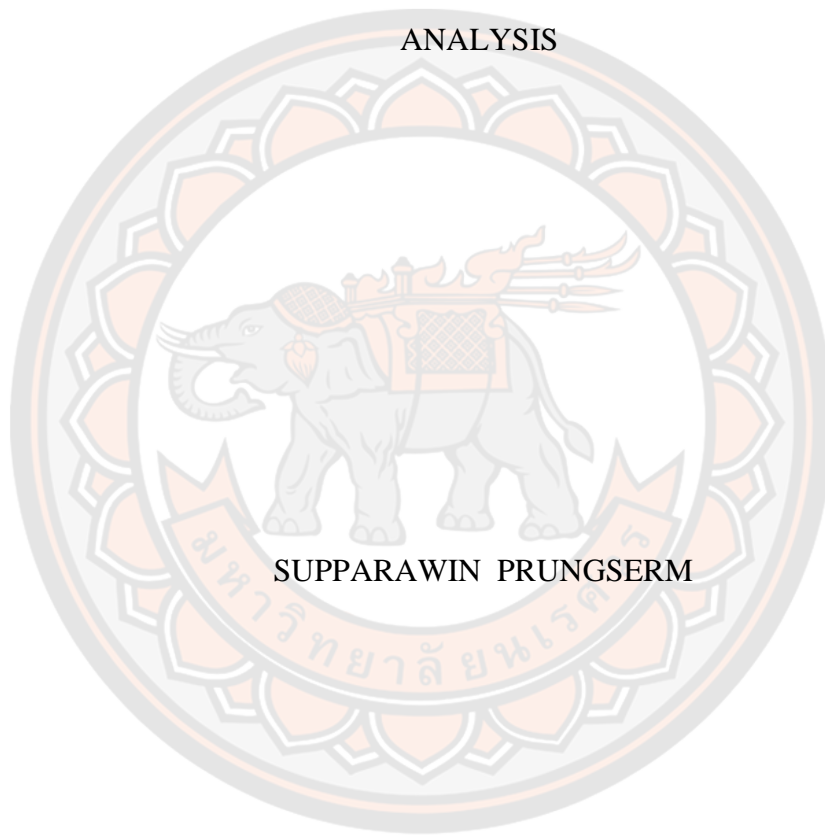IDEOLOGIES IN THE HARRY POTTER SERIES: A CRITICAL DISCOURSE
ANALYSIS

SUPPARAWIN PRUNGSERM

A Thesis Submitted to the Graduate School of Naresuan University
in Partial Fulfillment of the Requirements
for the Doctor of Philosophy in Linguistics - (Type 2.1)
2023

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Thesis entitled "Ideologies in the Harry Potter Series: A Critical Discourse Analysis "

By Supparawin Prungserm

has been approved by the Graduate School as partial fulfillment of the requirements

for the Doctor of Philosophy in Linguistics - (Type 2.1) of Naresuan University

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ABSTRACT

The purposes of this study were: 1) to examine ideologies of the 5 magical groups in the *Harry Potter* series, 2) to analyse language strategies used in manipulation of the 5 magical groups in the series, and 3) to investigate factors affecting the polarisation between US and THEM of the 5 magical groups in the series. By the application of lexicalisation, Fairclough's three-dimensional framework, and van Dijk's sociocognitive approach, it is found that there were 11 ideologies: 1) Blood Status, 2) Racism, 3) Construction of Bravery, 4) Construction of Fear, 5) Equality, 6) Hostility and Partisanship, 7) Dedication, 8) Slavery, 9) Concealing the Truth, 10) Superiority, and 11) Power.

The findings revealed that the ideologies were reproduced through face-to-face communication, declaration, media, instruction, and educational system. Interestingly, the results showed that the ideology of Fear was reproduced by social members themselves. In addition, the findings showed that third-personal pronouns were employed at the highest frequency as referential devices to convey the ideology of Hostility and Partisanship.

The analysis of strategies used in manipulation revealed that the discourse producers applied positive self-presentation and negative other-presentation. Social structure, situational contexts, political power, social status, shared knowledge, background knowledge, interpersonal relations, experiences, and personal beliefs were factors affecting manipulation and polarisation.

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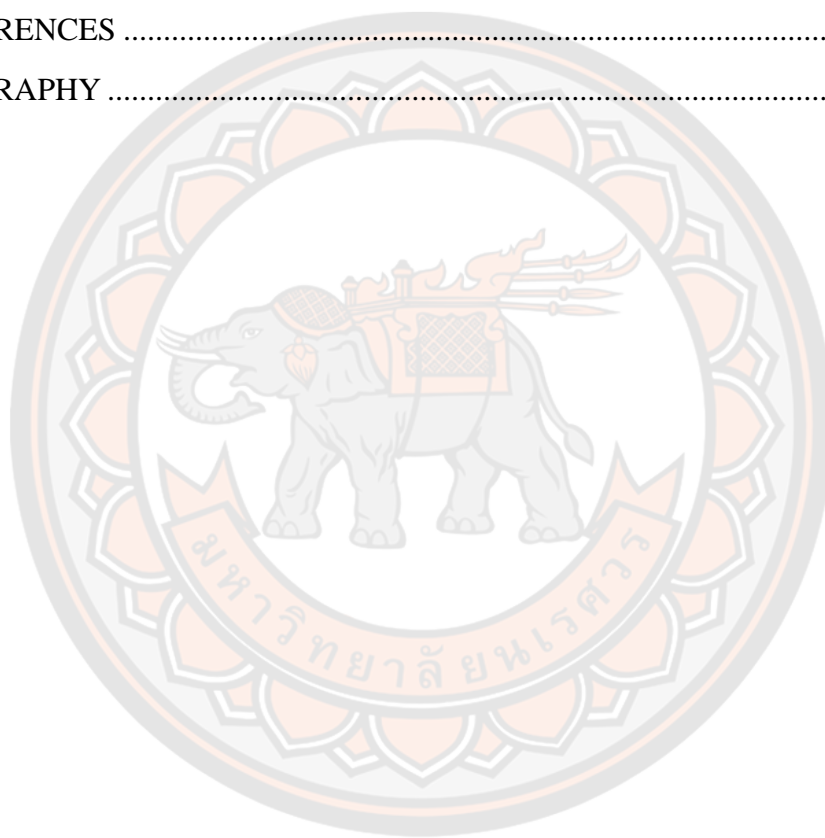
Finally, wholehearted thankful appreciation is given to my family and relatives for their great understanding, supportability, and encouragement throughout the perfect end of my study and this thesis.

Supparawin Prungserm

TABLE OF CONTENTS

Page

LIST OF TABLES

Page

LIST OF FIGURES

Page

CHAPTER I

INTRODUCTION

Rationale for the Study

Critical discourse analysis (CDA) was introduced based on the development of theories and methods of DA by the team of scholars including Teun van Dijk, Norman Fairclough, Gunther Kress, Theo van Leeuwen, and Ruth Wodak. CDA is characterised by several principles including problem-oriented focus on identifying or revealing ideologies and power systematically as well as investigating semiotic of the data which are written, spoken and visual discourses.

Nowadays, CDA is a well-known approach in the academic society. Fairclough and van Dijk, two CDA experts, whom Thai researchers have known very well, and their approaches have also been widely applied in many studies in Thailand. Fairclough's approach emphasises the semantic analysis of text including intertextual analysis for imprisoning the victims of power abuse, while van Dijk's approach focuses on revealing the manipulation of the more power group effected emotion, attitude, perspective, and cognition of people in the society. In van Dijk's perspective, manipulation is a dominant ideology (Fairclough, 2013; van Dijk, 2000; van Dijk, 2006a; Panpothong, 2013).

Both ideology and power interest most researchers in any era. Politics are the major attention on the analysis of ideology, power abuse and inequality. The previous studies indicated that Thai politicians used language to persuade their people to accept political power and policies willingly and to maintain their power as long as they could. The politicians employed various language strategies in retaining their power such as wording, positive self-presentation, negative other-presentation, advertising themselves, inclining nonsensical issues, decreasing scholars' credit, and excusing their mistakes. Positive self-presentation was employed to advertise their previous achievement, popular policies, or educational background while negative other-presentation was applied to discredit the opposite party. Moreover, political speeches were influential in controlling people in the country automatically. Thus, successful

politicians seemed to be the ones who could use language to convince people to trust them in the ways they wanted. (Aroonmanakun, 2004; Panpothong, 2004). It could be seen that analysing the authentic political discourse could reveal hidden ideologies, power abuse, and manipulation conveyed through politicians' speech; however, it could be avoided as politics are such sensitive issues in some societies (Panpothong, 2013).

Literary works are another source employed to examine ideology, power abuse and inequality. Literature is a production of literary work on a particular event, aspect, or country including characters, situations, and 'discourse' (Merriam-webster.com, 2019). Literature also reflects society in several aspects: culture, attitudes, beliefs, social norms and values, social power as well as social structure (Singh, 2022). Therefore, literature is the imitation of real-life situations in society.

There were several research studies about ideology and power relations in literature. Previous studies showed that goodness and seniority were vital ideologies conveyed through children's books released by government (Chechang, 2012; Rattanadilok Na Phuket, 2016). On the contrary, anti-violence, racism, classism, power, and concealing the truth were ideologies found hidden in literary works of authors who were not controlled by the government (Vollmer, 2007; Kaencandra, 2013; McFarlance, 2012; Perri, 2015; Walters, 2015).

The *Harry Potter* series has successfully received huge attention from readers around the world. Resulting from the popularity, the *Harry Potter* series was translated into several languages including Latin and Ancient Greek according to royal wish of U.K.'s Queen Elizabeth (pottermore.com, 2019). Furthermore, the series received several awards and prizes, for instance, FCBG Children's Book Award 1997 Overall winner in Longer Novel Category, Voted nation's favourite children's book in Reading charity Booktrust's '100 best books for children' vote (2013), British Book Awards 1998 Children's Book of the Year, Whitaker's Platinum Book Award 2001, Scottish Arts Council Book Award 2001, WH Smith People's Choice Book Awards, Fiction category (2003), Winner of the British Book Awards, WH Smith Book of the Year 2006, and Booksellers Association Independent Booksellers' Book Prize (shortlist) 2008 (Bloomsbury, 2019).

Even though the series has been launched since 1997, the series still receives attention from readers all over the world as the celebration of 20th *Harry Potter* in July 2018 (Bloomsbury, 2018). The celebrations were held by several *Harry Potter* readers' communities around the world. Furthermore, the series has still been the best seller series during the crisis of COVID-19 as Bloomsbury reported that there was 28% consumer growth in printed version and 18% growth of selling the digital eBook version in June 2020 (Pocock, 2020). The report conclusively confirmed that the series is children's fiction which has received attention from readers for a long time.

According to its popularity, the *Harry Potter* series has caught researchers' interests. The series was employed to conduct studies in several aspects such as the development of reading habit by reading the *Harry Potter* series within Thai readers (Sukhonphanich, 2002), the examination of English relative clauses (Muangthong, 2010), the comparison of the desired characteristics of the series with Thai children's literature criteria (Pensee, 2013), the investigation of past tenses and aspects translation patterns in *Harry Potter and the Chamber of Secrets* (Chansopha, 2013), the analysis of conversational implicatures in *Harry Potter and the Prisoner of Azkaban* (Sommai, 2013), and the comparison of the occurrences of deixis in English and Thai versions (Panich, 2016).

Besides, the series was received much attention by societies which have social class system, for example, India. Even *Harry Potter* series is prohibited for Indians to read, the series is beneficial for academic society for some scholars - Kolkata's Nation University of Juridical Sciences (the law university) offered a law course based on the series. Professor Shouvik Kumar Guha, who designed the course, mentioned that the *Harry Potter* series could encourage law students' creative thinking skill as social class, human rights, politics, and inequality are extremely serious issues in India which all of these have been rose dominantly in the series. Professor Shouvik Kumar Guha also mentioned that the sensitive, crucial, and controversial issues such as social class and politics rose in the *Harry Potter* series seemed like a parallel world to situations in India. In addition, the "Potterverse" law course could provide students to apply pre-existing laws to the mentioned issues by comparing situations in the series and their real society, especially inequality and social class (BBC, 2018).

According to the plot, complexity of mediating moral, social structure, power, and its popularity, the *Harry Potter* series is very interesting to study ideologies, manipulation, and polarisation hidden in the series. The study employed lexicalisation (Angkapanichkit, 2014) and three-dimensional framework (Fairclough, 2013) were employed to analyse ideologies and language strategies of manipulation as well as sociocognitive approach (van Dijk, 2013) was applied to examine factors of polarisation in the *Harry Potter* series.

Research Questions

1. What are ideologies of the 5 magical groups in the *Harry Potter* series?

2. What are language strategies of manipulation employed by the 5 magical groups in the *Harry Potter* series?

3. What are factors affecting the polarisation between US and THEM of the 5 magical groups in the *Harry Potter* series?

Purposes of the Study

This study was conducted with three main purposes:

1. To examine ideologies of the 5 magical groups in the *Harry Potter* series.

2. To analyse the language strategies used in manipulation of the 5 magical groups in the *Harry Potter* series.

3. To investigate factors affecting the polarisation between US and THEM of the 5 magical groups in the *Harry Potter* series.

Benefit of the Study

The research findings on critical discourse analysis of the selected discourses in J.K. Rowling's *Harry Potter* series are supposed to assist the understanding of shaping ideologies through literary works which can be accessed by any groups of ages, especially, the very popular and successful novels not only the *Harry Potter* series, but also other popular literature among each group of ages in the society. Besides, the wide perspectives of ideologies and strategies used for manipulation and polarisation found from the research findings could enhance readers and language learners' thinking and critical skills to avoid being victims of manipulating by bad attitudes and negative

ideologies in the era of fluctuated information. Lastly, according to the attempt of employing mixed methods of critical discourse analysis, the research finding could be applied as language activities by the collaboration with other authentic discourses for promoting the notion of critical discourse analysis to language learners especially in basic and advanced reading courses as well as fundamental linguistics.

Scope of the Study

    1. Data

The data selected in the scope of 3 theoretical frameworks employed in the study which were lexicalisation (Angkapanichkit, 2014), three-dimensional framework (Fairclough, 2013), and sociocognitive approach (Dijk, 2013). The focuses of the study were on both conversational and narrative discourses within each group as well as among groups representing ideologies and power of the 5 magical groups in wizarding world in J.K. Rowling's *Harry Potter* series published by Bloomsbury. The selected data analysed in this study were from the top 3 best seller books of the *Harry Potter* series based on the number of selling copies respectively:

        1.1 *Harry Potter and the Deathly Hallows* has sold 4,475,152 copies

        1.2 *Harry Potter and the Philosopher's Stone* has sold 4,200,654 copies

        1.3 *Harry Potter and the Order of the Phoenix* has sold 4,179,479 copies

(thegadian.com, 2020).

