological influence is woven into the fabric of children's literature, influencing both the narrative structure and the

underlying societal values, ultimately impacting readers' interpretations and understanding of the world.

5. Methodology and Data Collection

To conduct a comprehensive critical discourse analysis, it is necessary to consider the broader context in which the passage is situated, including the intended audience, in the case of this article the audience is children, and the historical and cultural context of the text of Judy Blume's "Tales of a Fourth Grade Nothing" is the 1970s, when the United States experienced social and cultural changes, including shifts in family dynamics, evolving gender roles, and a growing emphasis on children's rights and empowerment.

The first theory applied in this analysis is the ideology of gender roles and expectations, specifically, the Feminist Theory. Feminist Theory focuses on understanding and critiquing how gender inequalities are perpetuated in society. It examines how societal norms, expectations, and stereotypes about gender roles affect individuals' behaviors and experiences (Lazar, 2005, pp.2-6). In this analysis, the writer emphasizes the traditional gender roles and expectations present in the children's story, highlighting how the story reinforces and perpetuates gendered stereotypes and dynamics. Furthermore, the analysis acknowledges the historical context of the story being written in the seventies, which is essential when interpreting older literature through a contemporary lens. It acknowledges that societal norms and perceptions regarding gender roles have evolved, making it important to critically assess older texts in light of modern understandings of gender equality.

As for the second theory applied, the analysis is the ideology of parental influence, authority, and responsibility, and the analysis of power dynamics, sibling dynamics, and age-based power relations are both related to Parenting and Family Systems Theories. Parenting Theories focus on understanding the various parenting styles and strategies that parents employ to raise and influence their children. This analysis touches on different aspects of parental influence, including parental responsibility, decision-making, authority, and discipline. It explores how parental roles and actions shape the dynamics within the family and affect the children's behavior and responses. It also examines the interactions and relationships within a family as a system, where each member's behavior affects and is affected by the behavior of others. The analysis in the text highlights the power dynamics within the family, with parents making decisions that impact their children, and the children expressing frustration and resistance to parental authority. This reflects the interconnectedness and complexities of family relationships as depicted in the story (Robin, and Foster, 2002, pp. 7-30). The analysis in this text delves into the dynamics between family members, particularly the power dynamics between parents and children and the sibling dynamics between Peter and Fudge. It highlights how the actions of one family member can impact others and how power is distributed within the family system.

The third theory applied is the analysis of Social Psychology, on the other hand, deals with the study of how an individual's thoughts, feelings, and behaviors are influenced by the presence of others, including family members. The analysis explores the emotions and behaviors of the characters in response to power imbalances and sibling relationships, reflecting the psychological dynamics at play within the family context.

By focusing on the ideologies of power dynamics and sibling relationships, the analysis shows how younger siblings can be perceived as disruptive and challenging, contributing to a sense of hierarchical relationships within families. It also discusses the feelings of neglect, rivalry, and resentment that can arise among siblings, which is a common aspect of family dynamics in many households (Potter, and Edwards, 1990, pp. 405-424).

The fourth theory applied is the ideology of emphasis on social status, social norms, and material possessions; Sociological Theories, such as Symbolic Interactionism, examine how individuals and society create and interpret symbols and meanings, including societal values

and norms. The analysis in this text explores the portrayal of characters and their behaviors regarding societal values, such as hospitality, cleanliness, and material possessions. It also examines the reactions of characters to certain behaviors, highlighting the influence of societal norms on individual actions (Fairclough, 2013, pp. 9-20).

The analysis highlights how characters' actions and attitudes reflect societal values and expectations. For example, the father's desire to impress guests by hosting them at their home instead of a hotel demonstrates the societal value of hospitality and the importance of social standing. The portrayal of Fudge's friends, particularly Jennie, as being socially excluded due to non-conformity with societal norms of cleanliness and behavior, illustrates the marginalization of individuals who deviate from social expectations.

