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**A Social Linguistic perspective To Toni
Morrison's *Home* :Critical Discourse
Analysis**

**Dissertation Submitted in a partial Fulfillment of the Requirements for
Master's Degree in Linguistics**

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Academic Year: 2022/2023

Acknowledgments

In the name of Allah the most Grateful, the most Compassionate and the most Merciful.

Firstly of all, we would like to express our highest appreciation to Allah the Almighty for the blessings we had that leads us to have such a memorable closure of our Five years of hard working.

Special thanks and gratitude to our skillful supervisor Mr. Noureddine chebli for his constant guidance, patience and support to complete this dissertation as required. His Invaluable comments, discussions, suggestions and criticism, constitute different ideas.

We want to thank the jury members: chairman Dr.Djillali MOURI and the Examiner Dr. Ali BERRABAH accepting to examine our work.

This piece of work would not be, of course, done without the help, the love and the appreciation of our family members. First of all, to our parents who support, appreciate and encourage us from the beginning till the end.

Dedications

Thank and praise be to Allah, the almighty, who gave me health, strength, and
Patient to finish this research.

I dedicate this work:

To my beloved father soul may Allah bless him, who would have been happy to see
Me having my master degree.

To my lovely mother for her support, her endless love and
Prayers. To my inspiring brother and sister for their
Encouragement.

Chahra

Dedications

“as long as you want success, make sure that , you will achieve your goal”

Thanks go to Allah for enlightening my way to complete this work

I dedicate this work to:

My parents, for all the guidance, support and every thing, I have achieved today is because of them.

To my sister and my brother:

They motivate me in every way

To all my Friends for their support

To all of you

Thank you

Mokhtaria

Abstract

The dissertation examines Norman Fairclough's Model as an approach to analyse Toni Morrison's "*Home*". The study aims to uncover the underlying messages and explore the ideologies advocated by the writer Toni Morrison in her novel "*Home*". Using the interpretive paradigm and employing descriptive qualitative methods were adopted to analyse the novel which is used as a corpus of this study. The research applies Norman Fairclough's (2001) Model for critical discourse analysis, based on textual analysis as the analytical framework. Through an examination of Morrison's linguistic techniques, such as descriptive vivid imagery and metaphorical language, the research seeks to illuminate how meaning is conveyed to the readers. The results defended by delving into the effects of racism and shed light on the injustice faced by African - American and challenges they encounter in their journey towards belonging and constructing their identity. The findings highlight how Morrison used language, through descriptive vivid imagery, metaphorical language to exploring the issue of racism, adds to the impactful and thought-provoking quality of her novel "*Home*."

Keywords: Toni Morrison's *Home* , Critical Discourse Analysis, Fairclough's Model , Ideologies , Textual analysis.

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List of Abbreviations and Acronyms

DA: Discourse Analysis

CDA : Critical Discourse Analysis

CL : Critical Linguistics

SV : Subject/ verb

SVO: subject /Verb / Object

SVC : Subject / Verb/ Compliment

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General Introduction

General introduction

Critical Discourse Analysis (CDA) is used to analyze various types of text, such as advertisements, pictures, and literary texts, which are rarely analyzed using critical discourse analysis. Many researchers have applied critical discourse analysis to political speeches, but it is relatively underutilized in literary texts. Therefore, we have decided to practically apply Norman Fairclough's model of critical discourse analysis to Toni Morrison's novel.

CDA is a field within linguistics that examines language and discourse from a critical perspective. It goes beyond traditional linguistic analysis by incorporating social, political, and cultural theories to explore how language use constructs, reinforces, or challenges power dynamics, ideology, and social inequality.

This approach emerged in the 1980s and 1990s as a response to the limitations of traditional linguistic approaches that solely focused on language structure while neglecting the social and ideological aspects of discourse. CDA draws on insights from disciplines such as sociology, anthropology, psychology, and philosophy to provide a comprehensive understanding of the complex relationship between language and society.

Through a comprehensive examination of scholarly articles and books, we conducted an extensive review of relevant studies in our field of research. This review encompassed a wide array of investigations that explored different aspects within our topic. By critically analyzing these previous works, we gained valuable insights that inform and guide our own research.

Norman Fairclough, Gunter Kress (2001) in a book of "critical discourse analysis". The researcher study examine language use in its social context, focusing on how language shapes and reflects power relations, ideologies, and social practices. It aims to uncover hidden meanings, implicit biases, and the effects of language on individuals and society. Discourse analysis involves analyzing textual, verbal, or visual data using qualitative methods. It examines language features, such as vocabulary, grammar, and rhetorical devices, as well as the broader context in which the discourse is produced and understood. The analysis may involve identifying themes, examining the use of power and ideology, and exploring patterns of dominance and resistance within the discourse. As a result, discourse analysis can vary depending on the specific study and research questions. Possible outcomes may include: Identification of dominant ideologies and power relations within the discourse. And Uncovering implicit biases and social inequalities reflected in the language use, and Understanding the ways in which language constructs and shapes social identities and

practices, and Revealing patterns of resistance and negotiation within the discourse, and Providing insights into broader sociopolitical and cultural issues reflected in the discourse.

Another work by Hosseini and Sattari (2018) in title "A review of Naguib Mahfouz's novel "The Beggar" using Norman Fairclough's critical discourse analysis (CDA). Describe the research methodology adopted by Hosseini and Sattari in their review and explain how they applied Fairclough's CDA to analyze the language and discourse in "The Beggar". Discuss any specific aspects of the novel that were focused on or particular features of the language that were examined. Present the main findings and outcomes of Hosseini and Sattari's review of "The Beggar" using Fairclough's CDA. Discuss the power dynamics, ideologies, and social structures uncovered through their analysis and Provide examples from the novel to support their findings.

Other research of Maryam Sabir and Nadia Kanwal conducted a study in (2018) in title " Norman Fairclough's model as a research tool in the critical discourse analysis of Robert Frost's poem Fire and Ice " that aimed to analyze Robert Frost's poem "Fire and Ice" using Norman Fairclough's model in critical discourse analysis. The study employed Fairclough's three-dimensional framework, which involves analyzing the text, discourse practice, and social practice. Lastly, they investigated the social practices that influenced the production and reception of the poem, including power relationships and ideologies. The study's findings revealed the complex discourse structure, thematic concerns, and socio-cultural implications present in Robert Frost's "Fire and Ice."

In the study conducted during the (2019/2020) period by BOULAZA Marroua Anissa and KOUDRIA Hanane in title "Using Critical Discourse Analysis to Unveil the Ideology of Illegal Immigration in Algerian Songs " the focus was to delve into the hidden messages embedded within songs. The objective was to analyze the ideologies advocated by various singers. Following the framework established by Norman Fairclough, the study revealed that these singers made use of three distinct linguistic choices: Modern Standard Arabic, the French language, and Algerian Dialectal Arabic. These choices were made either due to native reasons or colonial influences, aiming to effectively convey meaning to specific target audiences. Through their linguistic selections, the singers demonstrated a deliberate and strategic approach in shaping the perception and understanding of their intended listeners.

The study conducted by Mostapha Kamaloo and Maryam Atharinia in (2020) titled "Discourse Analysis of Muhammad Al-Bassati's Novel Sakhbeh al-Bahrain in Light of Norman Fairclough's Critical Approach" aims to analyze the language and discourse of the novel using Fairclough's critical approach. Through a qualitative research methodology, the researchers applied Fairclough's three-dimensional framework of critical discourse analysis (CDA). The study's findings revealed significant power dynamics,

ideologies, and social structures embedded in the language and discourse of the novel. . The study's findings underscore the presence of power imbalances, social inequalities, and the perpetuation of dominant ideologies within the novel's language and discourse.

Other work of Muhamed al -Bassati's novel Sakheb al-Bahrain(2020). The aim of a discourse analysis study using Norman Fairclough's critical approach is to examine the construction of power relations and ideologies, as well as the impact of language and discourse on social practices and identities in Muhamed al-Bassati's novel Sakheb al-Bahrain. The methodology involves analyzing the language at both micro and macro levels, including vocabulary, grammar, rhetoric, and discourse structures. This analysis includes identifying key themes, examining the embedded power relations and ideologies, and identifying patterns of dominance, resistance, and negotiation. The study also explores the social implications and contextualizes the findings within broader sociopolitical contexts. Possible results may include the identification of dominant ideologies, uncovering hidden biases and social inequalities, understanding the role of language in shaping identities, highlighting resistance, and providing insights into sociopolitical issues represented in the novel. It is important to refer to the original research for accurate findings as these are paraphrased assumptions based on a general understanding of such analysis.