    2. Theoretical Frameworks

There are 3 theoretical frameworks employed in this study: a) lexicalisation (Angkapanichkit, 2014) for examining language strategies and ideologies, b) Fairclough's three-dimensional framework (2013) for identifying manipulation, and c) van Dijk's sociocognitive approach (2013) concerning about polarisation between US and THEM for investigating factors affecting on polarisation of the 5 magical groups in the *Harry Potter* series.

Definitions of Terms

Discourse: practices or processes in systematically shaping 'meaning' of perspectives, objects, ideas, identities, people or things around us. Discourse influences our perspectives about things around us. Practices or processes in this case including

text, discourse practice and socio-cultural practice (Charoensin-o-larn, 1999 as cited in Panpothong, 2013, p. 6; Fairclough, 1995 as cited in Panpothong, 2013, p. 7).

Ideology: belief, influenced conscience, or belief and action that can lead people to the bias way. Wrong Belief or action conceal the real social relations and control members of the society unconsciously. In addition, good advice, system of good ideas, or good belief and action that can lead people in the society to the good or appropriate way, Thus, we belief that our practices are facts while the other practices are 'ideologies' (Fairclough, 2013; van Dijk, 2000; van Dijk, 1998 as cited in Panpothong, 2013, p. 13).

Language strategies: strategies of the 5 magical groups in *Harry Potter* series employed to manipulate their groups' members and other people to be their members, focused on name and naming, systems of address, referencing, and verb forms.

Manipulation: the acts of persuading social members to behave or believe in the way that gives advantage to the dominant group through discourse. Social members have chances to accept or refuse the manipulation (van Dijk, 2006a).

Proposition: selected texts which were narrative discourse and conversation produced by the 5 magical groups in the *Harry Potter* series to be analysed in terms of language strategies, ideologies, and polarisation.

Hypotheses of the Study

1. The dominant ideologies that are supposed to be 'Harry Potter is the hero of the Wizarding Word' and 'Voldemort is the most powerful dark wizard'.

2. Language strategy that is supposed to be found mostly is name and naming about the dark arts groups.

3. 'Being members of the dark magic group or members of Voldemort resistance in the wizarding world' is supposed to be the vital factor of polarisation between US and THEM of the 5 magical groups.

CHAPTER II

LITERATURE REVIEW

This chapter presents related literature and is divided into 2 sections: concept and theoretical frameworks and related studies. In the section of theoretical frameworks, important terms are defined and described. Then, studies related to the application on lexicalisation (Angkapanichkit, 2014), three-dimensional framework (Fairclough, 2013), and sociocognitive approach (van Dijk, 2013) as well as studies related to the *Harry Potter* series are discussed in the section of related studies.

Concept and Theoretical Frameworks
1. Ideology

The notion of 'ideology' was first introduced in the eighteenth century by Destutt de Tracy. de Tracy (as cited in van Dijk, 2000) proposed the term 'ideology' in the meaning of 'science of ideas.' He mentioned that true knowledge was established by an individual's experience based on an ideology as a systematic study for understanding opinions. He also believed that the established knowledge could help people realise bias and inequality in societies which brought about problem-solving in politics.

Besides, Marx and Engels (as cited in van Dijk, 2000) stated in a negative concept that 'ideology' referred to a system of wrong beliefs, misdirected beliefs, or false consciousness. The ruling class used ideology to conceal overpowering and overbearing in societies. According to Marx and Engels, the notion of ideology was associated with power and dominance. It was because ideologies were sets of ideas that the ruling class can control the means of production and reproduction of ideas through politics, media, education, and literature. Thus, usages of ideology were to control social members' opinions, to give advantages for specific groups of people, and to take advantages of others.

In addition, Gramsci (as cited in van Dijk, 2000; Fairclough, 2013) stated that ideologies and a society were related to each other in terms of 'hegemony'. A ruling class could express their ideologies through institutions such schools, churches, temples, and even families. By this means, the ruling class did not only control economics and politics, but also culture and the mind of social members. People were gradually controlled their minds, behaviour, and habit set by the produced or reproduced ideologies that created social relations, social statuses, and social roles.

In conformity with the mentioned concepts of ideology, there were questions about the 'naturalisation' of reproduction of ideologies for giving advantages for the specific groups of people in the society. This issue caused criticism about relations among power, ideology, and discourse.

Later, van Dijk (1995, 2000) studied ideology in frames of critical discourse analysis and multidisciplinary approach. He developed the new notion of ideology and defined those ideologies were 'basic frameworks of social cognition, shared by members of social groups, constituted by relevant selections of sociocultural values, and organised by an ideological shema that represents the self-definition of a group. Besides their social function of sustaining the interests of groups, ideologies have the cognitive function of organising the social representations (attitudes, knowledge) of the group, and thus indirectly monitor the group-related social practices, and hence also the text and talk of its members' (van Dijk, 1995, p. 248).This denoted that not only the ruling class, but also the ordinary people as group members can arrange social beliefs; what is good or bad, or right or wrong for them to behave depending on ideologies. Ideologies can be constructed, used, shared, and changed by group members; some ideologies which group members agreed and behaved for a long time became 'common-sense' in that society. van Dijk also stated that ideology represented both social and mental, he, therefore, proposed the discourse-cognition-society triangle to criticise ideology in cognitive dimension together with social dimension. According to his point of view, ideologies were 'the set of factual and evaluative beliefs – that is, the knowledge and the opinions of a group' (van Dijk, 2000, p. 48), thus, ideologies were parts of social members' minds. Furthermore, he mentioned that ideologies of racism, ideologies of opposition, ideologies of social inequality, ideologies of concealing power and social relations, ideologies of power abuse, or ideologies of the survival of

humankind were not negative ideologies. He noted that studying these 'bad' ideologies can expand the scope of critical analysis of relationships among ideologies, cognition, and society.

Fairclough (1992, 2013) proposed the different concept about ideology. He stated that ideology was a part of social context, cultural context, and 'common sense in the service of sustaining unequal relations of power' (Fairclough, 1992, p. 84). Ideologies were also brought to discourses as 'cues' or 'codes' in a particular way by the text producer (as a representative of institutions) to social members. Hence, ideologies were interpreted by social members. People usually overlooked the hidden ideologies in discourses because they took them for granted. Hence, some groups of people used these loopholes for taking advantage by using some kinds of discourses or specific features of discourses in controlling social members' interpretation of ideologies. Fairclough explained that ideologies were conducted from different positions, interests, and experiences of group members. He also noted that in class societies dominated by a ruling class and characterised by class relationships and class struggle, 'ideology is interpreted as any social policy which is in part or in whole derived from social theory in a conscious way' (Fairclough, 1992, p. 95). According to this viewpoint, ideologies were associated with power relations and overpowering. It was in line with the purposes of critical discourse analysis that ideologies represented inequality and overpowering. Studying ideologies in this aspect can reveal 'bad' ideologies and can lead social members to realise about bad ideologies behind discourses; these may bring better changes in societies.

In summary, ideologies were the sets of beliefs that group members shared together. Ideologies were produced, reproduced, and circulated by group members and controlled their minds, beliefs, and behaviour. The concepts of ideologies were associated with power and society. While ideologies were influenced by the producers in terms of producing, reproducing, and expressing them to group members, ideologies were interpreted and agreed upon by group members. In accordance with different aspects and definitions about ideologies mentioned previously, studying ideologies, thus, means studying group members' cognition and their society to understand social phenomenon and social practice.

2. Lexicalisation

Lexicalisation is one of the most important methodologies for analysing text and the strategies used in producing and reproducing discourse as well as manipulation. In the community of practice, the producers of discourses are based on their experience, their social rules, as well as their own perspective. Thus, lexical choices are employed for expressing people's opinions and their interaction (van Dijk, 1995; Angkapanichkit, 2014). In this study, there were 4 aspects of lexicalisation to be focused according to Angkapanichkit's framework (2014).

2.1 Name and Naming: the strategy used for naming the specific person, group of people, institution, or object which the speakers and the listeners or people in the same society have shared knowledge. Name and naming related to social practices reflecting people's perspectives and cognition about the named person or object. Naming can be reflected both good and bad beliefs of people or individual's perspectives and identities of the specific society as local beliefs, religion beliefs, astrology beliefs, ways of life, identities, and perspectives are secretly concealed in names. Thus, name and naming could not be apart from socio-cultural context.

2.2 Systems of Address: this strategy can show the relationship between the speakers and listeners, especially in face-to-face communication. There are different systems of address in each society in accordance with culture and tradition, politeness, seniority system, and social status. Sometimes, situation or context of situation controls the system of address to demonstrate the relationship of the conversational participants, for example, the speaker and the listener are close friends and usually call each other by their nicknames, but they have to refer to each other by their names or position of their professions in the formal meeting - contexts of situations are changed. Therefore, address terms can be personal pronouns, titles, social status, names, professions, and kinship terms. In this study, systems of address focused on first person pronouns, second-personal pronouns, names and family names, professions, phrases, institutions, and social status.

2.3 Referencing: referencing is one of the coherent strategies. Referential devices reflect the speakers' perspectives about referred people or objects. In terms of text production, meaning, situational context, and discourse context are conditions which text producers for considering referential expressions (Celce-Murcia & Olshtain,

2000; Angkapanichkit, 2014). Referencing can be names or pronouns (personal pronouns and demonstrative pronouns) as well as articles (a, an, the). Besides, referencing can be an individual word, a phrase, or a sentence. Referencing also expresses social status and social relation of the referred people or objects in some societies. Fairclough (2013) noted that personal pronouns reveal identity and ideology because they can signify unity and individuality. In addition, plural forms of personal pronouns denoted group identity, political parties as well as ingroup and outgroup members (Wodak & Chilton, 2005). This was related to van Dijk (2006b): usage of personal pronouns 'us' and 'them' and the possessive determiner 'our' indicated ingroup and outgroup polarisation. The focused referential devices in this study were third-personal pronouns, naming, names and family names, an object's name, institutions, professions, phrases, acronyms, and social status.

2.4 Verb Forms: in CDA, analysing verb forms means the analysis of the appearance of verbs in the sentences. The analysis considers not only verb forms, but also related words such as nouns and adjectives as they involve in conveying situation meanings and speakers' meanings. In other words, analysing verb forms is an analysis of sentence structures or syntax. Analysing verb forms could demonstrate status, situation, action, attitude, perspective, and cognition of people in society as verb forms represent ideas or experiences of individual to what they are talking about. Moreover, analysing verb forms confirms communication through discourse related to Fairclough's theory that verb forms represent actions: activated and passivated. Analysing verb forms also reveals unequal power, polarisation, culture, social relation, perspective, and attitude of people in each society which related to van Dijk's sociocognitive approach (Angkapanichkit, 2014).

To shed light on analysing verb forms in this study, the researcher focused on 5 types of verbs according to Strauss, Feiz, and Xiang (2018): dynamic verbs, stative verbs, linking verbs, imperative verbs, and modal verbs.

2.4.1 Dynamic Verbs

Dynamic verbs express movement, action, and motion of verb meanings. In other words, dynamic verbs indicate how subjects of sentences act, move, or transfer. There are 5 groups of dynamic verbs based on their conceptual meanings:

action verbs, specificity of action verbs, motion verbs and manner of motion verbs, and reporting verbs.

2.4.1.1 Action Verbs

Action verbs express activities or processes of actions. For instance, speak, read, start scare, eat, prepare, construct, happen, and terrify (Strauss, Feiz, & Xiang, 2018, p. 144).

2.4.1.2 Specificity of Action verbs

This group of verbs indicates differences of verbs on the strength of specificity, manner, degree, or register of the verbs, e.g.

- *eat* > devour, nibble, gnaw (lower register)
- *read* > skim, scan, study, glance, examine, peruse (lower register)
- *start* > found, activate, initiate (lower register)

(Strauss, Feiz, & Xiang, 2018, p. 144)

2.4.1.3 Motion Verbs and Manner of Motion Verbs

Motion verbs indicate details of how someone or something moves from one place to another place. In addition, the manner of motion verbs gives details of how the motion verbs move; give specific and clear details of the movement. However, not all motion verbs express details of movement. For example, *skip, spin, run, tumble*, *go, walk, jump, run, push, spin,* and *climb*. The verb '*go*' is motion verb, but it does not give details of movement; how the subject of the sentence makes to move, while the verb '*walk*' gives the meaning of moving from one place to another place and the move is occurred by foot (Strauss, Feiz, & Xiang, 2018, pp. 144, 163).

2.4.1.4 Reporting Verbs

Reporting verbs describe actions or ways that information is conveyed. For instance, *assert, indicate, tell, say, claim, report, mention, suggest, propose, comment, admit, argue*, *write, text, describe, declare, depict, ask, oppose, reject, support, define, challenge, posit, explore, assume, observe, inform,*

investigate, discuss, point out, post, broadcast, blog, email, and *announce* (Strauss, Feiz, & Xiang, 2018, p. 144, 164).

2.4.2 Stative Verbs

Stative verbs tell the states of subjects of the sentences which are stable and unchanged. This group of verbs gives conceptual images of: a) stable and unchanging physical states, b) cognition, preference, and emotion states, and c) existence. In discourse, it is generally found that stative verbs describe traits, characteristics, or properties of people, things, places, and concepts.

2.4.2.1 Stable and Unchanging States: *have, possess, exist, own, lie, contain, live, involve, occupy,* and *resemble*

2.4.2.2 Cognition, Preference, and Emotion States: *know, believe, understand, hate, like, love,* and *remember*

2.4.2.3 Existence: *exist, remain, live,* and *three is/are*

2.4.3 Linking Verbs

Linking verbs are known in the other name as copular verbs. In English, linking verbs are limited and closed class words. In discourse, linking verbs link a subject (pronoun or NP) of the sentence or clause to another pronoun, a NP, an adjective, an AJP, or a PP. In general, linking verbs express: a) what or who someone or something is/was/will be, b) how someone or something is/ looks/ tastes/ appears/ sounds/ seems, c) comparison of someone or something to another, and d) state of changing. For instance,

"Biming *is* my brother."
SUBJ COP NP

(Strauss, Feiz, & Xiang, 2018, p. 147)

2.4.3.1 Immovable State Linking Verbs: *remain, stand, stay*

"We *remain* excited about the future proposals."
SUBJ COP ADJ

(Strauss, Feiz, & Xiang, 2018, p. 147)

2.4.3.2 State of Changing: *become, turn into, turn, get*

"Did you actually see <u>your tadpole</u> *turn into* <u>a frog</u>?"

SUBJ   COP   NP

(Strauss, Feiz, & Xiang, 2018, p. 148)

2.4.3.3 Verbs of Perception: *smell, taste, feel, sound, look, appear, look like, seem, see, perceive*

"<u>The judges</u> *appear* <u>divided</u> on the travel ban."