The focus on shopping, brands, and appearances in Chapter Six aligns with cultural themes of consumerism and materialism, where material possessions hold significance in society. The portrayal of parental concerns about cleanliness, discipline, and bedtime routines reflects societal norms and expectations of responsible parenting.

Additionally, the analysis touches on societal pressure to conform to expectations of appropriate behavior and reactions, as seen in Chapter Ten when the protagonist's concerns are dismissed as inappropriate or silly. This reflects how cultural norms can influence individuals' responses to certain situations and behaviors.

The fifth theory applied is the ideological aspect of the concept of punishment and consequences, Social Learning Theory, proposed by Albert Bandura, which emphasizes that individuals learn through observation and imitation of the behaviors of others. The analysis in this text relates to this theory by highlighting how Fudge's behavior and the consequences he faces serve as a lesson for him. The observation of the father's disciplinary action acts as a model for Fudge to understand the concept of consequences for disobedience or noncompliance. Social Learning Theory posits that individuals learn from the consequences of their actions, and in this case, Fudge's experience with discipline exemplifies this learning process (Bandura, 1969, p. 262).

Behavioral Psychology, on the other hand, focuses on how behavior is shaped by the consequences of those behaviors. The analysis of the story's ideological aspect of consequences aligns with the principles of Behavioral Psychology. It illustrates how the concept of punishment and consequences influences children's behavior and promotes socialization within the family and broader social settings (Wohlwill, 2013. pp. 3-17).

The analysis emphasizes the importance of consequences in teaching children about accountability, responsibility, and the outcomes of their actions. It highlights how the understanding of consequences helps establish boundaries and expectations for children's behavior and contributes to their social development. This understanding is in line with the fundamental principles of both Social Learning Theory and Behavioral Psychology, where behavior is influenced and shaped by the consequences that follow.

6. Results and Discussion

It is evident from the analysis of the ten chapters of one hundred twenty pages that several recurrent ideologies are present in this children's story:

1. The ideology of gender roles and expectations

-   Chapter One: When Peter states that all the other guys wished they could have tiny green turtles too, it implies that boys are expected to desire and appreciate certain things, such as pets. This reinforces traditional gender stereotypes regarding interests and preferences.

- Chapter Two: The character's mother expresses skepticism about hosting the Yarbys and questions why they couldn't stay at a hotel like most people. This implies a traditional gender role where women are expected to manage household responsibilities and hospitality. Additionally, the character's mother is shown as being preoccupied with the cleanliness of the house and Fudge's behavior, aligning with societal expectations of women as caretakers and maintainers of domestic order.

- Chapter Three: The mother is depicted as the primary caregiver and the one taking charge of Fudge's eating habits. The father, on the other hand, initially tries to entertain Fudge but eventually becomes frustrated and takes more drastic action. This reinforces traditional gender roles, where the mother is responsible for nurturing and caring for the child, while the father's role is more authoritative and disciplinary.

- Chapter Four: Sheila is portrayed as a nuisance and is singled out by Peter for her annoying behavior. He describes her as a know-it-all and dislikes her attempts to touch him. This reinforces stereotypes of girls as bothersome and intrusive, reinforcing traditional gender dynamics.

- Chapter Five: This chapter portrays traditional gender roles, with Fudge being described as a "small first grader" and Peter being assigned the responsibility of supervising the games during the party. The emphasis on Fudge's appearance and behavior aligns with gender expectations and societal norms surrounding masculinity and maturity.

- Chapter Six: This chapter does not explicitly address gender roles, but certain assumptions and stereotypes can be inferred. For example, the mother is portrayed as the primary caregiver, being responsible for taking care of the children and making decisions about their activities and well-being. The father is mentioned briefly, but his role is less prominent. These portrayals align with traditional gender roles where the mother is the nurturer and the father is more distant or absent.

- Chapter Eight: The text reinforces traditional gender roles and stereotypes. The mother is depicted as the nurturing and responsible figure, while the father is portrayed as less competent in taking care of children. This perpetuates the idea that caregiving is primarily a woman's role.