In other study titled "Norman Fairclough's Three-Dimensional Approach as analytical Model in the Critical Discourse George Orwell's Novel Ninety Eighty_Four " Beldi Nadia, Shahrazad Slimani, and Ould Zineb (2021) aimed to investigate the extent to which Fairclough's three-dimensional approach could be applied to analyze a specific type of novel. Adopting a qualitative In their study titled "The Application of Fairclough's Three-Dimensional Approach in Novel Analysis," Beldi Nadia, Shahrazad Slimani, and Ould Zineb (2021) aimed to investigate the extent to which Fairclough's three-dimensional approach could be applied to analyze a specific type of novel. Adopting a qualitative methodology, the researchers explored the potential of Fairclough's approach in highlighting various aspects within the novel. The findings of the study revealed that Fairclough's critical discourse analysis (CDA) framework can indeed be effectively employed in the analysis of novels, shedding light on different dimensions and layers of meaning within the text., the researchers explored the potential of Fairclough's approach in highlighting various aspects within the novel. The findings of the study revealed that Fairclough's critical discourse analysis (CDA) framework can indeed be effectively employed in the analysis of novels, shedding light on different dimensions and layers of meaning within the text.

Another article , Zakaria Durmaz and Mehmet Salih Yognun's (2022) titled "Critical Discourse Analysis of a Visual Image in Norman Fairclough's CDA Model" The researcher aims to uncover the underlying power dynamics, ideologies, and social structures embedded in the image. They adopted a qualitative research methodology and applied Fairclough's three-dimensional framework of critical discourse analysis..

As a result the study revealed significant power dynamics, ideologies, and social structures embedded in the visual image. Durmaz and Yögun identified instances where visual elements and discursive strategies contribute to the reproduction of certain ideologies and reinforce unequal power relations. They also uncovered how social and cultural factors shape the interpretation and meaning-making process of the image.

According to Maryam Sabir's study, published in (2023), titled "Norman Fairclough's model as a research tool in the critical discourse analysis of poem 'if you want to know me'". The aim is to utilize Fairclough's model of critical discourse analysis to examine the poem and explore its underlying meanings and social implications. The study employs a methodology that entails a thorough examination and analysis of the poem "if you want to know me" through the lens of Fairclough's three-dimensional model of critical discourse analysis. Applying Norman Fairclough's model of critical discourse analysis, specifically through textual analysis, to approach Toni Morrison's novel *Home*. The main problem addressed in this study is to analyze the language, power dynamics, and ideological dimensions within Toni Morrison's 'Home' using Norman Fairclough's model of critical discourse analysis. This model encompasses an analysis of the text itself, the social practices surrounding the text, and the socio-cultural context that influences both the composition and interpretation of the text. The study's findings uncover the multiple layers of meaning and socio-cultural implications embedded in the poem. Through the application of Fairclough's model, the research exposes the power dynamics, ideologies, and social inequalities inherent in the language and discourse employed within the poem.

Applying Norman Fairclough's model of critical discourse analysis, specifically through textual analysis, to approach Toni Morrison's novel *Home*. The main problem addressed in this study is to analyze the language, power dynamics, and ideological dimensions within Toni Morrison's 'Home' using Norman Fairclough's model of critical discourse analysis. The study aims to explore how language choices, power relations, and ideological positions intersect and shape the narrative in 'Home.' By employing Fairclough's model, the research seeks to uncover the underlying functions through which language operates as a tool of power, and how it reflects and reinforces societal ideologies within the African American experience as portrayed in the novel. This analysis will contribute to a deeper understanding of Morrison's commentary on race, power, and identity while highlighting the intricate connections between language, power, and ideology within the discourse of 'Home.'"

In order to achieve the abovementioned objectives, this study is guided by the Following questions

- 1) What are the underlying ideologies and messages conveyed by the writer Toni Morrison?
- 2) How does Toni Morrison use language to convey her messages and explore her ideologies?

To address the questions, This work suggests the following hypotheses

1) The hidden ideologies in “Home” reflect Morrison’s broader theme such as : power, racism and identity.

2)The language that used by Toni Morrison is a vivid imagery, metaphor and symbolism.

The objective of this study to investigate Norman Fairclough’s model based on textual analysis to approach Toni Morrison’s *Home* and uncover the underlying messages and ideologies by analyzing the linguistics techniques used by Toni Morrison in order to show the effect of racism on African-American society while exploring the theme of belonging and identity .

We as research and readers , the novel Toni Morrison’s *Home* can be a powerful and motivating experiences for several reasons , first Morrison’s work tackle important human issues such as racism , identity and trauma especially for the black society , second as linguistics researchers the language used by Toni Morrison’s *Home* is an evocative and imaginative language so as to understand the role of language in constructing the social realities .

This study employed the paradigm interpretivism and qualitative methods to apply critical discourse analysis using Norman Fairclough’s three _dimensions, in our study we focus in one dimension which is textual analysis.

Using Fairclough model based on textual analysis to approach Toni Morrison’s *Home* is significant because it allows for deeper understanding of the novel and the thematic elements by closely examining of language and narrative techniques used in the Novel.the research can also uncover its underlying messages and explore themes such as : identity , racism, trauma and power.

The present dissertation is started into general introduction and three chapters and General conclusion.

It begins with a general introduction , followed by first chapter which is an overview of Critical discourse analysis and its key components. It defines discourse and discourse analysis and Critical discourse and the it’s history, focusing on language, power, and ideology and principles of CDA. The chapter also defines Fairclough’s three-dimensional Model.

The second chapter deals with research methods and procedures employed in the study by discussing the research design then introduce the Qualitative approach utilized in the research , the data collection divided in two section the corpus of the study and data analysis procedures which provide the tool used in the analysis finally the conclusion.

As for the third Chapter,This will be followed by the last chapter in which the corpus is analyzed discussed then present the results following the selected theoretical framework based on the One dimension

of Fairclough (2001) textual analysis deals with vocabulary (synonym, hyponym, imagery, symbolisme, antonyms, negative and positive expressive value, and euphemistic expression). Concerning grammar; mode of the sentences, modals and structural type of sentences are discussed, then the discussion of findings,

In the general conclusion we provides an overview of our study and a summary of our research objectives and main findings. we also compare our study to a similar one in the research, which shares similar objectives and methods. This comparison strengthens our findings and adds realibility of our research.

Chapter One:
**An overview of critical
discourse analysis**

Chapter One: An overview of Critical Discourse Analysis

1.1.Introduction

The first chapter provides an overview of Critical Discourse Analysis (CDA) and begins by defining the terms “discourse,” “discourse analysis,” and “critical discourse analysis.” The chapter also highlights the key components of CDA, which include language, power, and ideology. In other words, CDA focuses on analyzing how language is used as a tool to exercise power and promote certain ideologies within society. The principles of CDA are discussed, followed by the introduction of Norman Fairclough’s three-dimensional framework. Additionally, the chapter examines previous studies related to the current work at hand.

1.2.Discourse and Discourse Analysis

Before delving into the framework of CDA it is important to clarify the difference between discourse and discourse analysis.

Generally speaking Discourse refer to the use of spoken or written language to convey the meaning , communication ideas and engage in conversation. Linguistically, discourse is the study of language individual sentences. It looks at larger units of communication like conversations and texts. The goal is to understand how language is used in social contexts to convey meaning and shape interactions. Discourse analysis examines the structure, organization, and features of discourse, including coherence, cohesion, pragmatics, narrative structure, and speech acts. It explores how linguistic elements contribute to meaning-making and interpretation, and how language reflects social roles and ideologies. In a nutshell, discourse analysis helps us understand how language influences communication within specific communities or cultures.

According to Foucoult (1972) , “discourse is a systeme of meaning that shapes and is shapes by power relations “ in other word , it is a way of communicating that establishes and Support dominant ideologies and social norms.(p 49).

From semiotic perspective, Fairclough (1993) referd to discourse as social practice which is found in both spoken and written language use , he extends the concept of discourse to semiotic practice in the semiotic modalities such as photography and non-verbal communication (p3) , in simple terms , people

construct meaning through a combination of verbal and non-verbal elements such as words , phrases, signs , pictures and motivation. These elements form a system of representation from which people derive specific meaning in communication.

Another definition by Van Dijk “ discourse refers to the use of language in social interaction taking into account the social and cultural norms and conversation that guided communication it encompasses both spoken written language and how language constructs meaning, shapes ideologies and influences power dynamics within social context”.

Zellig Harris introduced the idea of discourse analysis in 1952 as a means of analyzing spoken and written language that is connected and flows together. This approach has two main focuses: looking beyond just individual sentences and exploring the connection between language and non-linguistic behavior. Harris primarily focused on the first aspect, developing a method for describing how language features are spread throughout a text and how they are combined in different types and styles of texts.

Van Dijk (1985) states that it is “the study of real language use, by real speakers in real situations”(p.2). Therefore , Critical discourse analysis (CDA) is focused on studying the production of natural language, whether it is spoken or written. This means that CDA goes beyond just analyzing individual utterances and instead looks at the broader context and meaning behind stretches of discourse. It seeks to understand the underlying ideologies, power dynamics, and social structures that are revealed through language use.

1.3 Critical Discourse Analysis(CDA)

The word ‘critical’ indicates that an analyst must exercise extreme caution when attempting to decode a specific discourse. Critical Discourse analysis (CDA) is a sort of discourse analytical study that focuses on how language in the social and political context enact, and oppose social power abuse, domination, and inequality (Van Dijk,1998, p.466).

CDA is considered both a theory and a method due to its flexibility in adopting different theoretical perspectives and its diverse range of applications.