SUBJ   COP   ADJ

(Strauss, Feiz, & Xiang, 2018, p. 148)

2.4.4 Imperatives

This kind of verbs relates to the communicative functions (or speech acts) of orders, commands, requests, offers, invitations, cheers, suggestions, dares, wishes, and challenges, for example, *Pay* here, *Try* this. Besides, imperatives indicate negative suggestions, negative requests, prohibitions, and encouragement e.g. *Don't* worry, *Don't* drink and drive. In discourse, imperatives can appear in face-to-face interaction involving anyone, the discourse of procedures, politics, instructions, advertising, warning labels, public signage, religion, ethics, and morality. In other words, imperatives give the sense of telling someone to do or not to do something directly.

The forms of imperatives can be one-word utterance or bare verbs and there is no subject-verb agreement in discourse. However, the interlocutors can interpret the implied meaning of 'time' conveyed throughout the imperatives: present tense (now) and future tense (later, then). The subject of imperatives is generally the second person pronoun 'you' which indicates both specific and non-specific addressees. Furthermore, their meaning includes the speaker or the writer both in formal and informal forms, for instance, *Let's go, Let the games begin!*

Imperatives are typically found in various kinds of discourse:

2.4.4.1 Recipes: *bake, broil, knead, stir, panfry, combine, whip, whisk, beat, pour, place, season*

"*Pour* mixture into medium-sized bowl."

(Strauss, Feiz, & Xiang, 2018, p. 222)

2.4.4.2 Procedural Instructions: *use, provide, fill in, write, complete, submit, respond, sign, wait, make*

"*Sign* here."

(Strauss, Feiz, & Xiang, 2018, p. 223)

2.4.4.3 Procedural Instruction for Electronics Equipment and Technology-mediated: *submit, log in, log out, edit, browse, upload, attach, click, go, copy, paste, enter*

"*Click* 'submit' to complete this application."

(Strauss, Feiz, & Xiang, 2018, p. 223)

2.4.4.4 Signage: *keep, stop, avoid, pitch in, beware of, reduce, yield, push, pull*

"*PUSH*" (the sign)

(Strauss, Feiz, & Xiang, 2018, p. 223)

2.4.4.5 Product Labels: *apply, remove, tear, pour, take, peel, spray, dry, fold, snip, wash, rinse, turn, ask, use*

"*Turn* nozzle to spray position" (liquid cleaning spray)

(Strauss, Feiz, & Xiang, 2018, p. 223)

2.4.4.6 Urgent and Safety Reasons

"*Walk faster!* Those people are following us.

Watch out! That truck is changing lanes."

(Strauss, Feiz, & Xiang, 2018, pp. 223-224)

2.4.4.7 Social Closeness

"*Send* us a postcard when you arrive.

Make yourself at home."

(Strauss, Feiz, & Xiang, 2018, p. 224)

2.4.4.8 To Regulate Person's Behavior

"*Clean* your room.

Show me your license."

(Strauss, Feiz, & Xiang, 2018, p. 224)

2.4.4.9 To Promote a Product or Service to the Addressees

"*Get* 6 months free.

Request your free catalog."

(Strauss, Feiz, & Xiang, 2018, p. 224)

2.4.4.10 To Make an Action or Request Sounds Easier:
usually add the word '*just*' before the imperatives

"*Just give* us the fact, no added details, please.

Just add hot water.

Just do it."

(Strauss, Feiz, & Xiang, 2018, pp. 225-226)

Moreover, the adverb '*please*' commonly added before the imperatives as 'politeness marker' to soften the expressions and to make the expressions sound more polite. For example,

"*Please make* checks payable to State Farm Insurance.

Please read this notice carefully.

Please give me another cookie!"

(Strauss, Feiz, & Xiang, 2018, pp. 224-225)

2.4.5 Modal Verbs

Modals are a large group of verbs provided writers and speakers choices for language using. In communication, modals do not only associate with politeness (could, would), but also stance marking and pragmatics. Generally, modals express offers, suggestions, and requests. In English, modals are divided into 3 groups: deontic modality, epistemic modality, and dynamic modality. There is another group of modals called 'multi-word modal expressions' which is sometimes called phrasal modals.

2.4.5.1 Deontic Modals

The usage of deontic modality in discourse and interaction regards social expectation (personal and social), legal obligations, and permission. The functions of deontic modals are asking, urging, ordering, commanding, offering, judging, permitting, and encouraging someone to do or not to do something. Besides, they prohibit someone from some actions. The occurrence of deontic modals with first-person references (I, we) expresses promises, plans, and self-judgments regarding social/personal expectations. There 9 modals in deontic modality: *shall, will, must, should, could, can, might, may,* and *would*. They usually express a change in stance from a strong legal, moral obligation, and high agency to hypothetical scenarios of obligation or expectation.

- **shall**: expresses legal requirement, obligation, strong will/high agency

"The tenants *shall* <u>maintain</u> the permises in a neat and orderly fashion."

(Strauss, Feiz, & Xiang, 2018, pp. 233)

- **will**: expresses absolute obligation, permission, and commitment

"We *will* <u>notify</u> as soon as we receive your application."

(Strauss, Feiz, & Xiang, 2018, p. 233)

- **must**: expresses strong obligation

"Passengers *must* <u>wait</u> behind the yellow line."

(Strauss, Feiz, & Xiang, 2018, p. 231)

- **should**: expresses strong suggestion and social/moral expectation

"The babysitter *should* <u>call</u> you if anything at all happens."

(Strauss, Feiz, & Xiang, 2018, pp. 234)

- **could**: expresses possiblility, permission, suggestion (hypothetical/counter-to-fact)

"We *could* <u>call</u> his parents and find out about his family history."

(Strauss, Feiz, & Xiang, 2018, p. 234)

- **can**: expresses possibility, permission, and weak suggestion

"*Can* I <u>go</u> now?"

(Strauss, Feiz, & Xiang, 2018, p. 231)

- **might**: expresses eak possibility and weak suggestion (hypothetical suggestion)

"Next, the teacher *might* <u>ask</u> the students to write an essay on freedom."

(Strauss, Feiz, & Xiang, 2018, p. 234)

- **may**: expresses possibility, permission, and suggestion (hypothetical prediction)

"You *may* <u>substitute</u> whole milk with skim or non-fat milk."

(Strauss, Feiz, & Xiang, 2018, p. 234)

- **would**: expresses possibility, permission, and suggestion (hypothetical/counter-to-fact)

"What *would* Patria <u>do</u> in a case like this one?"

(Strauss, Feiz, & Xiang, 2018, p. 234)

2.4.5.2 Epistemic Modals

Epistemic modals avert the writer's or speaker's judgment, belief, or evaluation of an issue within a specific way of knowledge. They evoke stance ranging from strong certainty to weak belief, uncertainty, hypothetical, and counterfactuality. There are 9 modals in epistemic modality: *shall, will, must, should, could, can, might, may,* and *would.* In discourse, these 9 modals express predictions, suppositions, inferences, guesses, and conjectures. In addition, the modal '*will*' indicates certainty with future time reference.

- **shall**: expresses high register and future prediction causing deontic overtones

"No one can predict the outcome, but we *shall* soon <u>see</u>."

(Strauss, Feiz, & Xiang, 2018, p. 235)

- **will**: expresses strong certainty and future prediction

  "Smoking cigarettes *will* <u>make</u> your fingers yellow."
  (Strauss, Feiz, & Xiang, 2018, p. 235)

- **must**: expresses strong belief, high certainty, and high expectation

  "It's 3:30, so the children *must* <u>be</u> home from school."
  (Strauss, Feiz, & Xiang, 2018, p. 231)

- **should**: expresses strong belief, medium certainty, and medium expectation

  "The play *should* <u>start</u> soon. The light are flickering."
  (Strauss, Feiz, & Xiang, 2018, p. 235)

- **could**: expresses medium belief, low certainty, and more hypothetical

  "They say that babies born today *could* <u>live</u> to 116 years old."
  (Strauss, Feiz, & Xiang, 2018, p. 235)

- **can**: expresses medium belief, low certainty, and less hypothetical

  "If you don't take care of yourself, you *can* <u>get</u> much worse."
  (Strauss, Feiz, & Xiang, 2018, p. 235)

- **might**: expresses weak belief and low certainty

  "Joan *might* <u>receive</u> scholarship to Joffery next year."
  (Strauss, Feiz, & Xiang, 2018, p. 231)

- **may**: expresses weak belief and low certainty

  "Stocks *may* <u>rise</u> for the third week in a row."
  (Strauss, Feiz, & Xiang, 2018, p. 235)

- **would**: expresses prediction for future, hypothetical (possible) or counter-to-fact (impossible, did not happen)

  "The grass *would* <u>have grown</u> faster if you watered it more often."
  (Strauss, Feiz, & Xiang, 2018, p. 235)

2.4.5.3 Dynamic Modals

Dynamic modals are associated with things and people's abilities. The concepts of dynamic modals are natural, spontaneous, internal, physical, and mechanical ability. There are only 2 modals: *can* and *could*.

- **can**: expresses ability (unchanging, present tense, and future tense)

  "Some fish *can* <u>swim</u> backward."
  (Strauss, Feiz, & Xiang, 2018, p. 236)

- **could**: expresses ability (low certainty, past time, and hypothetical/counter-to-fact)

"They *couldn't* <u>open</u> the door, even though they had the key."

(Strauss, Feiz, & Xiang, 2018, p. 231)

In discourse, speakers or writers generally use modals *would, could,* and *might* to express unreal: the hypothetical (what could possibly be) and the counterfactual (what could never possibly be). In addition, modals *can, could,* and *would* can be used to express politeness, e.g.

"Help me hang this picture. (Interlocutors have a close relationship or in an urgent situation)

Can you <u>help</u> me hang this picture? (request)"

(Strauss, Feiz, & Xiang, 2018, p. 236)

Moreover, modals *could, would, should,* and *might* with perfect aspect (modal + have + V-en) express regret, light wishes, hopes, relief, and disappointment which indicate the concept of irrealis. For example,

"We *should* <u>have brough</u> our umbrellas. (real: we did not bring umbrellas)"

(Strauss, Feiz, & Xiang, 2018, p. 242)

2.4.5.4 Multi-Word Modal Expressions

The multi-word modal expressions can express the same communicative functions as one-word modals; however, they differ on the strength of scope of meaning, stance, and SVA. Strauss, Feiz, & Xiang (2018) compare usage of multi-word modals and one-word modals as follow:

- **Be Going To VS Will**

In general, *will* and *be going to* were understood by language users that both of them express situations which occur in future time. However, they are different in detail. As a deontic modal, *will* expresses promises, requests, oaths, and expectations of future plans. *Will* also expresses prediction when it

functions as an epistemic modal. Besides, *will* expresses higher register and shows interpersonal distance. In contrast, *be going to* expresses future time and situations that have not happened yet, but those situations are possibly happen. *Be going to* is frequently use in spoken language as it represents interpersonal closeness and shows strong emotion.

- **Have To, Have Got To, Need To VS Must**

Multi-word modals '*have to, gave got to, need to*' and the one-word modal '*must*' are happened to be synonyms. They express strong obligation as deontic modals, but they differ in the aspects of register and the speaker's or writer's stance to the expressed information. *Must* expresses higher register, especially in formal discourse. *Must* also shows the speaker's or writer's strong authoritative stance. On the contrary, *have to, have got to,* and *need* to express lower register and are usually used in informal discourse. The speaker's or writer's authoritative stance is less in communication.

- **Used To VS Would**

In past time narrative, *used to* expresses an action, habit, or condition which once happened with a duration of time in the past but no longer happened now. Conversely, *would* provides foreground, spotlight, or highlight elements within a past event: that action or condition was or was not repeated and habitual.

3. **Fairclough's Three-dimensional Framework**

Fairclough is one of the most important linguists. He mentioned that the predominant focus of critical discourse analysis (CDA) is the effect of power relations and inequalities in societies as well as in particular discursive as aspects of power relations and inequalities (Fairclough, 2013). Fairclough propounded the well-known three-dimensional framework, including text, discourse practice, and socio-cultural practice as illustrated by the chart below:
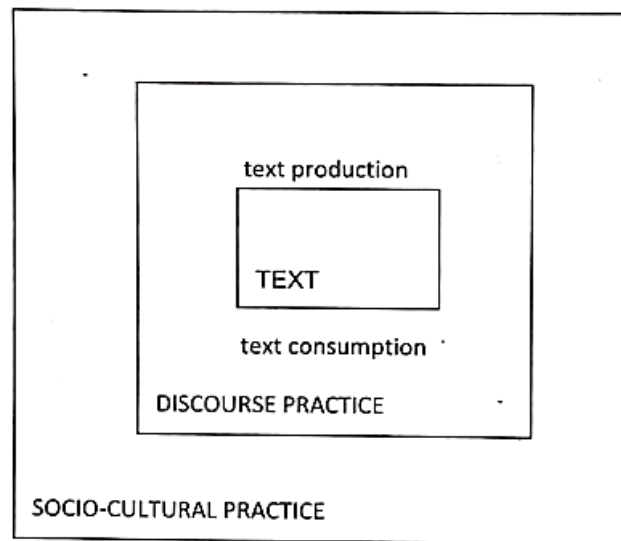
Figure 1 Fairclough's The Three Dimensions Framework

Source: Fairclough, 1995, p. 59 cited in Panpothong, 2013, p. 42

According to Fairclough, CDA should reveal the relationship between discourse and society. Thus, it was important to analyse text, discourse practice, and socio-cultural practice together.

3.1 Text: can be written or spoken discourse which shaped knowledge, identity, and social relation. Text can be produced as a medium for conveying an ideology to the receivers/listeners/readers.

3.2 Discourse Practice: involves the production of texts and text interpretation by the receivers. Discourse practice also affects the orders of discourse consisting of genres, discourse, and style. Genres are "semiotic ways of acting and interaction" (Fairclough, 2013, p. 232) or relationship between language and social activities such as interviews, lectures in classrooms, or advertisements. Discourses are "semiotic ways of construing aspects of the world which can generally be identified with different positions or perspectives of different groups of social actors" (Fairclough, 2013, p. 232), for example, medicine discourse or political discourse. Lastly, styles are "identities or ways of being" (Fairclough, 2013, p. 232). In other words, styles are language used in specific groups of people and involve their identities e.g. language

used by doctors or language used by architects; they may use technical terms which only people in their professions can understand easily. Fairclough exphasised that the analysing of orders of discourse is intertextual analysis to reveal what genres and discourses are combined, and how orders of discourse relate to the society.

      3.3 Socio-cultural Practice: divided into 3 levels which are situation, institution, and social structure. Fairclough pointed out that the analysis of socio-cultural practice of the discourse can reveal dialectical relationship between text and society.

      To understand 'ideology' means to "understand meaning in the service of power" (Tompson, 1984 cited in Fairclough, 2013). To make it clear, understanding ideologies in the scope of CDA is to understand the function of ideologies in each society which representing or clarifying aspects or ways of being of the societies.