- Chapter Nine: Gender roles are subtly portrayed in this chapter. The father is depicted as the authoritative figure, making decisions for the family, such as choosing the movie. The mother is absent for most of the story, implying a traditional gender division where the father assumes the role of the provider and caregiver in her absence.

- Chapter Ten: This chapter touches on socialization and gender roles. The protagonist's mother is depicted as the caregiver and nurturer, taking care of Fudge and expressing concern for his well-being. This aligns with traditional gender roles that assign women the role of primary caregivers. Meanwhile, the protagonist's father is less involved in the caregiving aspect, being portrayed as the one who brings presents and provides a surprise for the protagonist. These gendered roles and expectations reflect societal norms and expectations regarding parenting and gendered responsibilities.

The writer emphasizes the ideology of gender roles and expectations, like the expected roles women have in society such as managing household responsibilities and hospitality, and societal expectations of women as caretakers and maintainers of domestic order. The story

sheds light on the mother's role as a care provider and fostering the child's development, while the father's role on the other hand entails being in a position of authority and handling disciplinary matters. A female character 'Sheila' is portrayed as bothersome and invasive, further solidifying traditional gender roles. Embedding such an ideology in children's stories plants the seed in a child's head regarding gender roles, after reading such a story a child will begin to view the mother as someone who is only responsible for cleaning the house, cooking, and running the household errands. The father will be viewed as someone who has the ultimate authority in the house. Regarding gender roles, times have changed, but it is best to take into consideration the fact that this story was written in the seventies.

2. The ideology of parental influence, authority, and responsibility

- Chapter One: Peter's mother's disapproval of the turtle and her refusal to take care of it suggests an ideology of parental responsibility and control over decision-making within the family. Peter's determination to take care of Dribble and his assertion that he will ensure the turtle's happiness reflects an ideology of independence and personal agency, challenging traditional parental roles.

- Chapter Two: The protagonist, Peter, expresses frustration with his younger brother Fudge, and the attention he receives. Fudge's disruptive behavior challenges the ideology of childhood innocence and well-behaved children. Peter's annoyance and his father's reaction demonstrate the societal expectation that children should be disciplined and well-behaved.

- Chapter Three: This chapter portrays the mother's concern and efforts to ensure that Fudge eats. She tries various tactics, including involving the protagonist, Peter, by asking him to stand on his head to distract Fudge during mealtime. The mother's persistence and reliance on unconventional methods reflect the societal expectation that parents have the responsibility to ensure their children's well-being and proper nutrition.

- Chapter Four: This chapter portrays the mother's concerns for Peter's safety in Central Park, emphasizing her decision to not allow him to be alone in the park due to the potential dangers such as muggings and encounters with strangers. This reflects the societal expectation that parents should prioritize their children's safety and make decisions to protect them from potential harm.

- Chapter Five: The mother's attempts to control Peter's language and behavior toward Fudge reflect parental authority and the exercise of power within the family. The text depicts negotiation and conflict between the mother and Peter, illustrating the struggles of asserting individual agency within familial power dynamics.

- Chapter Six: This chapter depicts a power dynamic between the mother, father, and their two sons. The parents make decisions on behalf of the children, such as arranging Fudge's bed to prevent him from falling or deciding on their activities for the day. This can be seen as reflecting an authoritative parenting style, where parents assert control over their children's lives. The children, particularly the narrator Peter, express frustration and resistance to this authority.

- Chapter Nine: The theme of parental authority is present throughout the text. The father exercises his authority by making decisions and enforcing rules, such as asking Fudge to behave in the movie theater. However, there are moments when the father's authority is challenged or undermined. For example, Fudge's disruptive behavior leads to the movie

being paused and the father's cooking being criticized. These instances highlight the complexities of parental authority and the challenges parents face in maintaining control.