Wodak (2009) argues that CDA goes beyond the analysis of linguistic features to the analysis of daily life communication in different domains. It takes into consideration both spoken and written discourses as a social practice and considers the relationship between discourse and social practice as being dialectical. (p. 7); However critical discourse analysis (CDA) extends beyond the analysis of linguistic features and delves into the examination of everyday communication in various contexts. This includes both spoken and written

discourses, which are seen as social practices. CDA acknowledges that the relationship between discourse and social practice is dialectical, meaning that they influence and shape each other.

In addition, Sara Mills defines CDA as an approach which enables us to see language in use as a means of social interaction set in the context of particular society, with its institutions and power relations (Mills, 2003, p. 2). Mills believes that language usage is inherently influenced by society's existing power dynamics. Critical Discourse Analysis is, therefore, a method of understanding how language use reflects societal power relations, and it aims to expose the role of language in either sustaining or challenging dominant ideologies and power structures.

However, according to Van Dijk, CDA is "the analysis of discourse in social context where language use is both a result and a condition of social power relations" (Van Dijk, 1993, 232). This means the critical analysis of discourse highlights the significance of examining the social backdrop in which language is created and consumed. CDA's objective is to reveal how language usage mirrors and reinforces existing power dynamics in social.

Further, the macro-analysis stages deal with naturalized discourse, from being common sense and acceptable to the deep process of making the ideological bases of the discourse clearer (Fairclough 1995). Indeed, politics is an exceptionally suitable social domain that welcomes the application of critical discourse analysis (CDA) in order to fulfill its purpose. The clashes between contrasting ideologies are clearly showcased in parliamentary proceedings, political debates, and even during presidential campaigns.

1.3.1. History

CDA has various origins, starting from the Frankfurt School Critical Theory to Halliday's Systemic-Functional Linguistics (SFL) (Huckin, et al., 2012; Van Dijk, 2001). Absolutely, Critical Discourse Analysis is said to have its parental roots in Critical Linguistics (CL) which emerged during the 1970's (Van Dijk, 2001). CDA and CL have similarities in common. For example, both analyze critically discourse, and both assert that all discourses are ideological with „no arbitrariness of signs“ (Hammersley, 1997 cited in Tan and Renugah, 2015). This means that there is always an ideology that influences the writer's or speaker's choice of words (Fowler, 1991 cited in Tan and Renugah, 2015). In addition to SFL and CL, Marxism and Foucault's social theory of examining ideologies and power relations are also the driving forces behind contemporary CDA, especially, as conceptualized by Fairclough (Tan and Renugah, 2015).

As stated earlier, the foundation of CDA rests on two core premises: that all discourse, to varying degrees, reflects underlying ideologies.(Fowler, 1991 as cited in Tan and Renugah, 2015), and that those Ideologies are hidden and viewed as reproduced for the benefit of the groups in power in Society (Fairclough, 2001). Hence, one of the primary objectives of Critical Discourse Analysis (CDA) is to reveal the lack of transparency and power dynamics, which involves systematically investigating the obscure connection of causality between a) discursive practices, events, and texts, and b) broader social and cultural structures, relationships, and processes.(Fairclough, 1995: 132).

1.4.Language, Power and Ideology

Critical Discourse Analysis (CDA) examines the complex relationship between language, power, and ideologies. It recognizes that language is not neutral but serves as a means through which power relations are established, maintained, and challenged in society. CDA investigates how language is used as a tool for those in power to shape narratives, control discourse, and influence public opinion. Language choices strategically advance specific ideologies while marginalizing alternative perspectives. CDA aims to uncover these hidden ideologies by critically analyzing linguistic features and discursive strategies. By understanding how language constructs meaning, assigns roles, and represents social actors, CDA reveals power dynamics and ideological biases. It challenges and exposes dominant ideologies that maintain social hierarchies and inequalities

1.4.1.Language

Language is a means of communication that involves arbitrary signals, including sounds, gestures, and written symbols, to express ideas, emotions, and experiences. It is a critical element of human interaction, enabling the construction and interpretation of meaning and facilitating knowledge and cultural exchange. Language follows a set of rules and is intricate, allowing communication at different levels of complexity, ranging from basic sounds and gestures to structured grammar and syntax. It is a unique cognitive ability that separates humans from other animals. Language is crucial for socializing, education, culture, and identity formation.

In the same context, Merriam_Webster dictionary(n.d)identifies language as a systematic means of communicating ideas or feelings by the use of conventionalizes signs.

Language it can be a means of distributing and exercising power in society. In this respect, wodak and Meyer(2001)state: for CDA l, language is not powerful on it gains power by the use of powerful people who make of it,This explains why CL (critical linguistic) often chooses the perspective of those who suffer,

and critically analyze the language use of those in power, who are responsible for the existence of inequalities and who also have the means and opportunity to improve conditions(p. 10).

Language is not just a medium for communication but a site of struggle for the construction and negotiation of social identities, relationships, and power relations” . .

1.4.2. Power

In essence, power can refer to the capability to perform an action or affect others or situations. This can apply to several contexts, such as physical, political, economic, or social power. Moreover. In physics, power is the measure of the rate at which energy is transferred or work is done. It can also pertain to mechanical or electrical energy and the ability of a device to perform a specific function. Additionally, in mathematics, power can denote an exponent or how many times a quantity is multiplied by itself.

However. There is a relationship between CDA and power. On the one hand the CDA is a type of approach to the study of how social power is abused, dominance and inequality are enacted, reproduced and resisted by text and talk in the social and political context” (Van Dijk, 2003,352) On the other hand, CDA adopts a specific position on power and related subject matters. For scholars of CDA (Van Dijk, 2012), power is a property of the relation between social groups or class, or between individual members of society. So power is typically based on socially valued resources like wealth, position, status, authority, experience, knowledge or privilege. It may be used by those in position of authority, either directly or implicitly, for their own benefit.

Fairclough (1989/2005) used two expressions: power and discourse and power behind discourse ”to explain how power is related to discourse “power behind discourse ”, means that the institutional order and power relations.

According to Wodak and Meyer (2001) state: power is about relations of difference and partially about effects of differences in social structures...CDA takes an interest in the ways in which linguistic forms are used in various expressions and in the manipulation of power. Power is signalled not only by grammatical forms within a text, but also by a person's control of social occasions that power is exercised or challenged (p.11).

1.4.3. Ideology

The term ideology was first coined by the French English tenment aristocrat and philosopher Antoine Desttut de Tracy in 1976. According to him, ideology is based on the nation of genesis (Althnsner ,1971p 171) Ox Ford advanced learner's dictionary (2010) defines ideology is a set of belieffies especially that one hold by a particular group,that influences the way people behave ,“In line with this definition CDA has different aims, one of which is to reveal the speaker's ideology. A according to Widdowson (2000) CDA is an attempt to univel the hidden ideologies in the text. The notion of ideology is very important in CDA. Van Dijk's (1997)illustrates the same fact as the central point in the analysis of a text is to show that” how various ideologies are main fasted in different kind of text structures”. Scholars in the study of language generally extend the concept of ideology beyond the political area.

Fairclough (2001) defines the term ideology the implicit philosophy in the practical activities of social life(p. 70). He think it's representations of the reality of social relations. Fairclough (1995,44) also adds that ideology involves the representation of the world from the perspective of a particular interest ”. Ideology can be applied to every single person. People develop their own opinions, views and attitudes that becomes a part of who they are and how they act in their daily life.

Signifies a direct relation ship with the addresses' political and social belieffies. Van Dijk (2008) defines ideology as a system of belieffies which he named “social representations “(p. 5). Shared by members of a certain group. This groups shares the same attitude or knowledge.

The notion of ideology is very important in CDA. Van Dijk's (1997) illustrates the same fact as the central point in the analysis of a text is to show that ”how various ideologies are main fasted in different kind of text structures ”. Scholars in the study of language generally extend the concept of ideology beyond the political area.

1.5.Principle of critical discourse analysis

According to (Fairclough, 1995a; Van Dijk, 1998a; Wodak, 1996) ,CDA has eight principles

1. Language is a social practice through which the world is represented.
2. Discourse/language use as a form of social practice in itself.
3. Texts obtain their meanings by the dialectical relationship between texts and the social

Subjects: writers and the readers, who always operate with various degrees of choice and

. Access to texts and means of interpretation.

4. Linguistic features and structures are not arbitrary .
5. Power relations are produced, exercised, and reproduced through discourse.

all speakers and writers control from specific discursive practices originating in special

Interests and aims which involve inclusions and exclusions.

6. Discourse is texts acquire their meanings by being situated in specific social, cultural and Ideological contexts, and time and space.
7. CDA does not solely interpret texts but also explains them.
8. All speakers and writers work in specific discursive practices stemming from special

Interest and aims.

1.6.Three dimensions of Fairclough analytical framework:

Norman Fairclough is a well-known researcher in Critical Discourse Analysis (CDA). In his 1989 research, he emphasizes the connection between power, language, and ideology. He later expanded on his model in 1995, which has become central to CDA studies. Fairclough also established the theoretical foundations for CDA and provided rules for interpreting texts. His approach involves a three-step analytical process that focuses on three interconnected aspects of discourse. Fairclough argues that language usage is a social practice because it is involved in various social activities.