      Fairclough (2013) also invoked that CDA is absolutely related to social class as ideologies were produced by a powerful ruling class of the society, then passed them to people to take actions. The ideologies may re-produce to the society if they were accepted; it depended on the interpretation of meaning and forms of ideologies which social members understand.

      4. Sociocognitive Approach

      van Dijk stated that CDA can reveal issues about power abuse and inequality in each group of people in the society. He proposed the aspect of cognition into critical discourse analysis. He also mentioned that society and discourse are not directly related to each other; however, they related to complicated cognitive processes. As van Dijk emphasised in his paper that "A sociocognitive theory assumes that social structures need to be interpreted and represented cognitively and that such mental representations affect the cognitive processes involved in the production and interpretation of discourse" (van Dijk, 2013, pp. 1-2).

      The relationship between discourse and society is cognitive processes: short-term memory (STM) and long-term memory (LTM). Both kinds of memories are related to discourse as production of discourse and understanding of discourse occurring only in short-term memory; however, some productions and understandings of discourse depend on knowledge in long-term memory. Long-term memory is divided

into 2 types: episodic memory (individual's experience) and social or semantic memory (information of shared knowledge of people within society).

Furthermore, van Dijk (1995, 2006a, 2015) stated that ideologies indirectly control people's mental models affecting the interpretation. Each individual has mental models or event models processed from new knowledge, previous experience, background knowledge, and shared knowledge in society. He also explained that people use mental models to produce and to understand the discourse; however, we do not apply all information or knowledge from our mental models. We select only the appropriate information for each context. Thus, context models are setting, participants of talk, and discourse.

In addition, context models control the processes of both discourse production and understanding appropriated to the specific context. (van Dijk, 2013, Panpothong, 2013).

van Dijk mentioned that the discourse-cognition-society triangle should be considered in CDA.
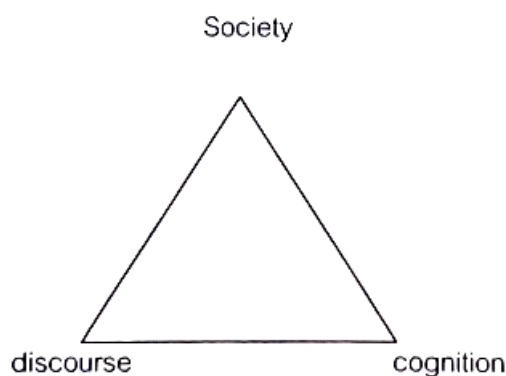
Figure 2 van Dijk's the Discourse-cognition-society Triangle

Source: adopted from Panpothong, 2013, p. 46

In consequent of the discourse-cognition-society triangle, it can reveal manipulation in forms of social power abuse, cognitive mind control, and discursive interaction. In social dimension, manipulation defined as illegitimate domination

proving social inequality. Cognitive dimension, manipulation is mind controlling incorporated in the interference with processes of understanding and the formation of biased mental models and social representation, for example, knowledge and ideologies. Lastly, discursive dimension, manipulation involves typical forms and formats of ideological discourse (van Dijk, 2006a, 2015).

Besides, manipulation is occurred by controlling discourse receivers to create mental models as the manipulators want. He noticed that discourse strategies for creating mental models are polarisaton between US and THEM. The polarisation between US and THEM consisted of 2 strategies: positive self-presentation or ingroup favouritsm and negative other-presentation or outgroup derogation (van Dijk, 2006a; Panpothong, 2013).

From the two theories of Fairclough and van Dijk mentioned previously, we can see that discourse could not be separated from society. Culture of each society and individual's mind are also included in CDA as each society and people have different ways of life, beliefs, culture, knowledge, personal experience, and world experience. Hence, CDA not only analyse the text itself, but also intertextuality, context, and co-text for complete and unbiased critical discourse analysis.

As can be seen that Fairclough's discourse practice and socio-cultural practice have the same goal as van Dijk's the discourse-cognition-society triangle: to reveal ideologies, power abuse, inequality, and manipulation in the society. Besides, lexicalisaion could assist the analyses of strategies used in shaping ideologies, power abuse, and manipulation in discourses as Fairclough and van Dijk mentioned that pragmatic approach could not be ignored in CDA (Angkapanichkit, 2014). As a consequence, the three theories mentioned previously are appropriated for employing to analyse the relationship between language strategies and ideologies found in the five magical groups in J.K. Rowling's *Harry Potter* Series.

Related Studies

Related studies are divided into 2 parts: 1) studies related to the application of critical discourse analysis (CDA) focusing on lexicalisation, ideologies, and manipulation polarisation in literary works, politics, and media and 2) studies related to the application of critical discourse Aanalysis (CDA) in the *Harry Potter* Series.

1. Studies Related to the Application of Critical Discourse Analysis (CDA) Focusing on Lexicalisation, Ideologies, and Manipulation and Polarisation in Literary Works, Politics, and Media

As CDA had caught linguists and researchers' attention all around the world, several studies were released among academic society which will be mentioned as follows.

First, Kenshavarz, & Zonoozi (2011) investigated manipulation of ideology which could be occurred in translation. The researchers examined 3 political books; both the original copies (English) and the target language copies (Persian). Fairclough (1989), van Dijk (2004), and Farahzad (2007)'s approaches were employed for study socio-cultural aspects, lexical, and grammatical structures which might affect manipulation of ideology in the target language. The findings illustrated that at the micro-level, vocabulary and grammatical structures of the target language texts could reflect the role of translators as van Dijk's hyperbole, polarisation, phemism, and vagueness were investigated: polarisation had the highest percentage (51.50%) while hyperbole had the lowest percentage (6.31%). Moreover, the significant difference between positive self-presentation and negative other-presentation of the translating process was found: "the translators make use of grammatical structures and semantic discursive strategies for the ideological ploy" (p. 10). The researchers also mentioned that polarisation was the vary effective discursive strategy to overlook the original writers. The changing of passive into active structures had the highest percentage (23.21%) which effected that the ideology of the original copies was not convey through the translating process. At the macro level, the prefaces and footnotes of the target language texts revealed the translators' attitudes in relation to the author's works: the authors' mistakes and wrong information about Iranian issues and society. The researcher pointed out that the authors' hostility towards Iran was obviously hidden in the original texts; however, it did not show in the target language texts; the translators' ideology and judgments about the original copies were presented instead.

Later, Hasan (2011) examined pronouns applied for indicating ingroup and outgroup members in the politician-Hosni Mubarak's speech given to people before the election. The findings revealed that the speaker used the first-personal pronouns 'I' and 'me' to represent himself as outgroup member pronouns. Mubarak employed 'I' and

'me' for committing himself to his beliefs, his own responsibilities as well as his government actions. It was noted that 'I' and 'me' were used to exclude himself from the audience. On the other hand, the first-personal pronouns 'we' and 'us' were applied to emphasise solidarity. The pronoun 'we' were used for both inclusive and exclusive pronouns for 3 ways: a) an inclusive 'we' referred to Mubarak and Egypt people for inspiring unity between himself and people, b) an inclusive 'we' referred to the government and people to indicate solidarity within the country, and c) an exclusive 'we' referred to the government and himself to highlight the government's responsibilities. As usage of the exclusive 'we' representing the government and people was highly found Mubarak's speech, the researcher pointed out that it could be used for manipulating people for political outcomes. Lastly, the findings illustrated that the first-personal pronoun 'us' and the possessive determiner 'our' were applied as outgroup terms to exclude the speaker and the government from people. In contrast, 'us' and 'our' showed Mubarak and the government's unity and responsibilities for the country.

Chechang (2012) studied the relationship between language and ideologies in narratives for children in National Children's Day books published during 1980 – 2010 by applying Fairclough's the three dimensions framework. The findings revealed that there were 3 linguistic strategies used to mediate ideologies: a) in-text analysis: lexicalisation, sentence structures, reference, and metaphor, b) textual analysis: the author presented ideologies and perspective in forms of 'voice' and 'opinions' of the characters in the stories, and c) intertextuality analysis: presupposition about religion beliefs, supernatural beliefs, and Thainess. Moreover, the researcher pointed out that the ideologies which mostly found and reproduced were: the relationships about children-adulthood, good children, good people, appropriate roles of men and women in Thai society, and loyalty with country's institutions. The ideologies which occasionally reproduced were: environmental preservation and differences between urban and countryside societies. The results also indicated that narratives for children in National Children's Day books could mediate ideologies which Thai government intended to educate Thai children in order to shape 'good children' and 'good citizens' which was easy for the government to control or 'manipulate' those children as members of the society.

In addition, Puapattanakun (2013) studied about relationship between language and ideologies in fortune-telling discourses by employing van Dijk's triangulation framework (2006), Fairclough's 3-dimensional framework (1995), and Hyme's S-P-E-A-K-I-N-G- (1974) theories. The research findings revealed that there were 14 language strategies applied for expressing ideologies, for examples, lexical selection, collocation, presupposition, and modality. The functions of the adopted language strategies were presenting the set of 'common ground', giving directions, and supporting their advice. Moreover, the results demonstrated that there were 4 ideologies repeatedly presented in fortune-telling discourses: the fatalistic ideology, the happiness ideology, the desired people ideologies, and the social class ideologies. In terms of discourse practice, the findings indicated that fortune-telling was a communication which the audience or readers accepted its power willingly and trust it without forcing. So, it was interesting that people could access fortune-telling easier through television programmes; it could reach a wider age group of people, and the reproduced ideologies could influence people's ways of life trouble-freely. In the aspect of socio-cultural practice, several social factors and social values effected the ideologies conveyed through the discourses of fortune-telling: the belief in astrology, collectivism, seniority, social class, patriarchy, Buddhist notions, and consumerism. The researcher noted that these may influence Thai people's ways of life as Thais always would like to have a life full of happiness which represented the ideal society Thai people seeking for. In conclusion, the researcher pointed out the fortune-telling discourse had roles in constructing Thai society without people's awareness. However, reproduction of fatalistic ideology could cause people to accept problems without finding solution by themselves. On the contrary, it also helped some people handled problems easier.

Furthermore, Fredheim (2013) investigated polarisation that occurred during the 5th Duma election period. The data was collected from media covers and blogs between December 2011-March 2012. Teun and van Dijk (2006)'s polarisation, Fairclough's framework together with Nvivo and Max QDA software were employed to analyse the data and examine the use of second person both plural and singular pronouns (ty, vy, tvoy, vash, ect.), first person plural pronouns (my, nash, etc.), and third person plural pronouns (oni, ikh, etc.) which occurred for polarisation and mobilisation. The results revealed that polarisation rose in January – February 2012:

the coverage was converted through editorial section by giving voice to strongly anti-protester opinions which reflected that the protesters were the opposite group of the real nation. The study also showed the mobilisation through Facebook and Twitter that the protesters was 'labelled' as anti-Putin, anti-orange, anti-west, and pro-patriotic. The researcher also acknowledged that according to the use of the Internet in Russia, the labelling of the protesters aimed to alienate their moderate power base. Aggressive rhetoric appeared in the main national newspapers' opposition, and it was reproduced at the end of January-early February 2012. The findings also illustrated that polarizing on the coverages was found mostly on Navnia Gazeta than *Rossiiskaia Gazeta*. In addition, the study revealed that people used the Internet to express their dissatisfaction about the Duma election which reflected that the mobilisation indicator (around 78%) was higher than the polarisation scores indicator (38%) at the end of the election. However, texts about polarising the protesters from the nation still occurred. In conclusion, the findings illustrated that the protesters of the Duma election in Russia were labelled as polarised as the opposition of the whole nation by calling them 'anti-(something)' especially the official media in 2012 used traditional terms about anti-liberal language as a tool of exclusion in its media and reproduced it to Russian society.

Kaencandra (2013) investigated the otherness ideology in Lanna literary works which represented the ethnic group in Thailand. The findings showed that there were 4 ideologies: the ideology of authoritarianism, the ideology of violence, the ideology of patriarchy, and the ideology of the nation. The results also indicated that the ideology of authoritarianism revealed the overpowering of the more powerful group: the government officers had higher status and were more powerful than ordinary people. The officers could give commands, control social members, or even molest women. Verb phrases were strategies employed in expressing the overpowering of the dominant group. In addition, the ideology of the nation revealed manipulation through the educational system: students must speak the Central-Thai dialect at schools. It was because the Central-Thai dialect was considered as the higher prestige than the local language. The researcher pointed out that manipulation through education affected the devaluation of the local language and binary opposition.

Besides, Jalali, & Sadeghi (2014) studied ideologies and techniques hidden in political speech of 4 candidates of Rasht City Council election in 2013. Candidates' speeches, slogans, posters, campaign, and propaganda tools were collected as research data. The candidates were also asked to fill in a questionnaire about their general information, purposes, motivation, political propaganda, and their organisations. Fairclough's framework was applied to classify the hidden ideologies, and Van Leevwen's theory was employed to analyse techniques underlying the political speeches. The results revealed that 3 of the candidates used face-to-face discourse to create close relationship between them and the audiences. The candidates also used imperative statements for inviting the audiences to make their ideal city and used statements of responsibility to commit what they were going to do for the audiences. In addition, they produced various problem solutions of the society which reflected the used of relational values. The researcher pinpointed that persuasive technique was the outstanding technique used in giving speeches and 'unity and solidarity' was the vital ideology found. However, cultural value still the most used technique as the society concerned and had relationship between Islamic and in Iranian society; it was hard to find various of ideological diversity in political speeches based on their culture and society.

Furthermore, Witthawaphinyo (2015) analysed language stratergies in the Patriotic Song of Thailand's Nation Council for Peace and Order (NCPO). At the time that the selected song was released to Thai people, there were different critics about politics and ideologies of the NCPO. Thus, the head of the NCPO wrote and released the song to formulate information, reasons of the military coup, and reduce people's stress. Lexical strategy, discourse-pragmatic strategies, and rhetorical strategy were employed to analyse language strategies used in the data which were divided into 18 discourse. The findings illustrated that the 3 mentioned strategies were found in the study. For lexicalisation, verb form, system of address, and referencing were found respectively. In addition, presupposition, negation, speech acts, and conceptual metaphor were used as discourse-pragmatic strategies while the rhetorical strategy relied on melody, rhyme, and word choices for expressing the NCPO's ideologies to Thai people which was trouble-free for people to understand and remember ad their long-term memories. The researcher also mentioned that discourse practice could make

the speaker being more powerful than the others. As a consequence, releasing the song supported the truth about the relationship between the NCPO and ordinary people that the NCPO was more powerful than people when the interaction took place. However, the way that the NCPO releasing the song as the interaction between the NCPO and people did not confirm the success of the interaction as the interlocutors - the people who listened to the song in this case had their right to agree or ignore the NCPO's ideologies in the song.