- Chapter Ten: This chapter portrays different dynamics within the family unit. The protagonist's relationship with his younger brother Fudge is depicted as challenging and sometimes competitive, highlighting sibling dynamics and rivalries. The parent's responses to the situation also reveal their roles and approaches to parenting, emphasizing different parenting styles and priorities.

The writer focuses on another recurrent ideology in this story, which is the ideology of parental influence, authority, and responsibility. Peter, the narrator shows taking responsibility for his new turtle pet by challenging his mother and insisting on keeping the turtle. The parental obligation lies in guaranteeing the physical and nutritional welfare of their offspring, in addition to the societal anticipation that parents should give paramount importance to their children's safety and employ decision-making strategies aimed at shielding them from potential harm. This societal norm can be perceived as indicative of an authoritative parenting approach, characterized by parents asserting their control over various aspects of their children's lives. However, the children, with the narrator Peter serving as a prominent example, demonstrate sentiments of exasperation and opposition towards this authoritative influence. These instances serve to underscore the intricate nature of parental authority and the multifaceted challenges parents encounter in their endeavor to maintain a sense of control. These interlinked ideologies might be found in stories that have even recently been written for children, for the obvious fact that since the beginning of time, parents have been portrayed as their children's protectors. Through this, a child reading this story might understand that it is not only their parents who try to control their life decisions or ban some games due to their safety, rather, it is a universal matter.

3. The ideology of power dynamics, sibling dynamics, and age-based power relations

- Chapter One: The portrayal of Farley Drexel Hatcher, known as Fudge, reflects an ideology of sibling dynamics and age-based power relations. Fudge's disruptive behavior and Peter's frustration with him demonstrate an ideology that younger siblings can be burdensome and create obstacles in daily life, reinforcing the idea of hierarchical relationships within families.

- Chapter Three: Peter expresses his frustration with the attention and concern given to Fudge, feeling neglected and overlooked. This reflects societal expectations and the perception that parents often prioritize younger or more demanding children, which can lead to feelings of resentment and rivalry among siblings.

- Chapter Five: The power dynamics between the characters are evident in the relationships between Peter, Fudge, and their mother. The mother asserts her authority by dictating what Fudge should be called, indicating her control over naming and identity. Peter's attempts to challenge his mother's decisions are met with resistance, reinforcing the power imbalance. Moreover, societal norms and expectations are reflected in the mother's desire for Fudge to look like a "big boy" and behave accordingly.

- Chapter Six: The relationship between Peter and Fudge, his younger brother, is a central theme in this chapter. Peter often feels overshadowed and annoyed by Fudge's behavior and the attention he receives from their parents and others. This can be seen as exploring the dynamics of sibling rivalry, competition, and the challenges of family relationships.

- Chapter Seven: Peter's frustration and anger towards Fudge's intrusion into his personal space and the damage caused to his poster reveal a sibling rivalry and the challenges of sharing resources and living spaces. These dynamics can reflect broader societal issues of individual autonomy, personal boundaries, and the impact of family dynamics on individual development.

- Chapter Eight: This chapter highlights power relations within the family, particularly between the mother and father. The mother assumes a caring role and expresses concerns about the father's ability to take care of the children. This reflects traditional gender roles and power dynamics, where the mother is seen as the primary caregiver.

- Chapter Nine: The power dynamics in this chapter are primarily depicted through the interactions between the father and his two sons. The father holds the position of authority and makes decisions about activities, such as going to the movies. He exercises control over Fudge, using strategies like bribing him with popcorn and threatening to take it away. The power imbalance is evident in the father's decision-making and his ability to enforce rules and discipline.

- Chapter Ten: This chapter portrays power dynamics within the family, particularly between the protagonist and his younger brother Fudge. Fudge's action of swallowing the protagonist's turtle creates a power imbalance, as the protagonist feels ignored and neglected in favor of Fudge. This highlights how power can be exerted within familial relationships, where attention and affection are unequally distributed.