1.6.1Text(Description)

Text is the first step in the three dimensional framework of CDA.The text covers both the written and spoken discourse . Fairclough in the first stage focuses on the formal prosperities of the text (Fairclough 1989) , he also state that “ Linguistic analysis include the analysis of Grammar , Vocabulary , Sound system and cohesion organization above the sentence level “ (Fairclough 1995,p57) .It means that the section of vocabulary deals with the different choices of the words , The grammar section related to grammatical features which is nearly has a relation with Halliday’s system functional of grammar , However the textual structures part consider as the whole structure of the discourse .

1.6.2 Discursive practice (Interpretation)

Fairclough (1989) says “interpretation is concerned with the relationship between text And interaction with seeing the text as the product of a process of production, and as Recourse in the process of interpretation” (p.26). That means this level concerned with the production of text , distribution (readers and listeners),and consumption (interpretation).

This demension two processes : first is institutional process and second is discourse process . In this situation , the Idea of “intertextuality “ is helpful in explaining the discourse process. In other word , this step focuses on examining the ding connection between text and discourse .

1.6.3.Socio- cultural practice(Explanation)

According to Fairclough (1989: 26), “Explanation is concerned with the relationship Between interaction and social context with the social determination of the process of Production and interpretation, and their social effects”. This means there are a relationship between discourse and society .

In other hand , In discourse analysis, especially news reports, the undiscovered information of power, Ideology and language will be investigated and explained in this part by two contexts, Institutional context and societal context (Fairclough, 1995) this point, elements like power or ideology are considered as a complete explanation of the relationship between the social -cultural context and the production and consumption of the text.

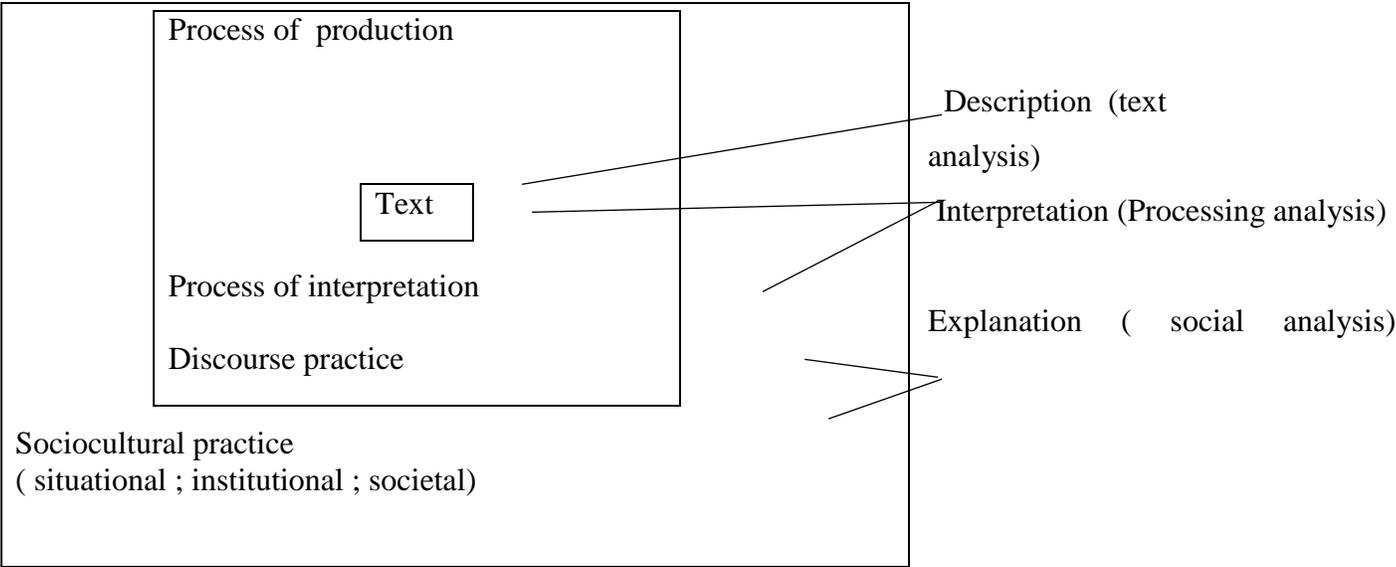


Figure 1 the three- Dimension CDA Model of Fairclough (Fairclough ,1995 , p 98)

Conclusion

In this chapter, the focus was on introducing the field of Critical Discourse Analysis (CDA) and discussing its fundamental principles. Additionally, it presented the Norman Fairclough's model. Furthermore, the chapter discussed the concept of the novel in relation to CDA, delving into the definitions of language, power, and ideology. The chapter aimed to provide a comprehensive understanding of CDA and its various dimensions within the context of language, power, and society. The following chapter is about study the research methodology and procedures. It involves an exploration of the systematic methods and procedures utilized in conducting research.

Chapter two

**Research Methodology and
procedures**

2.1.Introduction

The chapter presents the practical framework of the dissertation and outlines the structure ,begin with the discuss of the selection of research design proceeds within the adopted research method , which will be used to investigate the research questions furthermore, it interdouces the corpus of the study , which is the body of text that will be analyzed , and describe the data analysis procedures, including the relevant techniques. Finally the section briefly mentions the data paraphrasing, which is possible to uncover summerizing and paraphrasing the original text in order to present the results of the analysis.

2.2.Research Design

The research design is crucial as it provides a structure for the research, enabling the researcher to select the appropriate research methodology to tackle the research problem. It outlines the steps to be taken and how data will be gathered and analyzed to address the research questions. A researcher emphasizes that the research design determines the origin and nature of information that is pertinent to the research problem and specifies the method for data collection and analysis (Kouthari, 2004,p. 32) . to address the primary research question, this study employs an exploratory research design, utilizing Fairclough's (2001) interpretation of CDA as the methodological framework. The purpose of this approach is to gain a better understanding of the research problem by examining it from a perspective and exploring new avenues of inquiry in his book language and power. The aim of study is to reveal the hidden messages embedded in the novel and also to implicit the ideologies defended by the author based on Norman Fairclough textual analysis . In general, research designs are founded on either quantitative or qualitative research methods. However, for this particular dissertation, a qualitative method was selected and justified in the next paragraph as the approach used to conduct the research.

The research design for this study is descriptive and interpretive case study that used the Qualitative methods in conducting research .our study depending on Fairclough model that involve on Critical Discourse Analysis theories .In order to show the hidden ideologies embedded in the discourse of the Novel .

2.3 Qualitative approach

In this study , the researchers have determined that the most suitable approach for analyzing and investigating the study's corpus, a narrative novel, is through the use of qualitative methods. They believe that this approach is both the most appropriate and effective way to conduct the analysis. The researchers

believe that employing a qualitative approach will result in strong and valid findings for this research work. The researcher emphasizes the importance of the validity and reliability of the qualitative method. This approach aims to describe social phenomena in their natural state and enables researchers to explore participants' perspectives on the situation being studied. Chaouki(2016)stated that: The method is based on the experiences, feelings, and subjective opinions of individuals, and the research outcome is ultimately the product of the researcher's subjective interpretation of the data. (pp. 33.34).

2.4.Data Collection procedures

2.4.1.The corpus of the study

The corpus of study is Toni Morrison's *Home* , it is a novel written on tweenty first century the writer Morrison seeks in this novel to highlight the racial injustice of the 1950 , African-American and how these are tied to the African American identity . The novel consist Seventeen chapters include three parts . the first part ,Korean War veteran who returns to his hometown in Georgia to help his sister Cee, who is suffering from a life-threatening illness. Through his journey, Frank confronts his memories of racism and trauma and learns to move forward with the help of the women in his life. The second part ,In Lotus, the small town where Frank and Cee grew up, Frank learns about the eugenics experiment that Cee was subjected to and its consequences. Morrison highlights the enduring impact of racism on individuals and society, and the exploitation of marginalized communities by powerful institutions. Frank meets Miss Ethel Fordham, who takes care of Cee and helps her recover, and discovers the power of women's healing practices, which contrasts with the aggressive techniques of Western medicine. the third part ;Frank and Cee travel to Atlanta to confront the eugenics program and eventually liberate the women who are being held for eugenic sterilization. This highlights the themes of social justice and the importance of fighting against oppressive systems. Through his journey, Frank finds closure and healing as he confronts his past and moves forward, emphasizing the significance of family and community in times of crisis and healing.

2.4.2.Data Analysis procedures

The analysis of data are as follows: First : the novel it's unabridged edition , was download from the wibe site www.aaknopf.com – www.randomhouse.ca. Second, the researchers chose critical discourse analysis as their area of study because it offers a variety of ways and techniques that may be used to examine data and is within the purview of discourse studies.

Norman Fairclough's Three-Dimensional Model of 1995 is a framework for analyzing discourse that we based on the two dimension ; the textual analysis (description) , Discursive analysis (interpretation)and socio-cultural analysis (Explanation) Here is an explanation of each dimension:

Description: according to Fairclough (1989: 26), “description is the stage which focuses on the formal aspects of the text.” This means that the linguistic elements of the text, such as vocabulary and grammar, are examined and analyzed in order to provide clarification and comprehension. Vocabulary refers to the choice of words, while grammar pertains to the grammatical features. Fairclough (1997: 198) also emphasizes the significance of exploring and elucidating hidden ideologies during the critical discourse analysis (CDA) process. In other words, it entails analyzing how linguistic elements are combined to form a text.