Besides, Suvannasri (2015) studied language strategies in 12 values announced by the Head of the National Council of Peace and Order. The researcher mentioned that the 12 values had been applied in educational system based on Thai government's policy for teaching Thai children's conscious mind through activities as Thai governments would like the 12 values to be Thai children's conscious mind since basic education. The 12 values had been applied to the themes of 36 tales. Then, Fairclough's three-dimensional framework (1995) and van Dijk's ideology (1995) were employed to analyse language strategies used in the tales. The results showed that lexicalisation, sentence structures, referencing, rhetorical questions, metaphors, presuppositions, and passive voice were read up on the 36 tales as language strategies respectively. The researcher also mentioned that the found language strategies were presented in the form of characters thoughts and utterances. In addition, these 12 values were reproduced in Thai society to acknowledge people about their social statuses and differences represented as the social relationships of children - adults, men - women, and the King - the government - people as well. Then people in each social status and social relationships should be well behaved and carry out their duties properly.

In addition, Horváth (2015) analysed ideologies based on Fairclough's perspectives (1989, 1992). The data was Obama's inaugural speech which the researcher mentioned that persuasive strategies were hidden. The findings illustrated that a) Obama's key ideological concepts were pragmatism, liberalism, inclusiveness, acceptance of various religious, and ethnic diversity and unity, b) keywords that were used mostly were nation, new and American as well as the use of personal pronoun 'we' was crucially used for representing the American society and unity, (c) using the quotation about 'love section' from Bible illustrated the notion of unity of American

society as the diverse society: various ethnic and religious groups, and (d) the idea of 'the strength from our heroic past' was employed as the concept of nation rebuilding.

Later, Klinleka, Indana, & Yooyen (2016) studied the relationship between language and ideologies in 90 narrative discourses of the group against violence toward women in Thai society. The 90 selected narrative discourse was designated from Friends of Women Foundation, Thai Health Promotion Foundation, Association for the Promotion of the Status of Women, and Khon Kaen One Stop Crisis Centre. The 90 selected narrative discourse had been written to report real situations and violent experiences from the women who struggled with those savage situations. The data was analysed by applying Fairclough (1995)'s theory to reveal power abuse, manipulation, and inequality in Thai society which were reproduced again and again. Moreover, van Dijk (1998)'s ideological square: positive self-presentation and negative other-presentation was employed to the studies. Fowler (1991)'s lexical item was also applied to represent the author's ideologies. Lakoff and Johnson (1980)'s conceptual metaphor was employed as well to express the relationship between human's system of thinking and processes of reasoning. The findings revealed that positive self-presentation and negative other-presentation were found as language strategies both in terms of lexicalisation and conceptual metaphors. People who were against the use of violence were represented through the positive presentation to emphasise good actions, achievement, and mercy. In addition, titles of professions were employed as referential devices to show respect such as the doctor, the officer, and the teacher. Thai kinship terms were also used to show solidarity within the group. In contrast, people who used violence toward women were represented through the negative presentation. Negative meaning adjectives were employed to emphasise cruel actions, and the actors were compared with beasts and savage animals.

Moreover, Kumsuwan and Nantachatoon (2016) identified language strategies used for representing ideologies about desired appearance of 258 selected texts about beauty advertisements. van Dijk's discourse-cognition-society triangle and were applied to analyse the selected 258 texts. The studies revealed that 'face' was mostly focused as the representation of desired beauty. Five language strategies were found in representing desired beauty: a) the perfect face: the occurrences of 'noun +

adjective' and 'verb + noun' forms of Thai lexical were used to express desired beauty and perfect face, e.g.

[nâ: ri:aw] (v-shaped face)

(face   v-shaped)

b) double eyelids was beautiful: the occurrences of 'double eyelids + adjective' form represented having double eyelids was better and more beautiful while having single eyelids was not the desired beauty, c) perfect nose shape: the use of the word 'slope' nose and watery shaped nose were employed to represent the desired beauty of nose shape which would be looked as if people who have this kind of nose shape were naturally beautiful, d) slim lips was perfect: slim lips and 'bird-wing shaped lips was the desired beauty while thick lips was the 'problem to be solved', and e) brighter skin tone was desired beauty: the use of adjectives in Thai such as white, brighter, and peaches-and-cream skin tone were occurred to represent desired beauty whereas swarthy was unsatisfied. The findings also validated that 2 ideologies were found: a) desired-appearance ideology (beauty, perfect shape of face organs, and natural-like beauty were desired beauty at that period of time), and b) undesired-appearance ideology (single eyelids, thick lips, non-v-shaped face were appeared as a system of ideas about 'undesired beauty'). The researchers also pointed out that the findings related to the popularity of Korean-lism in Thailand, the effects of Japanese magazines, and Thai celebrities who showed that cosmetic surgery can support their desired beauty which matched the desired beauty at that time. These effected the reproduction of advertisements about 'desired beauty' to manipulate consumers as they were 'patients' who had problems with their imperfect face, organs' shapes, and skin tones. They had to rely on cosmetic surgery from professional surgery doctors to solve their problem which was contrast to the fact that they were not 'patients'.

Lastly, Kareem Ali et al. (2017) studies pronouns used in expressing socio-political ideologies in the *Kurdish Globe* – Iraq English newspaper by applying Fairclough's three-dimensional framework. The data was direct and indirect quotations. The findings revealed that there were 3 ideologies found: 1) Trust in U.S. Government and its Forces, 2) Distrust in the Iraq Political and Economic Policy, and 3) The U.S.

Government vs. the Iraq Government. In ideology 1: Trust in U.S. Government and its Forces, personal pronouns 'we, they, them he, it, and our' indicated positive actions and unity between the U.S. government and the forces such as keeping promises. The U.S. president's name and the possessive determiner 'their' also found using to support the U.S. government and its forces' actions in Iraq. On the contrary, in ideology 2: Distrust in the Iraq Political and Economic Policy, Iraq government, politicians, and people were presented negatively through the newspaper by applying the pronouns 'he, him, it, they, and them' as well as the possessive determiners 'his' and 'their'. The article 'the' was also used express negative attitudes towards Iraq government and politicians. Moreover, Iraq politicians' names and positions were employed to emphasise individuals' unfavorable actions, conflicts within the government as well as unstable relationship between the government and its people. Then, in ideology 3: The U.S. Government vs. the Iraq Government, the pronoun 'it' and the country's name 'America' were applied in the context showed U.S. government's sacrifices for Iraq while the possessive determiner 'their' and the phrases 'Iraq politicians' and 'the Irad leaders' were used to emphasise Iraq government's mistakes. The researcher pointed out that U.S. government's power and dominant authority in Iraq may relate to positive presentation of U.S. government and forces in the newspaper. Whereas negative presentation of Iraq government in the newspaper indicated hostility. Thus, political power affected text production. The newspaper was the medium in reproducing supportive ideologies to U.S. government and negative attitudes towards Iraq government. So, the newspaper could manipulate the readers – people of Iraq to agree with its attitudes.

2. Studies Related to the Application of Critical Discourse Analysis (CDA) in the *Harry Potter* Series

According to the popularity of the novel, the *Harry Potter* series was one of the choices that the researchers decided on studying the series in the aspect of CDA.

First, Vollmer (2007) examined hierarchies, race, and power assisting in social and political system in the *Harry Potter* series. The findings revealed that there were obviously social status representing bourgeois society and the willingness to control and manipulate people with political system. First, witches and wizards were powerful than muggles-the ordinary people. It was because the majority of the

wizarding community had a prejudice on muggles; they were lacked of wizarding intelligence. Second, the Voldemort's followers or Death Eaters were 'weak wizarding group' who were pleased to be controlled by Lord Voldemort and did anything follow Voldemort's policy: harassed or killed all muggles to show their power, higher status, and glory.

Then, 'blood system', in the wizarding world, Purebloods were very privileged or the upper-class. The Half-bloods got better status than the Mudbloods or Muggle-borns and squib or people who were born from magical family but did not have wizarding intelligence. The blood system demonstrated idealistic perception about caste system in the wizarding world while some magical people believed that merits, actions, and morals were less important than 'blood'. According to the blood issue, Voldemort himself also concerned about this. He killed all his family members and relatives to conceal the fact that he was a Half-blood wizard and was the heir of Slytherin. He also changed his name from the original - Tom Marvolo Riddle to Voldemort to make others believed that he was a Pureblood. Death Eaters did not know about his secret and completely agreed to his ideology about saving the world of magical people, especially the Purebloods - the upper class in the wizarding society. Thus, Voldemort's action showed individual's attitude which became ideologies about power and prejudice of wizarding community over Muggles. Politicians or the Ministry of Magic could not resist Voldemort's power at that time as they would like to be safe. Until Voldemort tried to kill little Harry Potter, but Harry was alive while Voldemort was nearly dead and disappeared, the Ministry of Magic was back in action again. Hence, it showed that politics also affected other people who were powerful.

Later, McFarlance (2012) investigated linguistic violence and vulnerability in the *Harry Potter* series through spells and hate speech relying on Butter (1997)'s perspectives and Austin (1979)'s theories. The results showed that naming was very powerful in creating vulnerability: people in the wizarding world were scared to speak and hear Voldemort's name. They avoided saying Voldemort directly by saying 'You-Know-Who' or using third personal pronoun 'him' instead. Hearing Voldemort's name not only affected their mind, but also their physical reactions: Ron's face paled, and Hagrid stopped taking a breath while they were hearing the word 'Voldemort'. It showed that Voldemort succeeded in creating power behind his new name.

The findings also demonstrated Harry's distance from the wizarding world. As a newcomer of wizarding society, Harry did not have background knowledge about Voldemort, even how famous he himself was, so Harry did not know how much people scared of hearing 'Voldemort'. That was the reason why he was one of a few people who dared to say 'Voldemort' directly without fear. On the other hand, Harry did not do anything against Voldemort in the past, but his name was powerful in wizarding world as 'the boy who lived' from Voldemort's Avada Kedavra curse. From the night that Voldemort tried to kill Harry, the violence of the curse remains Harry the scar, a physical sign, on his forehead, and it turned out that Harry was particularly famous in wizarding community.

Furthermore, the findings revealed that wounding words which showed speakers' attitude and listeners' status in the wizarding language community; the blood system truly affected the listeners' feeling as Draco Malfoy called Hermione 'mudblood'. It was not only Hermione who suffered from this term, but Ron also cannot stand for hearing the term in conformity with the fact that 'mudblood' was the irony term used for called wizards and witches who are muggleborn - the lower class of wizarding society. On this case, Hermione who was muggleborn and lived her life far from wizarding society still know the blood system from self-studying, Harry, on the contrary, the true wizard did not know anything which showing that distance between people and language community did not only depend on language community membership, but also self-acquiring about the community they belonged to.

Lastly, the names of the 3 Unforgivable Curses: Avada Kedavra, Crucio, and Imperio turned out to be the painful terms for people who had experienced outside the suitable discourse contexts. In the novel, the curses were introduced to the year 5 students by Alastor Moody in Defence Against the Dark Arts lesson which everyone enjoyed studying new and powerful curses except Harry and Neville. Neville had his worst experience with Crucio as his parents were tortured from the curse by Voldemort, and they were still in the hospital for a long time, while Harry faced Avada Kedavra himself, but still alive. However, Harry's parents were dead from the curse and made him became an orphan: his eyes opened widely, his knuckles were white, and he kept quiet when he knew the truth about his parents' death. Owing to this situation, Neville and Harry did not enjoy the lesson - they had got both mental and physical reactions

which were different from the others. The researcher also noted that words or phrases in each language community affected each community's member differently.

Later, Perri (2015) delved deep into political ideologies in *Harry Potter and the Goblet of Fire* based on CDA and Marxist critical theory. The research findings revealed that the Ministry for Magic tried to conceal their faults and the return of Voldemort by threatening Harry as an untrustworthy child using *The Daily Prophet* (newspaper in wizarding world) as a means. In addition, the Ministry for Magic took control of Hogwarts by sending Dolores Umbridge to teach at Hogwarts; nonetheless, she had another role: the Ministry for Magic's representative. Umbridge had the right to release new school rules and educational ordinances. As per this point, Umbridge was a sign of warning people to stop questioning the Ministry for Magic and about Voldemort' returning to maintain the government's power and trustworthy. While the Ministry for magic pretended that they could control everything, and the return of Voldemort was a lie, Professor Dumbledore and Harry stood for the truth and tried to prove that they could be trusted. Dumbledore and Harry's actions challenged the government's power and legitimacy, so the Prime Minister removed Dumbledore from the Headmaster of Hogwarts and every political positions. Other things which Umbridge in the name of the Ministry for Magic did to maintain the government's power and to control people in the society was raising the issue about blood system again: the Pureboods would be treated the best as the upper class while the Mudbloods or the Muggle-borns was treated as slaves. Resulting from the findings, the researcher divided political ideologies found in *Harry Potter and the Goblet of Fire* into 6 types based on CDA and Marxism: bourgeoisie, proletariat, tensions/conflicts, classism, repressive ideologies, and success of repression. The researcher also pointed out that ideology was responsible for fostering political evaluations of cultural context. Thus, forming ideologies was under the influence of culture and context of each society.

Lastly, Walters (2015) investigated about racism, classism, and ideologies in the *Harry Potter* series. The results indicated that racism and classism issues in the series function as ideologies which could be divided into 2 ideologies: wizarding social classes and non-human racism. Starting from the first issue, wizarding social classes, blood system was formed to create hierarchy within wizarding society: the Purebloods, the Half-bloods, the Mudbloods or the Muggle-borns, and squib (people who were born

from parents who had magical power, but their children did not magical power). It was believed that the pureblood was the superior class of society and worthy to be respected from the others.

Moreover, Voldemort raised the idea of only the Purebloods should have the right to have magic power and control wizarding society. However, Voldemort was actually a Half-blood wizard; he himself hid his origin by killing his Muggle relatives including his father, refashioned his name from Tom Marvolo Riddle in Voldemort, and pretended that he was the Pureblood who was the heir of Salazar Slytherin: one of the 4 greatest founders of Hogwarts. Resulting from Voldemort attempt to be the Pureblood, he could expand his dark power of had a lot of supports which were only the Purebloods and would like to be a part of his supporters for their special status. However, the researcher noted that this ideology was unfair because it focused only on 'blood' not intelligence or ability of each wizarding society's members. There were obvious evidences in the series, for example, Hermione, the Muggle-born, was called as the brightest witches in her age by all professors at Hogwarts, and her friends respected her intelligence and abilities while Neville, the Pureblood, was a dark spot of his family as he had less abilities to do magic. These evidences were the reason to prove the blood system was unfair as intelligence and abilities were not embedded in 'blood'.

The other ideology was non-human racism. Some wizards and witches, especially the Purebloods believed that non-human creatures did not have rights to have status as magical people and did not have rights to own wands. This racism was seen clearly as the cases of goblins, merpeople, giants, centaurs, and house-elves. These mentioned magical creatures exactly had magical power, may be more powerful than wizards and witches. Nevertheless, they did not have rights to own the wands, and there were laws controlled them under the government run by witches and wizards.