The writer embeds the ideologies of power dynamics, sibling dynamics, and age-based power relations of how younger siblings can pose challenges and disrupt the flow of daily life, thereby reinforcing the concept of hierarchical dynamics within familial structures. This phenomenon is closely tied to societal expectations and the prevalent notion that parents tend to prioritize the needs of younger or more demanding children, consequently giving rise to sentiments of resentment and rivalry among siblings. The presence of a power imbalance becomes evident through the father's role in decision-making and his capacity to enforce rules and disciplinary measures. Such dynamics underscore the exertion of power within familial relationships, where the allocation of attention and affection is unevenly distributed. This shows the reader a very realistic portrayal of their daily lives, especially if they have siblings. The writer has successfully embedded ideologies that usually cause psychological traumas for children within a family.

4. The ideology of emphasis on social status, social norms, and material possessions
- Chapter Two: The character's father is portrayed as being excited about the visit of Mr. and Mrs. Yarby, the president of the Juicy-O company. The mention of Juicy-O, a fictional fruit drink, highlights consumerism and the importance placed on brands and products. The father's desire to impress the guests by hosting them at their home rather than a hotel reflects a societal value of hospitality and the need to display wealth and social standing.

- Chapter Five: This chapter highlights the social exclusion experienced by Fudge's friends, particularly Jennie, who is described as wearing dirty clothes and biting people. This characterization reinforces stereotypes and marginalizes individuals who do not conform to societal norms of cleanliness and appropriate behavior.

- Chapter Six: This chapter touches on societal expectations and norms, particularly through Fudge's behavior. Fudge's refusal to wear new shoes or engage in expected behaviors (e.g.,

eating properly) challenges these expectations. The reactions of the mother and others around them highlight the tension between conformity and individuality.

- Chapter Six: This chapter includes references to shopping and consumer choices. The mother takes the children to buy new shoes, and there is a focus on brands, sizes, and appearances. This can be interpreted as reflecting a consumerist culture, where material possessions and appearance hold significance.

- Chapter Eight: This chapter reflects societal expectations regarding cleanliness, discipline, and bedtime routines. The mother's worry about the father's ability to maintain cleanliness and discipline aligns with social norms and expectations of responsible parenting.

- Chapter Ten: This chapter explores societal norms and expectations surrounding appropriate behavior and reactions. When the protagonist expresses his frustration and anger over Fudge's actions, his mother and others dismiss his concerns and label them as inappropriate or silly. This reflects the societal pressure to conform to expectations of being understanding, forgiving, and accommodating, even when one's personal belongings or emotions are disregarded.

The author embeds the ideology of emphasis on social status, social norms, and material possessions, for example; the father's choice to entertain guests in their home rather than a hotel highlights the societal emphasis on hospitality and the inclination to showcase affluence and social status, this portrayal perpetuates stereotypes and marginalizes individuals who deviate from conventional standards of cleanliness and acceptable conduct. Such attitudes can be interpreted as indicative of a consumerist culture that places value on material possessions and outward appearances. The mother's concerns regarding the father's ability to maintain cleanliness and discipline align with societal norms and expectations of responsible parenting. This exemplifies the societal pressure to conform to ideals of being understanding, forgiving, and accommodating, even when personal belongings or emotions are disregarded. These interlinked ideologies will show the reader the importance of social norms, such as looking presentable when needed, being clean, and acting appropriately. These ideologies are very important for children to learn at an early age so that they become a building block for their growing personalities and being able to know how to behave in society.

5. The ideological aspect of the concept of punishment and consequences
- Chapter Three: Fudge's refusal to eat and disruptive behavior at mealtimes result in the family's frustration and eventually lead to disciplinary action taken by the father. The incident serves as a lesson for Fudge, reinforcing the idea that disobedience or noncompliance will have consequences.