Interpretation : according to Fairclough (1989: 26), the stage of interpretation involves examining the text as a product of production and a resource for interpretation. This stage focuses on understanding the relationship between discourse and its production and consumption, moving beyond the analysis of individual texts to look at discursive practices as a whole. This stage also involves analyzing speech and intertextuality, or the ways in which different texts refer and relate to each other. Fairclough (2001) suggests that interpretation explores the connections between the text and its interactional context, as well as the broader discursive processes of production and interpretation.

Explanation: Fairclough (1989: 26) suggests that the stage of explanation involves examining the relationship between interaction and the social determination of production and interpretation. This stage requires taking into account the historical, social, and cultural context in order to analyze the power dynamics, ideologies, and language at play. Explanation is essential for understanding how discourse is shaped by and shapes the sociocultural reality. This dimension aligns with Fairclough's concept of sociocultural practice (1992). Ultimately, explanation explores how the process of discourse production and interpretation is influenced and conditioned by the social context.

Conclusion

In this chapter, the purpose of the current study was justified, and the methodology adopted to conduct the research was explained. The chosen methodology for this research is an Exploratory research design, which aims to explore the extent of Fairclough's CDA (Critical Discourse Analysis) model of analysis on the selected corpus. The qualitative approach is employed to delve deep into the nuances of the

analysis. In this chapter, the researchers further elaborate on the process of gathering data for the study. They describe the methods used to collect the necessary materials, such as the selected corpus of Toni Morrison's novel "*Home*.", the next chapter outlines the stages of analysis that the researchers undertake to apply Fairclough's CDA model to the selected corpus.

Chapter Three

Data Analysis and Findings

3.1.Introduction

This chapter is structured into two main parts. The first part focuses on textual analysis and is divided into two main sections. The first section examines vocabulary related to the terminology used to express various themes. It delves into the meanings and uses of specific words within the textual context, facilitating a deeper understanding of the central ideas conveyed in the text.

Therefore , the first part encompasses the analysis of grammar, specifically the examination of the types of processes and participants within sentences. This analysis explores sentence moods, modality, and pronouns, shedding light on how sentences are constructed and how ideas and relationships are expressed.The second part of the chapter revolves around discussing the findings. Here, the main points and key ideas extracted from the textual analysis are summarized. The interconnections and relationships between these ideas are explored, and their application to different topics is considered.

3.2.Textual analysis(Description)

The analysis of the novel leads us to identify the main theme “Racism” shared by the writer Toni Morrison Which are meant by certain readers of African-American society to know how racism effected on black society .the novel *Home* classified to themes and the vocabulary is based on lexical aspects proposed by Norman Fairclough(2003)in his textual analysis (antonyms,hyponoym, and metaphor, and imagery , negative expressive values and positive expressive value

3.2.1 violence

Table 3.1. This table involved the theme of violence in the novel *Home*

Lexical word	The word and phrases
Imagery	“When she saw that black man with its creamy black “ (page 6)
Negative Expressive Values	When she saw that black foot down to join the rest of it self . (Page 6)

This table indicate the analysis of the theme violence in the , the imagery described in the passage from Toni Morrison’s novel “Home” presents a vivid description of a black foot with contrasting colors: “creamy pink” and “mud-streaked sole.” this imagery serves to emphasize the stark contrast between the

light, delicate hue of the foot's sole ("creamy pink") and the dirt and mud that taints it ("mud-streaked sole"). The description of the foot being "whacked into the grave" suggests a forceful and brutal action, potentially symbolizing violence or an abrupt ending. The impact of witnessing this scene is so intense that it causes the narrator's whole body to shake, indicating a profound emotional response.

The sentence expresses a negative expressive value. The phrase "when she saw the black foot down to join the rest of itself" conveys a sense of horror and shock, emphasizing the traumatic impact of the violent act on the character witnessing it. The use of the word "join" to describe the burial of the body creates a vivid and unsettling image, and the reference to the foot as "black" suggests a sense of decay or decomposition, contributing to the negative expressive values of the analysis .

3.2.2 Racism and knowledge

Table 3.2. This table involved racism and knowledge in the novel *Home*.

Lexical word	Words and phrases
Simile	_Like dress patterns (chapter4,p. 4)
Positive Expressive values	_Promise her self she would find a time to read and understood "eguenics" (page45) .
Negative Expressive Values	_Your wombs ever bruit fruit again _I can't have children(chapter13)
Symbolism	_ Book " the passing of the great rasicm " and Hriebty , Race and society " (page45)

This table analysis the theme of racism and knowledge, the lexical word and phrases; the Quotation "Patterns ? Cee's mouth was full of potato salad "like dress patterns " . The simile "like dress patterns" implies that Cee is trying to make sense of this new information by relating it to something familiar to her, but the comparison is not accurate, which her lack of education or knowledge on the subject. This is a conversation between Cee and Sarah give me any simile or metaphor that express lack of education in this sentence like the simile word like dress patterns and fallow travels in the chapter 4 this word shows the Cee has lack of knowledge and also the symbolism books " the passing of the great race " and "Heribety, Race and society " , if Cee was more educated she will release this books refer to how the Beau was interested by

“eugenics” on the black people , the lack of education And knowledge is important reason that Cee was apused by the white doctor which causes to here a negative expressive values like her wombs damaged and she will be never pregnant that make Cee blamed her self because of her less educated .

3.2.3 Oppression

Table 3.3.The lexical words and Quotations express the oppression in the novel *Home*

Lexical words	Words and Quotations
Imagery	“as four years old he had a pain,through the sole of one flapped of every step “(page 9).
Negative experssive values	“yet it spite of the treast from men both hooded and not pleadings from neighbors “(page 10) .

The analysis of the table show the theme of oppression , the lexical aspect imagery the sentence “as a four years old he had a pain, through the sole of one flapped with every step” creates a vivid image of physical discomfort and struggle also the imagery of “pulling out wheels” and “on foot if not” suggests the difficulty of the forced evacuation and the lack of resources available to the characters. However, the phrase “pleading from neighbors “ the negative expressive values in this paragraph that convey oppression include the phrase “pleadings from neighbors,” which suggests a sense of desperation and powerlessness felt by the community in the face of the threat of violence.

3.2.4 Racism against the civilian

Table 3.4. The lexical words and phrases express the violence against the civilian in the novel home.

Lexical word	Words and Quotations
Mentononmy	Civilian(parents, kids, girls, children).(p. 64)
Positive Expressive Values	_Parents threw them selves in front of their kids with out a pause.(p. 64)
Negative Expressive Values	_“I knew there were a few corrupt ones who were not content with usual girls for sale and took to marketing children”(p. 64)

This table indicate the analysis of the theme racism, the three lexical type of the word, the first lexical is motonomy of the word civilian is the words (parents, kids, girls, children), there is two sentences express the negative values of the violence against the civilian the first one “Parents threw them selves in front of their kids with out a pause” violence in the kids make parents defende to their kids without thinking that they will happen to the them, the second one ““I knew there were a few corrupt ones who were not content with usual girls for sale and took to marketing children” the violence was shows in the phrases “girls for sale “ and “marketing children”.

3.2.5 Medical experiment

Table 3.5. The lexical words and phrases reveal medical experiment on Cee in the novel *Home*.

Lexical word	Words and Quotations
Hyponyms	_Well remember those daughters I mentioned being away?They’re in a home. both have a big heads, caphalities I think they call it(p.44)
Positive Expressive values	_He is more than a doctor; he is a scientist and conducts very important experiment, his invention help people (page 42) .
Negative Expressive values	_Occasionally performed abortions on society ladies/ interested in wombes in general. (Chapter12)

The theme of medical experiment has two values. This sentence expresses positive values describes a medical condition called “cephalitis” that is affecting the daughters, which is a serious inflammation of the brain. The father is mentioned as having a passion for inventing things that could potentially help other people, which suggests that he may be experimenting with ways to find a cure or treatment for his daughters’ medical condition. In other side there is a negative expressive values she knew he grave slots ,had his patients he made up him self , and occasionally performed abortions on society ladies” the nation of the doctor making up his own patients implies that he performed a negative medicale procedures on people especially on ladies.

3.2.6 Belonging

Table 3.6.The lexical words and phrases show the belonging in the novel Toni Morrison’s *Home*

Lexical word	Words and Quotations
Imagery	_“he convinced himself that somewhere nearby pork ribs sizzling on a yard grill “ _“a pound cake cooled on top of an icebox .and he was certain that on the bank of the stream they called wretched, a women in a men’s strow hat fished “ _“the one with branches spread like arms “ (p. 78).
Metaphors	_“the one with branches speared like arms ? “ (p. 78)
Positive Expressive values	_“A pound cake cooled on top of an icebox and he was certain that on the bank of the stream they called wretched, a woman in a men's straw hat fished, for shade and comfort she would be setting under the sweet bay tree "(p. 78).