Besides, racism continued to house-elves, even they could perform magic, they were treated as slaves of wizard families and could not leave their masters without permission: the master had to give house-elves clothes to set them free. In fact, house-elves have magical power more than witches and wizards as they could perform magic without using wands. Dobby, as an example, could perform powerful magic against Lucius Malfoy (in *Harry Potter and the Chamber of Secrets*) without using a wand or even case the spell. Moreover, Dobby was a representative of house-elves who were

seeking freedom. He worked at Hogwarts after being freed from the Malfoys. Dumbledore offered him a lot of salary and holidays, but he denied. It was because of his innate, even he was a free elf, he still had the idea that he was just an elf-unequal to witches and wizards. House-elves issue brought Hermione to the idea of creating an organization acronym as S.P.E.W. which the word 'spew' had literal meaning 'to expel large quantities rapidly and forcibly'. According to his point, the researcher noted that Hermione action on S.P.E.W. may be J.K. Rowling's, the author intention to reflect racism in the real world through her novel.

As could be perceived from the previous related studies mentioned above, CDA approaches could reveal power abuse, ideologies, manipulation, and polarisation concealed through discourse including conversation, speech, politics, media, and literary works. Furthermore, CDA is widely employed both in social sciences and linguistics. Thus, the implication of well-known approaches: three-dimensional framework (Fairclough, 2013), sociocognitive approach (van Dijk, 2013), and lexicalisation (Angkapanichkit, 2014) in this current study could reveal additional ideologies as well as manipulation and polarisation hidden in the *Harry Potter* series.

CHAPTER III

RESEARCH METHODOLOGY

This chapter provides the information in relation to research methodology applied in this study: research methods, data source and data selection, and data analysis.

Research Methods

The thesis entitled "Ideologies in the Harry Potter Series: A Critical Discourse Analysis" aimed to: 1) examine ideologies of the 5 magical groups in the *Harry Potter* series, 2) analyse the language strategies used in manipulation of the 5 magical groups in the *Harry Potter* series, and 3) investigate factors affecting the polarisation between US and THEM of the 5 magical groups in the *Harry Potter* series.

The researcher studied and synthesised ideologies and factors of polarisation found from related research to apply as a framework for examining ideologies and factors affecting polarisation in the *Harry Potter* series. Then, the 3 books of the *Harry Potter* series were studied and analysed to categorise ideologies according to the adapted ideology framework. The data was analysed by applying lexicalisation (Angkapanichkit, 2014) to identify language strategies used in conveying ideologies. Fairclough's three-dimensional framework (2013) was employed to analyse language strategies used in manipulation van Dijk's sociocognitive approach (2013) was applied to investigate factors affecting polarisation.

Data Source and Data Selection

The data to be analysed in the study was conversational and narrative texts of J.K. Rowling's *Harry Potter* series published by Bloomsbury. The data was selected from the top 3 best seller books of the *Harry Potter* series: *Harry Potter and the Deathly Hallows*, *Harry Potter and the Philosopher's Stone*, and *Harry Potter and the Order of the Phoenix* (the guardian.com, 2020). The data was 663 selected conversational and narrative discourse of the 5 magical groups in wizarding world. The selected data was

collected by considering lexicalisation (Angkapanichkit, 2014), contexts of situations, and the adapted ideology framework of the related studies.

To classify the 5 magical groups in this study, the research considered beliefs, actions, and discourse produced by each character.

1. The Voldemort Resistance Group: The members of this group were witches and wizards who strongly showed that they did not take side for dark arts and did not agree with Voldemort's beliefs and actions consisted of the Order of the Phoenix, Dumbledore's Army, and Hogwarts School of Witchcraft and Wizardry staff and students.

2. The Dark Arts Group: The members of this group strongly expressed their beliefs in Voldemort and dark arts as well as the members who secretly worked for Voldemort which was composed of Voldemort and the Death Eaters.

3. Political Institutions: The members of this group were the Ministry of Magic and the Daily Prophet (the newspaper controlled by the Ministry of Magic). The Daily Prophet was the medium which the Mistry of Magic used for expressing its' beliefs and ideologies to members of the wizarding society.

4. Hogwarts Staff and Students: The members of this group were Hogwarts staff and students from all houses.

5. Magical Creatures: The members of this group were centaurs, goblins, and house-elves. These 3 species of magical creatures had magic ability or could perform more powerful magic than withes and wizards. Moreover, they could express their opinions, ideas, feelings, and could produce discourse by themselves (Rowling, 2018).

Data Analysis

To investigate ideologies in the *Harry Potter* series, there were no specific ideologies to be studied. The researcher studied the 3 books according to their sequence order in the series: *Harry Potter and the Philosopher's Stone*, *Harry Potter and the Order of the Phoenix*, and *Harry Potter and the Deathly Hallows*. The selected data were typed in Microsoft Word programme. Then, Lexicalisation (Angkapanichkit, 2014) and three-dimensional framework (Fairclough, 2013) were employed to examine language strategies used in conveying ideologies and language strategies used in

manipulation of the 5 magical groups. The frequency of each language strategy was recorded by using Microsoft Excel programme. Later, sociocognitive approach (van Dijk, 2013) was applied to identify factors affecting polarisation between US and THEM.

Lexicalisation (Angkapanichkit, 2014) consisted of 4 aspects: name and naming, systems of address, referencing, and verb forms.

1. **Name and naming:** terms used for naming specific people, groups, or institutions which people of the same society have shared knowledge. Naming could reflect social members' beliefs, perspectives, cognition as well as identities.

2. **Systems of address:** terms that social members used in face-to-face communication. Address terms are different in each society resulting from social status, culture and tradition, and seniority system. Contexts of situations could affect terms that the interlocutors apply in calling each other. Systems of address focused in this study were first-personal pronouns, second-personal pronouns, professions, social status, names and family names, institutions, and phrases. Analysing address terms with contexts of situations could reveal hidden ideologies.

3. **Referencing:** devices referred to the third person mentioned in conversations. Referential devices could reflect the speakers' perspective, social status as well as social relations of the mentioned people. In addition, personal pronouns 'us' and 'them' and the possessive determiner 'our' could indicate polarisation (van Dijk, 2006b). Referential devices focused in this study were third-personal pronouns, name and family names, institutions, object's name, phrases, naming, professions, acronyms, and social status.

4. **Verb Forms:** the appearance of verbs and related words such as adjectives and nouns in sentences affected in conveying speakers' meaning. Analysing verb forms could identify social members' perspective, actions, status, attitudes as well as cognition. Furthermore, verb forms could reveal unequal power and polarisation which were in accordance with van Dijk's sociocognitive approach. Thus, meanings of verbs and contexts were analysed together. There were 5 types of verbs focused in this study based on Strauss, Feiz, and Xiang (2018): dynamic verbs, stative verbs, linking verbs, imperative verbs, and modal verbs.

   4.1 Dynamic Verbs: showed how subjects of sentences acted or moved. For example, speak, tell, climb, and declare.

   4.2 Stative Verbs: indicated states, traits, characteristics as well as properties of subjects of sentences. For instance, lie, know, exist, and believe.

   4.3 Linking Verbs: expressed states or perceptions of subjects of sentences by linking subjects with other nouns or adjectives in sentences. For example, remain, become, seem, and feel.

   4.4 Imperative Verbs: showed functions of speech – orders, commands, offers, suggestions, or dares. For instance, Let's go! and Watch out!

   4.5 Modal Verbs: expressed suggestions, offers, and requests. Modal verbs were divided into 4 groups: deontic modals, epistemic modals, dynamic modals, and muti-word modal expressions. For example, must, might, will, can, should, have to, and be going to.

Data Presentation

   The results of the study were presented in descriptive form which were divided into 2 parts. Chapter VI presented the analysis of ideologies and language strategies employed in conveying ideologies found in the *Harry Potter* series. Chapter V present the analyses of language strategies used in manipulation and factors affecting polarisation in the series.

CHAPTER IV

IDEOLOGIES AND LANGUAGE STRATEGIES

This chapter presents an analysis of ideologies and language strategies found in the *Harry Potter* series. The 663 selected data were collected from 3 books of the series: *Harry Potter and the Philosopher's Stone* (58 data), *Harry Potter and the Order of the Phoenix* (312 data), and *Harry Potter and the Deathly Hallows* (293 data).

The analysis of ideologies and lexicalisation was identified by applying lexicalisation (Angkapanichkit, 2014) and three-dimensional framework (Fairclough, 2013). The results were divided into 3 parts: 1) the analysis of ideologies and lexicalisation, 2) relationship between ideologies and discourse practice, and 3) relationship between ideologies and socio-cultural practice.

The Analysis of Ideologies and Lexicalisation

The study revealed that 3 main strategies of lexicalisation: name and naming, system of address, referencing, and verb forms were found in conveying ideologies in the *Harry Potter* series. In addition, 11 ideologies were found: 1) Blood Status, 2) Racism, 3) Construction of Bravery, 4) Construction of Fear, 5) Equality, 6) Hostility and Partisanship, 7) Dedication, 8) Slavery, 9) Concealing the Truth, 10) Superiority, and 11) Power. There were sub-ideologies of each ideology as presented in Table 1.

Table 1 Summary of Ideologies and Sub-ideologies

Ideologies	Sub-ideologies
1. Blood Status	1.1 The Purebloods were the superior class of the wizarding world.
	1.2 The Half-bloods, the Muggle-borns and the Mudbloods were dirty and worthless.
	1.3 The Purebloods who were not conscious about blood purity were blood traitors.

Ideologies	Sub-ideologies
2. Racism	2.1 Interracial marriages, especially with impure blood, were unacceptable.
	2.2 Magical creatures and half-wizards were underling.
3. Construction of Bravery	3.1 Saying people's proper names was not frightening.
	3.2 Daring to fight for the right things.
	3.3 Accepting the return of Voldemort was true.
4. Construction of Fear	4.1 The Ministry of Magic and the *Daily Prophet* were under Voldemort's control.
	4.2 It was frightening to say and hear Voldemort's name directly.
	4.3 Saying Voldemort's name was prohibited.
5. Equality	-
6. Hostility and Partisanship	6.1 Harry Potter was Voldemort's enemy.
	6.2 Voldemort and the Death Eaters were them.
	6.3 Voldemort and the Death Eaters were us.
	6.4 The Order of the Phoenix was them.
	6.5 The Ministry of Magic and the *Daily Prophet* were them.
	6.6 Voldemort was the most dangerous dark wizard.
	6.7 The Order of the Phoenix resisted Voldemort and the Death Eaters.
	6.8 Dumbledore's Army resisted the Dark Arts.
7. Dedication	7.1 Loyalty
	7.2 Trustworthiness
8. Slavery	8.1 House-elves must serve their masters' commands.
	8.2 Showing enslavement.
	8.3 The Death Eaters must serve all Voldemort's desires.
9. Concealing the Truth	9.1 The return of Voldemort was a rumour.
	9.2 Albus Dumbledore and Harry Potter were untrustworthy.
	9.3 The *Daily Prophet* reported only what the Ministry of Magic wanted people to know.
10. Superiority	10.1 Voldemort was the most powerful dark wizard that no one could defeat.
	10.2 Goblins and centaurs were proud of their races for not being under wizards' control.
11. Power	11.1 The Ministry of Magic had the highest authority in society.
	11.2 Teachers of Hogwarts and Prefects could punish and give rewards to students.

Ideologies	Sub-ideologies
	11.3 The representatives of the Ministry of Magic had the power to manage and control Hogwarts.
	11.4 The Headmaster had supremacy over everyone at Hogwarts.

1. The Ideology of Blood Status

Blood status was known as social class in the wizarding world consisted of the Purebloods, the Half-bloods, and the Muggle-borns or the Mudbloods. The analysis revealed that there were 3 main strategies of lexicalisation applied in expressing the ideology about blood status: systems of address, referencing, and verb forms. Moreover, blood status ideology consisted of 3 sub-ideologies as explained in Table 2.

Table 2 Language Strategies Used in the Ideology of Blood Status

Sub-ideologies	Language Strategies	Sub-language Strategies	Frequency of Occurrences
1.1 The Purebloods were the superior class of the wizarding world.	Systems of Address	First-personal Pronouns	4
	Referencing	Phrases	6
	Verb Forms	Linking Verbs	2
		Stative Verbs	1
1.2 The Half-bloods, the Muggle-borns and the Mudbloods were dirty and worthless.	Systems of Address	Naming (A Group's Name)	1
		Phrases	2
	Referencing	Pronouns	3
		A Full Name	1
		Naming (Groups' Names)	3
		Phrases	27
	Verb Forms	Stative Verbs	2
1.3 The Purebloods who were not conscious about blood purity were blood traitors.	Referencing	A Full Name	1
		A Family Name	1
		Naming (Groups' Names)	3
		Phrases	5
	Verb Forms	A Linking Verb	1

1.1 Sub-ideology: The Purebloods were the superior class of the wizarding world.

Based on the series, the Purebloods were witches and wizards who were born from wizarding parents. There was a group of people who had a strong belief that the Purebloods were the upper class of society and had special privileges. They also thought that the ability to use magical power should be qualified and transferred only within the Purebloods. Witches and wizards who agreed in this idea were Voldemort and his supporters. This sub-ideology was conveyed by using 3 main strategies of lexicalisation: systems of address, referencing, and verb forms.

1.1.1 Systems of Address

Systems of address were terms which the interlocutors used for calling each other in face-to-face communication. The sub-ideology about the superior status of the Purebloods was articulated through first-personal pronouns 'we' and 'us'.

Example 1

'My Lord knows I speak nothing but the truth!' … 'I don't know what you mean, my Lord.'

'I'm talking about your niece, Bellatrix. And yours, Lucius and Narcissa. She has just married the werewolf, Remus Lupin. You must be so proud.' … 'She is no niece of ours, my Lord,' she cried over the outpouring of mirth. '<u>We</u> - Narcissa and I - have never set eyes on our sister since she married the Mudblood. This brat has nothing to do with either of <u>us</u>, nor any beast she married.'

(Rowling, 2007, p. 16)

Example 2

'Many of our oldest family trees become a little diseased over time,' he said, as Bellatrix gazed at him, breathless and imploring. 'You must prune yours, must you not, to keep it healthy? Cut away those parts that threaten the health of the rest.'

'Yes, my Lord,' whispered Bellatrix, and her eyes swam with tears of gratitude again. 'At the first chance!'

'You shall have it,' said Voldemort. 'And in your family, so in the world … <u>we</u> shall cut away the canker that infects <u>us</u> until only those of the true blood remain …'

(Rowling, 2007, pp. 16-17)

According to the above examples, first-personal pronouns 'we' and 'us' were used as a strategy of systems of address to represent the speakers as social members of the Purebloods. The context of the situation showed that the speakers were proud of being the Purebloods. The conversation reflected their beliefs that magical power was a specific ability that only the Purebloods deserved. In addition, members of this group also believed that the Purebloods who married with members of other blood status did not belong to the group. Thus, using first-personal pronouns in this sub-ideology emphasised the ideas of only witches and wizards who kept blood purity were members of the Purebloods' group.