The ideology of consequences for disobedience or noncompliance plays a significant role in shaping children's behavior and promoting socialization within a community. It serves as a fundamental tool for teaching children about accountability, responsibility, and the repercussions of their actions. By understanding that their choices and behaviors have outcomes, children can develop a sense of cause-and-effect relationships and learn to make informed decisions. The idea of consequences helps establish boundaries and expectations for children's behavior, both within their family unit and in wider social settings. It reinforces the notion that actions have positive or negative outcomes and encourages children to consider the potential impact of their choices. This understanding cultivates self-control and self-regulation as children learn to weigh the potential consequences before engaging in certain behaviors.

7. Conclusion

Ideologies encompass shared systems of beliefs that a society adopts to interpret and comprehend the world. These ideologies permeate the conversations and actions of a community, forming the foundation for social representations and group members' practices. Conversely, literary discourse serves as a deliberate means to generate, reinforce, or contest ideologies. Consequently, all aspects of textual discourse are influenced and molded by the underlying ideology. Although texts created for children rarely explicitly address ideology, they either implicitly reflect its societal function by defining group values or aim to challenge prevailing ideologies and introduce alternative frameworks. It is important to recognize that no narrative exists without an ideology, and narratives targeted at young readers primarily focus on events and characters that mirror real-world experiences. As a result, these narratives are inherently intertwined with ideological perspectives. As depicted in the analyzed story, the interconnected ideologies shed light on various aspects of societal norms, gender roles, parental influence, power dynamics within families, social status, and the importance of consequences in shaping children's behavior. The story reflects the prevailing gender roles of the time, where women were expected to fulfill domestic responsibilities and men held positions of authority. It also explores the challenges and complexities of parental authority, highlighting the tensions between parents and children.

Additionally, the story touches upon the dynamics between siblings and the power imbalances that can arise within familial relationships. Furthermore, the narrative emphasizes the societal values of social status and material possessions, and the pressure to conform to expectations of cleanliness and proper behavior. Lastly, the concept of consequences is emphasized as a vital tool for teaching children about accountability and promoting self-regulation. These interconnected ideologies, though influenced by the time the story was written, continue to resonate with contemporary discussions on gender, family dynamics, societal expectations, and child development.

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شیکاری گوتاری ڕەخنەگرانە بۆ ئایدۆلۆژیا لە کتێبی 'چیرۆکەکانی پۆلی چوارەم' ی جودی بلوم

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پوختە

ئەم توێژینەوەیە شیکاری گوتاری ڕەخنەگرانە بەکاردەهێنێت بۆ لێکۆڵینەوە لەو ئایدۆلۆژیایەی کە لە "چیرۆکەکانی هیچ پۆلی چوارەم"ی جودی بلومدا ئامادەیە. شیکاری گوتاری ڕەخنەیی چوارچێوەیەکی شیکاری بەهێز پێشکەش دەکات بۆ لێکۆڵینەوە لە یاریەکانی نێوان گوتار و ئایدۆلۆژیا، ڕۆشنایی دەخاتە سەر ئەوەی کە چۆن ئایدۆلۆژیاکان لە ڕێگەی بەکارهێنانی زمانەوە دروست دەبن و ڕەنگ دەدەنەوە و کێبڕکێیان لەسەر دەکرێت. لە ڕێگەی شیکارییەکی ڕەخنەگرانەی گوتارەوە، ئەم توێژینەوەیە ئامانجەتی نواندنی تێگەیشتنێکی نوانس لە بنەما ئایدۆلۆژییەکانی ناو دەقەکە و کاریگەرییە ئەگەرییەکانیان بۆ گۆڕانکاری کۆمەڵایەتی پێشکەش بکات. ئایدۆلۆژیاکان وەک نوێنەرایەتی هاوبەش کە لەلایەن گروپە کۆمەڵایەتییەکانەوە هەڵگیراون، چەمکسازی دەکرێن، وەک بنەمایەک بنەڕەتی و بێ پرسیار کە تێگەیشتن و کردار و نۆرم و بەها و پەیوەندییەکانی تاکەکان لە قاڵب دەدەن. توێژینەوەکە ڕۆڵی گوتار لە هەردوو بەدەستهێنان و بەردەوامکردنی ئایدۆلۆژیاکان و توانای گوتار بۆ تەحەدا و گۆڕینی چوارچێوە ئایدۆلۆژییە هەببووەکان دەناسێت. بە بەشداریکردن لەم شیکاریەدا، توێژینەوەکە بەشداری دەکات لە گوتاری ئەکادیمی فراوانتر سەبارەت بە گرنگ ئایدۆلۆژیا لە ئەدەبیاتی مندالاندا، تیشک دەخاتە سەر گرنگ لێکۆڵینەوە و ڕەخنەگرتن لەو ئایدۆلۆژیایانەی کە لەناو ئەم جۆرە دەقانەدا چەسپاون. لە کۆتاییدا ئەم توێژینەوەیە ئامانجی بەرەوپێشبردنی ئەدەبیاتی بەرەوپێشبردنی ئەدەبیاتی گشتگیر و هەمەچەشن و هۆشیاری کۆمەڵایەتییە کە خوێنەرانی گەنج بەهێز دەکات و بەشداری لە کۆمەڵگایەکی دادپەروەرانەتر و دادپەروەرتردا بکات لە ڕێگەی وانە فێربووەکانەوە کە بەهۆی ئایدۆلۆژیای شاراوە لە چیرۆک تایبەتدا "چیرۆکەکانی پۆلی چوارەم هیچ نییە."