This analysis reveal the theme of belonging by using the lexical words and aspects , the use of imagery creates a vivid images of scene with a sensory details such as “ the smell of the pork ribs sizzling on the grill” , “the test of the pound cake , and the sight of women fishing in the men’s strow hat” . the sweet bay tree provides and the branches are described as “ speared like arms “ creating a visual image of the tree’s appearance.the metaphor used is “speared like arms,” which compares the branches of the sweet bay tree to arms. this metaphor creates a visual image of the tree’s appearance, with the branches reaching out like arms to provide shade and comfort. The use of this metaphor reinforces the sense of belonging by suggesting that the tree is offering a welcoming embrace to the character, further emphasizing the desire for a sense of connection and acceptance in a specific place .there are positive expressive values present in this analysis, such as the description of the scene evoking feelings of comfort and security, the mention of delicious food, and the image of a woman fishing in a peaceful and serene setting. These positive expressive values contribute to the theme of belonging by emphasizing the importance of finding a place where one feels a sense of connection and comfort.

3.2.7 Trauma

Table 3.7. The lexical word and phrase refer to the trauma on the novel *Home*.

Lexical word	Words and Quotations
Imagery	_Black landscape because you never saw it (chapter9,p. 62)
Simile	_Korea cold hurts , <u>clings</u> like a kind <u>glue</u> (chapter9,p.62)
Negative Expressive values	_“When you think they are dead they turn over and shot you in the groin”(chapter 9 page 69).

The analysis of the table reveal the theme trauma , the sentence “Korea cold hurts, clings like a kind of glue” is express imagery that appeals to the reader’s sense of touch. It uses descriptive language to convey the physical sensation of cold, suggesting that it is not just a temperature but also a tangible force that can cause pain and discomfort. The use of the simile “like a kind of glue” reinforces this idea, suggesting that the cold is sticky and persistent, clinging to the body like an adhesive . the sentence "Worst of all it's solitary guard duty when you think they are dead they turn over and shot you in the goin” contains negative expressive values, conveying a sense of danger, fear, and betrayal. The sentence suggests that the experience of guard duty in Korea is not just difficult and lonely, but also potentially deadly, with the threat of enemy attack always looming. The idea that someone could pretend to be dead and then turn on their guard reinforces the sense of danger and uncertainty, emphasizing the idea that in war, even the people you trust most can turn against you. In terms of the dominant themes of the novel “Home” by Toni Morrison, both of these sentences relate to the idea of trauma and personal struggle .

3.2.8 Poverty

Table 3.8. The lexical words and phrases highlight the poverty in the novel *Home*

Lexical word	Words and quotation
Imagery	_ “I have eaten trash in jail , Korea , hospitals”. (Page 29) “plate cheese already showing green, picked figs ‘feet “ (page 29) .
Metaphors	_“ picked pigs ‘feet “ (page 29)

Negative Expressive values	_“I have eaten trash in jail, Korea, hospitals, compares to the left overs at food pantries “ (page 29) _“It’s vingen soaking stale biscuits “ (page 29)
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The analysis of the table highlight the theme of poverty , the lexical word and phrases of imagery expresse the picture of the harsh conditions that the narrator, Frank Money, has experienced. He describes eating “trash” in jail, Korea, and the hospital, which creates a powerful image of desperation and survival. The description of the food at the church as “dry, hard cheese already showing green” and “stale biscuits” suggests that even the food that is available is of low quality and unappetizing. the analysis also contain metaphor to highlight the dehumanizing nature of poverty. The comparison of the food to “pig’s feet” and the fact that it is soaking in vinegar suggests that it is not fit for human consumption, and that those who are forced to eat it are being treated like animals. The use of the word “picked” to describe the act of selecting the food further emphasizes this sense of degradation, as if the narrator is scavenging for scraps like an animal.

There is also negative experssive“ values, or words and phrases that convey a sense of despair, hopelessness, and sadness. The use of words like “trash,” “stale,” and “soaking” all suggest decay and deterioration, while the phrase “dry, hard cheese already showing green” is particularly repulsive and unpleasant. This language creates a sense of disgust and revulsion, highlighting the indignity of having to eat such unappealing and unhealthy food.

3.2.9 Identity

3.9 eTabl.The lexical word and phrases present the Frank manhood identity.

Lexical word	Words and Quotations
Imagery	_“They rose up like men”(p. 6) They were so beautiful,so brutal and they stood like a men “ (p. 7)
Positive Expressive values	_“ I hugged her shoulders tight and tried to pull trembling into my own bones “ (p. 6) _“As l a brother four years older, l though l could handel it”(p. 6)

The analysis reveal the theme of Frank manhood identity, by using the metaphorically imagery The sentences “they rose up like men, we saw them like men they stood” and “the horses were so beautiful so brutal and they stood like men” use metaphor to describe the horses. The horses are compared to men, which creates a vivid and powerful image in the reader’s mind. This metaphorical imagery is related to the theme of identity of Frank, the narrator of the story. The analysis suggests that Frank is struggling to come to terms with his own identity and to understand his place in the world. The horses, which are both beautiful and brutal, may represent conflicting aspects of Frank’s own identity. The fact that Frank hugs his sister’s shoulders and tries to “pull trembling into [his] own bones” suggests a sense of vulnerability and uncertainty about his own identity, and his belief that he can “handle it” suggests a desire for strength and self-assurance. Overall, the use of metaphorical imagery in this passage serves to create a powerful and evocative image of the horses and to explore the theme of identity in the novel.

3.2.10. Power

Table 3. 10. The lexical word and phrases present the power in the novel home.

Lexical word	Words and Quotations
Metaphors	_Reverend Lock grunted “have a seat ”he said, then shaking his head, added, you lucky Mr. Money.they sell a lot of bodies(p. 11).
Negative Expressive Values	_Well you know, doctors need to work as the poor so they can help the live rich(p. 11).

This Analysis reveled the theme of power on black people. the main lexical aspect metaphor “ they sell a lot of bodies out of there “ this sentence means that the selling of the dead bodies can be understood as an act of violence that reflect the power dynamics of white superiority and systemic racism by treating black bodies as a objects to be bough or sold , the negative expressive values “ well you know , doctors need to work on the poor so they can help the rich “ express that the white considers as the superior power by using the dead bodies of black people and sends them to medical school for doing more investigation in order to care the white sick individuals .

3.2.11. Memories

Table 3.11. The lexical words and phrases show the memories in the novel “Home”.

Lexical word	Words and Quotations
Metaphors	_He would see stuff's profile in can stopped in traffic until heart jump of sorrow" (p. 66)
Imagery	_Unregulated memoirs part of a watery shine in his eyes"(p. 66)
Negative Expressive Values	_“Abrupt , unregulated memoirs part of watery shine in his eyes “ (p. 66)

The analysis of the table reveal the theme of Memories , the Lecxial aspect metaphor: The sentence also includes the metaphor of “heart jump of sorrow,” which compares the feeling of sorrow to a physical sensation in the protagonist’s chest. Also the imagery sentence “ watery shine in his eyes” creates a visual image of tears forming in his eyes. The mention of “stopped in traffic” also creates a visual image of the protagonist seeing someone in a car while he is also traveling in traffic.the negative experssive values “Abrupt, unregulated memiores suggest that the protagonist ‘s memoires are painful and diffecult of manage also creates a sense of sadness and lost .all this sentences highlights the theme of memory and its ability to evoke strong emotions. The protagonist is haunted by memories of his past, which he cannot escape even long after leaving the hospital. The sentence suggests that the protagonist’s memories are painful and difficult to manage, and that they have caused him to lose touch with people who were once close to him.

3.2.12. Love

Table 3.12. the lexical words and phrases reveal the love in the novel *Home*

Lexical word	Words and Quotations
Imagery	_ Who am without her_ that underfod Under girl with the sad, waiting eyes” (p. 69) .
Metaphors	_“guarding her , finding a way through tall grass and out of the place , not being afraid of any thing suaker or wild old men “ (p. 69) .
Positive Expressive Values	_“In my little boy that I felt heroic and I knew that if they found us or touch I would kill”(p. 69) .

The analysis uncover the theme of love , this table contains vivid imagery and uses metaphor to explore the narrator’s complex feelings of responsibility and love for his sister. the description of the “underfed girl with the sad, waiting eyes” creates a powerful mental image of his sister, while the contrast between her and the strong, heroic picture of himself that he holds in his mind is an example of antonymy. the narrator also uses metaphor to describe his feelings of protectiveness and responsibility towards his sister. he describes himself as “guarding her, finding a way through tall grass and out of the place, not being afraid of anything – snakes or wild old men.” this metaphorical language suggests that the narrator sees himself as a protector, willing to face any danger to keep his sister safe. the phrase “I know that if they found us or touched I would kill “ this is a positive expressive values that include the narrator’s willingness to protect and guard his sister even in the face of danger .