1.1.2 Referencing

Phrases were used in expressing the sub-ideology about social status of the Purebloods. There were 6 phrases used as referential devices: a very valuable Death Eater, noble stock, those of the true blood, the pureblood, respectable pure-blood marriages, and their pure-blood mania.

Example 3

'But you are a pure-blood, aren't you, my brave boy?' Voldemort asked Neville, who stood facing him, his empty hands curled in fists.

'So what if I am?' said Neville loudly.

'You show spirit, and bravery, and you come of <u>noble stock</u>. You will make <u>a very valuable Death Eater</u>. We need your kind, Neville Longbottom.'

'I'll join you when hell freezes over,' said Neville.

(Rowling, 2003, p. 104)

Example 3 demonstrated referencing strategy applied in expressing the sub-ideology about the Purebloods. As seen in Example 3, the phrases 'noble stock' and 'a very valuable Death Eater' reflected the speakers' belief about the

special status of the Purebloods in the wizarding society. According to the context of the situation in Example 3, people knew that Voldemort was crazy about blood purity, and he stuck with the idea that magical power should be limited within the Purebloods. The phrases 'noble stock' and 'a very valuable Death Eater' illustrated that image of the Purebloods as the highest social class of the wizarding world. Therefore, all phrases could convey the speakers' attitudes towards the sub-ideology about the extraordinary status of the Purebloods to all members of society.

1.1.3 Verb Forms

There were 2 sub-strategies employed for conveying the Purebloods' status: linking verbs and stative verbs. Linking verbs found from the data were 'were' and 'are'. In addition, the verb 'thought' was found as a stative verb.

Example 4

'Were – were your parents Death Eaters as well?'

'No, no, but believe me, they thought Voldemort had the right idea, they were all for the purification of the wizarding race, getting rid of Muggle-borns and having pure-bloods in charge. They weren't alone, either, there were quite a few people, before Voldemort showed his true colours, who thought he had the right idea about things … they got cold feet when they saw what he was prepared to do to get power, though. But I bet my parents thought Regulus was a right little hero for joining up at first.'

(Rowling, 2007, p. 586)

The example indicated a stative verb and a linking verb usage for giving hints about what the speaker thought or felt about the Purebloods. The speaker used the stative verb 'thought' to show the cognitive process of people who believed in blood purity as Voldemort. Besides, the linking verb 'were' used for emphasising the belief about blood purity of the specific group of people.

1.2 Sub-ideology: The Half-bloods, the Muggle-borns and the Mudbloods were dirty and worthless.

According to the series, the Half-bloods were witches and wizards who were born from one magical parent and one non-magical parent, while the Muggle-borns or the Mudbloods were witches and wizards who were born from non-magical

parents. The social status of both groups was lower than the Purebloods, especially the Muggle-borns or the Mudbloods. They were insulted as they had impured blood of non-magical people. This sub-ideology was expressed through 3 main strategies of lexicalisation: systems of address, referencing, and verb forms.

1.2.1 Systems of Address

The sub-ideology about the status of the Half-bloods and the Muggle-borns was stated through 2 sub-strategies: naming and phrases.

Example 5

Phineas Nigellus paused again in his struggles to free his eyes and sniggered.

'Muggle-borns,' he said. 'Goblin-made armour does not require

cleaning, simple girl. Goblins' repels mundane dirt, imbibing only that which strengthens it.'

'Don't call Hermione simple,' said Harry.

(Rowling, 2007, p. 249)

Example 6

'You are lying, filthy Mudblood, and I know it! You have been inside my vault at Gringotts! Tell the truth, tell the truth!'

Another terrible scream –

'HERMIONE!'

(Rowling, 2007, p. 377)

In Example 5, calling the interlocutor by using a group's name 'Muggle-borns' as a naming strategy together with the phrase 'simple girl' showed the speaker's opinion about blood status: the Muggle-borns were just ordinary people in the wizarding world. Moreover, the phrase 'filthy Mudblood' in Example 6 reflected the idea that the Mudbloods were a group of witches and wizards who received impured blood from their non-magical parents. All the terms indicated that the impure-bloods was considered as outgroup members of society in the Purebloods' viewpoint.

1.2.2 Referencing

There were 4 sub-strategies employed as referencing: third-person pronouns, a full name, naming, and phrases.

Table 3 Lexical Choices of Referencing Strategy Used to Express Sub-ideology 1.2 The Half-bloods, the Muggle-borns and the Mudbloods were dirty and worthless

Referencing	Lexical Choices
Third-personal Pronouns	she, her
A Full Name	Ted Tonks
Naming (Groups' Names)	Mudblood, Muggle-borns
Phrases	the Mudblood, a Mudblood, the Muggle-borns, a Muggle-born, the Mudblood girl, the girls, those canker, that Mudblood, these Mudbloods, the brats, your Mudblood mother, your unworthy lips, your half-blood's tongue, Miss Mudblood, filthy half-blood

Example 7

'Take these prisoners down to the cellar, Greyback.'

'Wait,' said Bellatrix sharply. 'All except … except for the Mudblood.'

'No!' shouted Ron. 'You can have me, keep me!'

Bellatrix hit him across the face; the blow echoed around the room.

'If she dies under questioning, I'll take you next,' she said. 'Blood traitor is next to Mudblood in my book …'

(Rowling, 2007, p. 375)

Example 8

'DO NOT ATTACK! WE NEED THE PROPHECY!'

'He dared – he dares –' shrieked Bellatrix incoherently, 'he stands there – filthy half-blood –'

'WAIT UNTIL WE'VE GOT THE PROPHECY!' bawled Malfoy.

(Rowling, 2003, p. 692)

A referencing strategy in Table 3 was applied in the discourse in these examples, when the speakers and the listeners intended to mean the same things that they had previously discussed, or the same people they had mentioned before. Using the naming strategy: 'Mudblood' and 'Muggle-borns' as referential expressions also illustrated social stratification by using blood status. Furthermore, in terms of phrases, the definite article 'the', determiners 'that, these, and those', the possessive determiner 'your', and the title 'Miss' were used when the speakers wanted to talk about the specific person while the indefinite article 'a' was applied when the speakers talked about any person from the Mudbloods and the Half-bloods. Adjectives 'unworthy' and 'filthy' also testified the speakers' belief that the Half-bloods and the Muggle-borns were worthless and unacceptable in their society. Example 7 indicated that the third-person pronoun 'she' was used to show cohesion with the naming 'Mudblood' in the same context. Moreover, the occurrence of the adjective 'filthy' in the phrase 'filthy half-blood' in Example 8 conveyed the speaker's attitude towards the Half-bloods. All referential devices also indicated that the mentioned people were outgroup members.

1.2.3 Verb Forms

Two stative verbs – 'is' and 'are' were employed as a sub-strategy in this ideology.

Example 9

'The what?' said Hermione sharply.

'The Inquisitorial Squad, Granger,' said Malfoy … 'A select group of students who are supportive of the Ministry of Magic, hand-picked by Professor Umbridge. Anyway, members of the Inquisitorial Squad do have the power to dock points … so, Granger, I'll have five from you for being rude about our new Headmistress. Macmillan, five for contradicting me. Five because I don't like you, Potter. Weasley, your shirt's untucked, so I'll have another five for that. Oh yeah, I forgot, you're a Mudblood, Granger, so ten off for that.'

(Rowling, 2003, p. 551)

Example 10

'You dare speak his name?' whispered Bellatrix.

'Yeah,' said Harry, maintaining his tight grip on the glass ball, expecting another attempt to bewitch it from him. 'Yeah, I've got no problem with saying Vol -'

'Shut your mouth!' Bellatrix shrieked. 'You dare speak his name with your unworthy lips, you dare besmirch it with your half-blood's tongue, you dare –'

'Did you know he's half-blood too?' said Harry recklessly. Hermione gave a little moan in his ear. 'Voldemort? Yeah, his mother was a witch but his dad was a muggle – or has he been telling you lot he's pure-blood?'

'STUPEF—'

'NO!'

<p align="right">(Rowling, 2007, p. 395)</p>

Examples 9 and 10 exemplified the use of stative verbs 'are' and 'is' to describe people's traits in society. In Example 9, the speaker expressed his perspective on being a Mudblood through the statement 'you're a Mudblood'. Based on the story, the Malfoys strongly believed that the Muggle-borns or the Mudbloods were worthless as they were born from non-magical people. In Example 9, Malfoy deducted house-point from Hermione he had a bad attitude towards Hermione's blood status. While in Example 10, Harry stated Voldemort's blood status to make the Death Eaters hesitated about their Master's status. It was because Voldemort, as the leader of the Dark Arts group, proposed the idea of anti-Muggle-borns and the Half-bloods. According to the context of the situation in Example 10, that the fact that Voldemort was the Half-blood made the Death Eaters felt very insecure about their Master, Voldemort. Thus, Harry's statement could make the Death Eaters realise that Voldemort was excluded from the Dark Arts group. Even though speakers of Examples 9 and 10 believed in different ideologies about blood status, their statements could convey the intended meaning that the Muggle-borns and the Half-bloods were born from impured blood. Malfoy's statement supported his belief and the ideology that the Muggle-borns were filthy, whereas Harry aimed to destroy the Death Eaters' belief in Voldemort by taking advantage on the ideology that the Half-blood did not deserve magical power.

1.3 Sub-ideology: The Purebloods who were not conscious about blood purity were blood traitors.

Blood purity was the ideal ideology of the majority of the Purebloods. Some of them believed that it was unacceptable to associate with the Half-bloods and the Muggle-borns. Thus, the Purebloods who accompanied or made friends with witches and wizards of other blood status were called blood traitors. There were 2 main strategies used in this sub-ideology: referencing and verb forms.

1.3.1 Referencing

Four sub-strategies were used as referencing: a full name, a family name, naming, and phrases.

Table 4 Lexical Choices of Referencing Strategy Used to Express Sub-ideology 1.3 The Purebloods who were not conscious about blood purity were blood traitors

Referencing	Lexical Choices
A Full Name	Arthur Weasley
A Family Name	the Weasleys
Naming (A Group's Name)	blood traitors, blood traitor
Phrases	this brat, the blood traitor Weasley, its twin, a bunch of blood traitors, the blood traitors,

Example 11

'You're related to the Malfoys!'

'The pure-blood families are all interrelated,' said Sirius. 'If you're only going to let your sons and daughters marry pure-blood your choice is very limited; there are hardly any of us left. Molly and I are cousins by marriage and Arthur's something like my second cousin once removed. But there's no point looking for them on here – if ever a family was <u>a bunch of blood traitors</u> it's <u>the Weasleys</u>.'

(Rowling, 2003, p. 105)

Example 12

      'No!' shouted Ron. 'You can have me, keep me!'

      Bellatrix hit him across the face; the blow echoed around the room.

      'If she dies under questioning, I'll take you next,' she said. '<u>Blood traitor</u>
is next to Mudblood in my book …'

<div align="right">(Rowling, 2007, p. 375)</div>

Example 13

      'I mean,' said Malfoy, raising his voice a little more, his grey eyes glittering malevolently in Harry and Ron's direction, 'if it's a question of influence with the Ministry, I don't think they've got much chance … from what my father says, they've been looking for an excuse to sack <u>Arthur Weasley</u> for year … and for Potter … my father says it's a matter of time before the Ministry has him carted off to St Mungo's … apparently they've got a special ward for people whose brains have been addled by magic.'

<div align="right">(Rowling, 2003, p. 321)</div>

      Table 4 illustrated lexical choices used as referencing strategy in expressing the sub-ideology about blood traitors. The article 'the' and the determiner 'this' were used when the speakers would like to talk about specific people of blood traitors. Referential expressions used in Example 11 were interesting to consider because they asserted that the idea of blood purity was widely known by all members of society. It was generally known that the Weasleys was one of the Purebloods' families who took the ideal ideology about blood purity for granted; they were friended with every group of witches and wizards as well as magical creatures. Hence, talking about the Weasleys in Example 11 was based on the belief of the majority of people's belief, but not for the speaker, Sirius Black, in this case. On the other hand, the interlocutors of Examples 12 and 13 shared the same ideal ideology that the Purebloods who were friended with or married to the Muggle-borns, the Half-bloods, and the Half-wizards destroyed blood purity, and they were called blood traitors. Speakers used the group's name 'blood traitor' and the full name 'Arthur Weasley' for mentioning particular people as outgroup members.

1.3.2 Verb Forms

There was only 1 sub-strategy of verb forms applied in expressing the sub-ideology about blood traitors: a stative verb 'was'.

Example 14

'Stand up straight,' said Sirius impatiently. 'Now, what are you up to?'

'Kreacher is cleaning,' the elf repeated. 'Kreacher lives to serve the Noble House of Black –'

'And it's getting blacker every day, it's filthy,' said Sirius.

'Master always liked his little joke,' said Kreacher, bowing again, and continuing in an undertone, 'Master <u>was a nasty ungrateful swine</u> who broke his mother's heart –'

(Rowling, 2003, p. 102)

The stative verb 'was' usage in Example 14 revealed the speaker' attitude about blood traitors. The speaker used the verb 'was' to describe Sirius Black's characteristic which was different from other Blacks: he did not pay attention in being the Purebloods and blood purity. According to the context of the series, Sirius Black was the only one of the Blacks who was in Gryffindor house. He was the only one of the family who did not take part in the Death Eaters. He also the only one of the Black who joined the Order of the Phoenix to protest the Dark Arts group and Voldemort. Besides, Sirius protected the Potters, especially Harry from Voldemort while other Blacks tried to catch Harry for Voldemort. Thus, Kreacher as the speaker of the situation in Example 14 intended to exclude Sirius Black from other members of Black family as a turncoat by using adjectives 'nasty' and 'ungrateful' as complements of the stative verb 'was'.

It could be remarkably seen that all sub-ideologies under the ideology about blood status were produced by the Purebloods. These beliefs were reproduced and widely passed through society by people of all social classes and all kinds of beings. Then, the beliefs became ideologies that the Purebloods, especially the Death Eaters, firmly focused on.

2. The Ideology of Racism

Racism was one of the fundamental ideas hidden in discourse. It could reveal the speakers' thoughts and beliefs of people who were different from them. In addition, racism could indicate how the speakers behaved toward the others. In the series, racism ideology was proof of class society in the wizarding world. This ideology was conveyed through discourses of the characters by systems of address, referencing, and verb forms. There were 2 sub-ideologies of racism as explained in Table 5.