ووشە سەرەتاییەکان: شیکاری گوتار، شیکاری گوتاری ڕەخنەیی، ئایدۆلۆژیا، ئەدەبیاتی مندالان.

التحليل النقدي للخطاب الأيديولوجي في رواية جودي بلوم "حكايات الصف الرابع "

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ملخص

يستخدم هذا البحث التحليل النقدي للخطاب لدراسة الأيديولوجية الموجودة في "حكايات لا شيء من الصف الرابع" لجودي بلوم. يقدم التحليل النقدي للخطاب إطارًا تحليليًا قويًا لاستكشاف التفاعل بين الخطاب والأيديولوجية، وتسليط الضوء على كيفية توليد الأيديولوجيات وانعكاسها والتنافس عليها من خلال استخدام اللغة. من خلال التحليل النقدي للخطاب، تهدف هذه الدراسة إلى توفير فهم دقيق للأسس الأيديولوجية داخل النص وآثارها المحتملة على التغيير الاجتماعي. يتم تصور الأيديولوجيات على أنها تمثيلات مشتركة تحتفظ بها المجموعات الاجتماعية، وتعمل كمبادئ أساسية لا جدال فيها والتي تشكل تصور الأفراد لذاتهم، وأفعالهم، وأعرافهم، وقيمهم، وعلاقاتهم. تعترف الدراسة بدور الخطاب في اكتساب وإدامة الأيديولوجيات وإمكانية تحدي الخطاب للأطر الأيديولوجية القائمة وتغييرها. ومن خلال الانخراط في هذا التحليل، تساهم الورقة في الخطاب الأكاديمي الأوسع حول أهمية الأيديولوجيا في أدب الأطفال، وتسليط الضوء على أهمية فحص ونقد الأيديولوجيات المضمنة في هذه النصوص. في النهاية، تهدف هذه الدراسة إلى تعزيز الأدب الشامل والمتنوع والواعي اجتماعيًا والذي يمكّن القراء الشباب ويساهم في مجتمع أكثر إنصافًا وعدالة من خلال الدروس المستفادة عن الأيديولوجيات الخفية في القصة المحددة "حكايات الصف الرابع ."

وتوصلت الدراسة إلى أن اللوحات المقترحة عالجت مشكلة تأثير القيم الشاذة وذات كفاءة أكبر من الطريقة التقليدية.

الكلمات المفتاحية تحليل الخطاب، التحليل النقدي للخطاب، الأيديولوجية، أدب الأطفال.