3.2.13 Family

Table 3.13. The lexical words and phrases reveal the family in the novel “Home”

Lexical word	Words and Quotations
Simile	_Like a razor -sharp , short and thin (p. 36)
Negative Expressive Values	_“There parents was so beat by the time they came home from works any effective they showed was like a razor -shape , short and thin” (P. 36)

In this table the simile “like a razor-sharp, short, and thin” emphasizes the brevity and sharpness of the affection that the parents do show, suggesting that it is fleeting and perhaps even painful. The sentence “Their parents were so beat by the time they came home from work. Any affection they showed was like a razor-sharp,short,and thin”. The sentence suggests that the parents in the novel are exhausted from their work, which affects their ability to show affection to their children. The sentence highlights the toll that labor can take on families, particularly those who are working in difficult or demanding jobs. It also underscores the novel’s broader exploration of the ways in which economic and social forces can shape family relationships and interpersonal dynamics.

3.2.14. Resilience

Table 3.14. The lexical words and phrases reveal of resilience and strength in the novel “Home”

Lexical word	Words and Quotations
Imagery	_ “it looked so strong” “So beautiful “ (p. 79)
Metaphors	_ “staring at that tree”(p. 79)
Negative Expressive Values	_ “it looked so strong” “so beautiful “ “But alive and well”(p. 79)

The analysis of this table reveals the theme of resilience and strength, the lexical word and phrases, imagery is used to vividly describe the physical appearance of the tree. The character notes that the tree looks “strong” and “beautiful” despite being hurt or damaged. The use of sensory details such as sight and touch help to create a vivid picture of the tree in the reader’s mind. This imagery is important because it serves as a metaphor for the character’s emotional state, suggesting that despite their own emotional wounds, they have the capacity to find beauty and strength in their lives.

The implicit metaphor is the comparison between the tree and the character's inner state. The tree’s appearance of strength and beauty despite its damage is a metaphor for the character’s own resilience and ability to endure despite their emotional wounds. The use of metaphor is effective because it allows the reader to understand complex emotional states and themes through concrete, physical imagery. There are positive expressive values in the table “it looked like strong” and “but alive and well” as the character’s reflection on the tree’s strength and beauty is ultimately a hopeful and optimistic statement about the human spirit. The analysis suggests that despite the pain and damage that individuals may experience in their lives, they have the capacity for resilience and endurance, and can find beauty and strength in the world around them.

3.3. Grammar

In the novel there are three main important types of sentence which are: SVO, SV, the SVC. These later express three main processes: action, event and attribution following the same order. An action includes two participants: an agent (animate) and a patient (animate or inanimate). An event involves one participant (animate or inanimate), however, SV sentences are not always events in case the participant is animate. They can be patientless actions (non-directed actions). An attribution includes also one participant. Interestingly, there is also an attribution after the verb which is one) possessive in case the verb is a form of have, or two)

non Possessive in case the verb is a stative one (be, feel, believe, etc.).The analysis of the novel reveals that all the three types of sentence (SVO, SV, and SVC) are present, Hence imbalanced proportions. So as result we find that the SVO type is the most used followed by the SVC type, then the SV type as the least used. Notably, almost all the participants of these types of sentence are animate (generally replaced by personal pronouns); few inanimate Participants were introduced, only in the SVC and SV types. The tables below provide some illustrations about all what has been just mentioned above:

3.3.1. Structural type of sentences

Table 3.15 .The structural type of sentence in the novel Home (SVO)

Type of sentence	(SVO)
Extract from the novel	<u>Frank went to bed</u> , thinking that particular living dream was not all that bad compared to others he’d had.(p. 25) _ “They sell dead bodies? What for? ” (p. 10)
	_Cherries ma’am, I mean black mean blackberries. <u>I ate</u> some(33) _ “I <u>need a job</u> , Thelma.(39) _ “I eat some” (page 33). _ “The war still haunted him” (page51)
	_ “ <u>I keep seeing it</u> . I saw it in agreen pepper once. Another time a could curved in such a way it looked like... ”(88)
	_ “I loved theme “(page 89)

Table 3. 16. The structural type of sentence extract the novel Home(SV)

Type of sentence	(SV)
Extract from the novel	_ “John, stop “ (page11)
	_ “Trees give up”(p. 29)
	_ “Turtles cook in their shells”(p. 29)

	_“She laughed.”(p. 51).
	_“You not helping, MR Smart not with that evil mind site, Go away I said “ (page 80).

Table 3.17. The structural type of sentence extract the novel *Home*.

Type of sentence	(SVC)
Extract from the novel	_“like men they stood”(p. 5) _The Trick of imitating semi_coma, like playing dead facedown in a muddy battlefield,was to concentrate on a single natural object”(p. 8) _“ <u>You are deep</u> , Thomas “Frank smiled(p. 25) _“The agent sighed”(p. 50).

3.3.2. Modes of sentence in the novel “Home”

According to Fairclough 2001 clauses have been classified into categories(three mode Or sentences moods).First, there is declarative one which consist of subject and finite verb. Moving to interrogative one which includes two type of question: Wh question and yes/no Question. The last which is imperative that involve a finite without a subject.

The sentences Precise the position of the participants in the text so they help to show the relational values. the three moods are used variably by the writer. Therefore after the analysis it is worth mentioning that the most dominant mood is the declarative one whereas the interrogative is the least frequent. The tables

below provide some extracts from the large number of the clauses in the corpus of the study illustrating the three modes of sentence.

Table 3.18. The Declarative Mood of sentences in the novel Home

Mood	Declarative
Extract from the novel	<p>_“for a.m. ,before sunrise , he managed to loosen the canvas cuffs , unshackle himself, and rip the hospital gown”(chapter 2 p. 9)</p> <p>_“rifle butts and tied to the oldest magnolia tree -in the country -the one that grew in his own yard “(chapter 02p. 20)</p> <p>_“I slept on so many floors , first time I saw a bed ,I though it was a coffin “(chapter 2 p. 22) .</p> <p>_“cee felt her heart breaking if Frank were there he would once more touch the top of her head with four fingers “(chapter 2 p. 25)</p>
	<p>_“worst of all in solitary guard duty “(chapter 9p. 62)</p>

Table 3.19. The Imperative Mood of sentences in the novel Home.

Mood	Imperative
Extract from the novel	<p>_“Get out”(p. 22)</p> <p>_“Don’t say it”(p. 27)</p> <p>_ Got it , you got enough money ?(P. 27)</p>

	_ “ Be her promptly at ten in the morning” (p. 44) _ “No , Now Sarah , please ? “ (P. 44)
	_ ”stay here , Man . Come on stay with me “(p. 65) _ He said “ kill the fuckers” (p. 65)
	“Drink this. You puke, you got to drink more, so don’t.”(p. 81)
	“Come on girl, don’t cry”(p. 88)
	“Let’s go home”(p. 98)

Table 3.20. The Interrogative Mood of sentences in the novel “Home” .

Mood	Interrogation	
	Wh_ Questions	Yes/No Questions
Extract from the novel	_ "You are from the street? "(P. 11) _ "They sell dead bodies "(p. 11) _ we accustomed to rain around here , not snow , where you from anyway? "(P. 12) _ "well how'd you end up in the hospital 's stead of jail ? " (p. 12) _ what did she ever do to deserve what happened to her ? "(P. 17) _ "where was it headed " (p. 22)	_ "At that hospital" (p. 11) _ "for what ? "(P. 11) _ "you don't remember"(p. 12) _ Did it ? Did it work ? end the girl .(P. 17) _ "you are crazy " (p. 20) _ " you know any of these places " (p. 23) .

3.3.3.Modality

Through the analysis of the novel, the notion of modality is found in almost all the novel. Some examples are provided below in Table where the modal verbs are classified from the most used to the least used.

Table 3.21.The Use of Modal verb in the novel *Home*

The Modal verb	Extract from the novel
Would	_He would needed something that stirred no feelings shameful (p. 8). _Would have time to hurry up and lied (P. 18). _He wouldn't have any way , not only because of their chilly parting
Have to	_He had never been in this neighborhood (p. 9) _The army hadn't treated him so bad (p. 15) _I have eaten trash in jail , Korea , hospital [...] cans (p. 29)
Shouldn't	_We shouldn't have been any where near that place (p. 6) _Most important, the eyelids should not and there must be hands (p. 7)
Can	_The hotels and what they a call tourist house cast your pretty penny (p. 20)
Can 't	_Came on home with use , stay over netting family, you can't leave tonight anyway (p. 39) .
Should	_She should be praying at night instead of ... (p. 40) .
Could	_Lock handed Frank could offer more than this own small
Will	_Will I 'll get you a blanket (p. 14)
May not	_you may not need to I don't really understand my husband's works (p. 41) .

As we noticed in analysis of the table that the modal verbs “would” is the large modal that used in the novel *Home*, along with “Have to”, “shouldn't”, “can”, “can't”, “should”, “could”, “will”, and “may not”, as the inferior modal verb used, actually, “can”, “can't”, “could”, and “may not” are organized in low degree of modality, “will”, “would” and “should” are for their part, classified in medium degree of modality although “have to” and “must” are classified in the high degree of modality .

3.3.4.Pronouns

Table 3.22. The use of pronouns “I” and “You” in the novel Toni Morrison's *Home*

The pronoun used	The pronouns “I” and “You”
Extract from the novel	_Don't paint me as some enthusiasts here , I had go out but I dead it _ “describe that if you know how “ “ you can't imagine because you weren't there (p. 62) .

The analysis of Pronouns can reveal the relationship between the speaker and the writer/ listener and reader , According to Fairclough (2001) pronouns indicate the relation values on different sorts . The author use the first personal pronoun “I” refer to the character Frank, The second personal pronoun”you” refer to the narrator .

In “Home” by Toni Morrison, the author employs the use of the second-person pronoun “you” to refer to the narrator of the novel, and the first-person pronoun “I” to represent the character Frank. This narrative technique allows for a distinct separation between the narrator’s perspective and Frank’s own viewpoint.

When the narrator uses the pronoun “you,” it creates a sense of direct address to the reader, pulling them into the story and involving them in the events unfolding. This technique can foster a deeper connection between the reader and the narrative, as it creates an immersive and participatory experience.

On the other hand, the use of the first-person pronoun “I” when Frank speaks provides an intimate and personal perspective. Through Frank’s narration, readers gain insight into his thoughts, emotions, and perceptions of reality. This subjective viewpoint allows for a more nuanced understanding of Frank’s experiences, his struggles, and the internal conflicts he faceses .

The use of the second-person pronoun “you” engages readers and encourages them to reflect on their own role in understanding and interpreting the story. Meanwhile, Frank’s use of the first-person pronoun “I” deepens the reader’s connection to his character and allows for a more empathetic engagement with his experiences.

3.2.5. Discussion of Findings

As presented in the textual analysis of the novel “Home” racism is the central and prominent ideology that through which explores various interconnected ideologies .the novel delves into the racism experienced by African -American society during the 1950s and examines its impact on individuals , families and communities. Therefore , Morrison vary between two lingusitics choices a vivid descriptive imagery to portray the experience and impact of racism through her descriptive writing she evokes a powerful picture of oppression racial . the uses of imagery can also show the acts of violence perpetrated against Africans-Americans , highlighting the harsher reality they faced . In “Home,” Toni Morrison delves into the depths of racism and the power dynamics that uphold it. By employing vivid imagery and descriptive writing, she exposes the hardships faced by African Americans and the underlying imbalances of power that fuel their oppression. Throughout the novel, it becomes apparent that power dynamics permeate various aspects of society, including the systemic structures that serve to uphold racial discrimination. These structures, such as

segregation and Jim Crow laws, systematically marginalize African Americans and reinforce the power of white supremacy.

Morrison's powerful language allows readers to witness firsthand how power is wielded and abused, often resulting in devastating consequences for people of color. Furthermore, Morrison explores power dynamics within relationships between characters in the novel. These dynamics reveal the ways in which privilege and oppression are perpetuated within communities. Whether it be the domineering presence of the characters Frank and Lily, or the power struggle between the protagonist, Frank Money, and his sister, Cee, Morrison demonstrates how power imbalances shape interactions and shape the very fabric of society.

By bringing attention to these power dynamics, Morrison exposes the insidious nature of racism and reveals its impact on individuals and communities. Her evocative descriptions and imagery serve to highlight the injustices faced by African Americans and the institutional structures that contribute to their oppression. Ultimately, Morrison's exploration of power dynamics serves as a poignant reminder of the lasting effects of racism and the urgent need for its dismantling.

The writer employing of belonging and identity. She want to present the complexities of personal and cultural identity this reflects the larger struggle of black society to find their place in a society that marginalize theme and this last the novel show the idea of belonging and identity in a society that separated people based on race .

Conclusion

In this chapter, the novel "*Home*" by Toni Morrison has been critically analyzed, focusing on the findings of the study. The analysis primarily includes textual analysis, which encompasses vocabulary exploration and the explanation of each theme. Additionally, grammar analysis is discussed in relation to the novel. Firstly, the textual analysis delves into the vocabulary used in "*Home*," examining the words and phrases employed by Toni Morrison to express her ideas and themes. Each theme is thoroughly explored, providing an explanation of its significance within the context of the novel. This analysis helps to uncover the underlying messages and intentions behind Morrison's choice of language. Secondly, the chapter discusses the findings related to how Toni Morrison's language reveals hidden ideologies. By closely examining the linguistic choices, expressions, and narrative techniques employed by Morrison, the analysis aims to uncover the implicit ideologies embedded within the text. This includes investigating the portrayal of characters, their interactions, and the overall social, cultural, and political commentaries conveyed within the novel. The chapter critically engages with the language and narrative style of Toni Morrison in "*Home*" to shed light on the deeper meanings and ideologies present within the text.

General conclusion

General conclusion

Critical discourse analysis is an interdisciplinary approach to the study of language that aims to analyse the ways in which language is used to both reflect and construct social power relations. CDA draws on various theoretical frameworks, including linguistics, sociology and political science to examine the ways in which language is used to shape and maintain social hierarchy, it seeks to uncover the hidden meanings and assumptions that underlie language used and to reveal the ways in which language is used to reinforce dominant ideologies and power structures.

This dissertation was divided into three main chapters. The first chapter is an overview of Critical Discourse Analysis. It deals with definition of “discourse and discourse analysis” and “critical discourse analysis”, the key elements of CDA, which including language, power and ideology, also the CDA principles then the major framework approach Fairclough’s three dimensions. Chapter two presented research method and Data collection procedures it began with the research design and introduce the data collection Which is derived in to corpus of the study Which is the body of the text Which will be analyzed then the data analysis include the relevant techniques. In chapter three we have studied the novel Toni Morrison’s “*Home*” by using Textual analysis of Norman Fairclough’s model, the analysis consists two main parts first part deals with the vocabulary by uncovering several themes being discussed, then applying the different lexical aspects suggested by Fairclough (2001) “antonyms, hyponyms, metaphors, imagery, simile and positive and negative expressive values” then the analysis includes the level of grammar which is dependent on four key categories; the structural types of sentences, sentence moods, modality and pronouns.

As a result of our study indicates that Toni Morrison’s book “*Home*,” she skillfully employs powerful and descriptive language to expose the hidden presence of racism. Through her vivid descriptions, she brings to life the experiences of African Americans, shedding light on the harsh realities they endured. Morrison’s use of comparisons and metaphors further enhances our understanding of racism. By likening racism to destructive forces and heavy burdens, she effectively emphasizes its harmful and oppressive nature. These metaphors symbolically represent the impact of racism on individuals and communities. Morrison’s evocative language prompts readers to deeply engage with the narrative and confront the stark realities of racial injustice and power imbalances. Her careful choice of words challenges readers to critically analyze the societal structures that perpetuate racism. By doing so, Morrison enables us to gain a deeper comprehension of the complex racial dynamics experienced by African Americans during the 1950s.

We have a similarly study of Zakaria Durmaz and Mehmet Salih Yogun's (2022) title "Critical Discourse Analysis of a Visual Image in Norman Fairclough's CDA Model" they used three dimenaions of Norman Fairclough's model based on textual analysis. As a result the study revealed significant power dynamics, ideologies, and social structures embedded in the visual image. Durmaz and Yôgun identified instances where visual elements and discursive strategies contribute to the reproduction of certain ideologies and reinforce unequal power relations. They also uncovered how social and cultural factors shape the interpretation and meaning-making process of the image.

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Appendix

Toni Morrison's Biography

Toni Morrison is a writer, a teacher, and an editor. She was born as Chloe Anthony Wofford, on February 18, 1931, in Lorain, Ohio. Her father is a Shipyard welder, named George Wofford, and her mother is Ramah. Her parents Educated Morrison in the richness of her African-American heritage and the joys of great literature. When she entered first grade, she was the only black student in her class and also the only child who had already learned to read. In 1953, graduated from Howard University with a degree in English, and later earned a master degree from Cornell. In 1957 while she was teaching at Howard, she met and married Harold Morrison, a Jamaican architect with whom she had two sons, Harold Ford and Slade Kevin. Harold and Toni divorced in 1964. Morrison's literary career began in 1970, when *The Bluest Eye*, her first novel, was published. She had more profitable success with her second novel, *Sula* (1973) that was nominated for the prestigious National Book Award. Critics acclaimed Morrison for her intuitive portrayal of the African-American lifestyle as well as her narrative voice. Her next novel, *Song of Solomon* (1977), became paperback bestseller and won the National Book Critics' Circle Award for fiction. *Tar Baby* (1981) stayed on bestseller lists for four months. In 1987, she published *Beloved*. The novel won international acclaim, including the Pulitzer Prize for fiction, and it permanently established Morrison in the upper echelon of twentieth-Century authors. Later in 1992, she published *Jazz*, and a volume of criticism, *playing in the Dark: Whiteness and the Literary Imagination*. Morrison was awarded the Nobel Prize in literature in 1993. She was the first African-American, and only the eight women, to be name a Nobel laureate, which is consider the highest honor in the field. Also in 1996, Morrison received the National Book Foundation Medal for Distinguished Contribution to American Letters. Morrison published her seventh novel, *Paradise* (1998), set in a black Utopian community in Oklahoma. She and her son Slade collaborated on a work of children's literature, *The Big Box*, which was published in 1999.



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