Table 5 Language Strategies Used in the Ideology of Racism

Sub-ideologies	Language Strategies	Sub-language Strategies	Frequency of Occurrences
2.1 Interracial marriages, especially with impure blood, were unacceptable.	Verb Forms	A Stative Verb	1
		A Dynamic Verb	1
		A Linking Verb	1
		An Imperative Verb	1
		Deontic Modal Verbs	2
2.2 Magical creatures and half-wizards were underling.	Systems of Address	Phrases	5
	Referencing	A Full Name	1
		A Family Name	1
		Phrases	10
		Naming (A Group's Name)	1
	Verb Forms	A Stative Verb	2
		A Stative Verb	1

2.1 Sub-ideology: Interracial marriages, especially with impure blood were unacceptable.

Keeping the purity of a blood line was the most dominant idea in the wizarding world. Most of the Purebloods believed that marriages with other races could devalue the status of theirs, especially magical creature/wizard marriages. It was because of the very traditional idea and the wizarding law that magical creatures did not have the same status as witches and wizards, even though they had ability to perform magical power (Rowling, 2018). Thus, marriages of muggle/wizard and magical creature/wizard were considered unacceptable. The strategy used in expressing this sub-ideology was verb forms.

2.1.1 Verb Forms

The anti-mixed-blood marriages sub-ideology was conveyed through 5 types of verb forms: a stative verb, a dynamic verb, a linking verb, an imperative verb, and deontic modals.

Example 15

'My Lord knows I speak nothing but the truth!' … 'I don't know what you mean, my Lord.'

'I'm talking about your niece, Bellatrix. And yours, Lucius and Narcissa. She has just married the werewolf, Remus Lupin. You must be so proud.' … 'She is no niece of ours, my Lord,' she cried over the outpouring of mirth. 'We - Narcissa and I - have never set eyes on our sister since she married the Mudblood. This brat has nothing to do with either of us, nor any beast she married.'

(Rowling, 2007, p. 16)

Example 16

'Many of our oldest family trees become a little diseased over time,' he said, as Bellatrix gazed at him, breathless and imploring. 'You must prune yours, must you not, to keep it healthy? Cut away those parts that threaten the health of the rest.'

'Yes, my Lord,' whispered Bellatrix, and her eyes swam with tears of gratitude again. 'At the first chance!'

'You shall have it,' said Voldemort. 'And in your family, so in the world … we <u>shall cut away</u> the canker that infects us until only those of the true blood remain …'

(Rowling, 2007, pp. 16-17)

The examples exemplified verb forms usage for the idea of anti-mixed-blood marriages. First, the stative verb 'has … married' employed in Example 15 showed that the state that Tonks, the Pureblood, married Lupin, the wizard who became the werewolf, was the worst. The Malfoys was one of the oldest Pureblood families in the society as they could keep the purity of their bloodline for a long time. They were very proud of their honour as the Purebloods. So, this marriage caused the worst situation for the Malfoys of having mixed blood in their family. Thus, the usage of the stative verb in this example indicated that the speaker loathed the unacceptable marriage of Tonks and Lupin.

Furthermore, Voldemort directly showed his antipathy towards mixed-blood marriages using a linking verb 'become', an imperative verb 'cut away', and modal verbs 'must' and 'shall' in Example 16. He compared mixed-blood marriages with a disease and commanded his followers to stop destroying blood purity and would cut away anyone who misbehaved. Thus, verbs employed in Example 16 revealed racism about the mixed bloods in society.

2.2 Sub-ideology: Magical creatures and half-wizards were underling.

Racialism is the critical issue in the series. Magical creatures and half-wizards were disparaged not only by the Purebloods manias like Voldemort and his supporters, but also by wizards and witches of the Purebloods who did not take part in the dark side. There were laws for controlling magical creatures (Rowling, 2018). This sub-ideology was expressed through systems of address, referencing, and verb forms.

2.2.1 Systems of Address

The racism sub-ideology was conveyed through 5 following phrases.

Table 6 Lexical Choices of Systems of Address Strategy Used to Express Sub-
ideology 2.2 Magical creatures and half-wizards were underling

Systems of Address	Lexical Choices
Phrases	a bunch o' old mules, uncontrolled animals, beasts, filthy half-breeds, you dirty little monkey

Example 17

'Nevertheless,' said Magorian calmly, 'the slaughter of foals is a terrible crime – we do not touch the innocent. Today, Hagrid, you pass. Henceforth, stay from this place. You forfeited the friendship of the centaurs when you help the traitor Firenze escape us.'

'I won' be kept outta the Fores' <u>a bunch o' old mules</u> like yeh!' said Hagrid loudly.

(Rowling, 2003, p. 616)

Example 18

'Whose Forest is it now, human?' bellowed Bane.

'<u>Filthy half-breeds</u>!' she screamed, her hands still tight over her head. '<u>Beasts! Uncontrolled animals!</u>'

'Be quiet!' shouted Hermione, but it was too late: Umbridge pointed her wand at Magorian and screamed, 'Incarcerous!'

(Rowling, 2003, p. 665)

Table 6 and the above examples illustrated terms used for calling centaurs which conveyed speakers' negative attitudes towards magical creatures. According to the series, magical creatures and half-wizards were disdain by wizards and witches. Even though the centaurs were high intelligent magical creatures with talents of healing and divination, they were abused as an animal. The centaurs in the Forbidden Forest had good relationship with Hagrid. However, their relationship ended because Firenze – one of the centaurs decided to work at Hogwarts for Professor Dumbledore. The other centaurs felt that they were abused because working with

humans meant they were servants. Due to the context of the situation in Example 17, centaurs argued with Hagrid because they thought that Hagrid told Firenze to work with Professor Dumbledore as well as Hagrid went to the Forest without centaurs' permission. Hagrid was not satisfied that he was told to go out of the forest, he, thus, compared centaurs with mules by calling them 'a old bunch o' mules' which was the worst insulting for centaurs. Moreover, Professor Umbridge despised centaurs by calling them with 3 phrases: filthy half-breeds, uncontrolled animals, and beasts in Example 18. Professor Umbridge applied centaurs' living and characteristics to insult them through adjectives 'filthy' and 'uncontrolled' because centaurs lived in the Forest like animals, and they were extremely violent. In addition, usage of the terms 'half-breeds', 'beats', and 'animals' in Example 18 revealed that centaurs were not considered as magical people in the society; they were worthless.

2.2.2 Referencing

This sub-ideology about racism was conveyed through 4 sub-strategies: a full name, a family name, phrases, and naming.

Table 7 Lexical Choices of Referencing Strategy Used to Express Sub-ideology 2.2 Magical creatures and half-wizards were underling

Referencing	Lexical Choices
A Full Name	Remus Lupin
A Family Name	Hagrid
Phrases	extremely dangerous half-breeds, the stupid great oaf, the half-breed, the great half-breed oaf, any beast, that dirty little goblin, the goblin, Ze goblin
Naming (A Group's Name)	half-breeds

Example 19

'You are from the Ministry of Magic?' said Magorian, as many of the centaurs in the surrounding circle shifted restlessly.

'That's right!' said Umbridge, in an even higher voice, 'so be very careful! By the laws laid down by the Department for the Regulation and Control of Magical Creatures, any attack by <u>half-breeds</u> such as yourselves on a human –'

<div align="right">(Rowling, 2003, p. 664)</div>

Example 20

'My Lord knows I speak nothing but the truth!' … 'I don't know what you mean, my Lord.'

'I'm talking about your niece, Bellatrix. And yours, Lucius and Narcissa. She has just married the werewolf, <u>Remus Lupin</u>. You must be so proud.' … 'She is no niece of ours, my Lord,' she cried over the outpouring of mirth. 'We - Narcissa and I - have never set eyes on our sister since she married the Mudblood. This brat has nothing to do with either of us, nor <u>any beast</u> she married.'

<div align="right">(Rowling, 2007, p. 16)</div>

Terms used as referential expressions in Table 7 and the examples occurred in discourses which the speakers insulted magical creatures and half-wizards. In Example 19, Professor Umbridge employed the group's name 'half-breeds' to insult centaurs as ordinary animals without any magical skills. In addition, full name and a family name were used for emphasising the particular people as seen in Example 20. Based on the context of Example 20, interracial marriages were offensive among the Purebloods of the Dark Arts group. Voldemort used the full name 'Remus Lupin' to specify the person of the half-wizards – the dirty blood in Voldemort's opinion. Besides, the phrase 'any beat' in Example 20 indicated that the speaker's believed that half-wizards were uncivilized and wild living things. Other phrases used as referential devices in Table 8 also demonstrated the speakers' offensive viewpoint to magical creatures and half-wizards as there were adjectives and adverbs with negative meanings appeared in the phrases such as 'extremely dangerous' (extremely dangerous half-breeds), 'stupid' (the stupid great oaf), and 'dirty' (that dirty

little goblin). It could be seen that all referential devices referred to magical creatures and half-wizards as outgroup members from the magical people, especially the Purebloods.

3. The Ideology of Construction of Bravery

On the ground of Voldemort's overpowering dark magical power, members of the wizarding society were filled with fear for 11 years. Voldemort himself and his supporters committed countless murders. They killed non-magical people, Muggle-borns, Half-bloods, magical creatures, and everyone who resisted their power. People were very frightened to call Voldemort's name. However, there were a number of witches and wizards who defended Voldemort and founded the Order of the Phoenix led by Albus Dumbledore. Dumbledore tried to tell everyone to be brave in defending Voldemort. Later, Dumbledore's idea was transferred to Harry and Dumbledore's Army. The ideology of construction of bravery consisted of 3 sub-ideologies as presented in Table 8.

Table 8 Language Strategies Used in the Ideology of Construction of Bravery

Sub-ideologies	Language Strategies	Sub-language Strategies	Frequency of Occurrences
3.1 Saying people's proper names was not frightening.	Systems of Address	A Full Name	1
		A First Name	3
		A Family Name	4
	Referencing	Naming	204
		A Family Name	2
	Verb Forms	Dynamic Verbs	2
		A Stative Verb	1
		Imperative Verbs	4
		A Deontic Modal Verb	1
		Multi-word Modal Expressions	3
	Verb Forms	Dynamic Verbs	9

Sub-ideologies	Language Strategies	Sub-language Strategies	Frequency of Occurrences
3.2 Daring to fight for the right things.		Stative Verbs	5
		Deontic Modal Verbs	4
		Multi-word Modal Expressions	7
3.3 Accepting the return of Voldemort was true.	Verb Forms	A Linking Verb	1
		Dynamic Verbs	8
		Stative Verbs	12
		A Multi-word Modal Expression	1

3.1 Sub-ideology: Saying people's proper names was not frightening

Tom Marvolo Riddle was Voldemort's given name. However, he concealed the fact that he was a Half-blood and became the most powerful and dangerous wizard. So, he fashioned Lord Voldemort as his name. Because of his evil power, no one dared to speak his name. Dumbledore was the only one who dared to call Voldemort by his name. He passed this ideology to Harry. Harry then motivated his friends to stop calling Voldemort in other terms. They tried to tell everyone that saying people's proper names could defeat fear. This sub-ideology was expressed through 3 main strategies which were systems of address, referencing, and verb forms.

3.1.1 Systems of Address

Dumbledore and Harry were the first ones who were not afraid to call Voldemort's name. They believed that saying anyone's name was not frightening even though it was Voldemort. They, thus, tried to motivate everyone to be brave to call Voldemort's name. Finally, some wizard members could say 'Voldemort' bravely. This sub-ideology was expressed through 3 sub-strategies which were a full name (Tom Riddle), a first name (Tom), and a family name (Riddle).

Example 21

'– I mean to, and that's what did it. I've done what my mother did. They're protected from you. Haven't you noticed how none of the spells you put on them are binding? You can't torture them. You can't touch them. You don't learn from your mistakes, <u>Riddle</u>, do you?'

'You dare –'

'Yes, I dare,' said Harry, 'I know things you don't know <u>Tom Riddle</u>. I know lots of important things that you don't. Want to hear some, before you make another big mistake?'

(Rowling, 2007, p. 591)

Example 22

'It was foolish to come here tonight, <u>Tom</u>,' said Dumbledore calmly. 'The Aurors are on their way –'

'By which time I shall be gone, and you will be dead!' spat Voldemort.

(Rowling, 2003, p. 717)

Dumbledore and Harry had opportunities to defeat Voldemort in person several times. Their conversations usually occurred in serious situations. According to the contexts of discourses in the series, Tom Riddle created 'Lord Voldemort' as his new name to declare his dark magical power. He believed that the new name could frighten everyone. He also would like to conceal the fact that he was a Half-blood. After Voldemort expanded his dark power and his army called the Death Eaters, everyone was scared to say his name. However, Dumbledore and Harry realised that Voldemort was always unsatisfied and scared of hearing his given name. Therefore, Dumbledore and Harry decided to call Voldemort by his given name informs of the full name 'Tom Riddle', a first name 'Tom', and a family name 'Riddle' to show Voldemort that his name could not frighten them. Due to contexts of situations in Examples 21 and 22, Dumbledore and Harry fought against Voldemort. While the others were frightened and got into a panic, Dumbledore and Harry could call Voldemort by his given name. Dumbledore and Harry's actions not only showed that saying Voldemort's name was not scary, but they also encouraged the others indirectly to overcome fear.

3.1.2 Referencing

To help everyone in the society to overcome fears, Dumbledore and Harry always called Voldemort by his name when talking about him. They passed this sub-ideology through 2 sub-strategies which were naming (Voldemort and Lord Voldemort) and a family name (Riddle).

Example 23

'This is the one that gives explicit instructions on how to make a Horcrux … I wonder Dumbledore removed it from the library … if he didn't do it until he was Headmaster, I bet <u>Voldemort</u> got all the instruction he needed from here.'

'Why did he have to ask Slughorn how to make a Horcrux, then, if he'd already read that?' asked Ron.

'He only approached Slughorn to find out what would happen if you split your soul into seven,' said Harry. 'Dumbledore was sure <u>Riddle</u> already knew how to make a Horcrux by the time he asked Slughorn about them … that could easily have been where he got the information.'

(Rowling, 2007, p. 89)

Example 24

'You want to pass your Defence Against the Dark Arts OWL too, though, I bet?' said Michael Corner, who was watching her closely.

'Of course I do,' said Hermione at once. 'But more than that, I want to be properly trained in defence because … because …' she took a great breath and finished, 'because <u>Lord Voldemort</u> is back.'

(Rowling, 2003, p. 303)

As seen from the examples, Dumbledore and Harry were the ones who were brave to call Voldemort by his name in every situation. In Example 23, Harry kept saying 'Voldemort' and 'Riddle' while Ron and Hermione still felt uncomfortable hearing the names. Even though motivating people felt free to say Voldemort's name was difficult, Harry successfully passed this sub-ideology to Hermione: Example 24 showed that Hermione finally had courage to say 'Voldemort' in front of many people.

She also demonstrated to her friends that 'Lord Voldemort' was a general name everyone could say without fear.

3.1.3 Verb Forms

There were 5 sub-strategies of verb forms found in passing this sub-ideology: dynamic verbs, a stative verb, imperative verbs, a deontic modal verb, and multi-word modal expressions.

Example 25

'What d'you reckon?'

Harry didn't need to ask what Ron meant.

'Well, they didn't tell us much we couldn't have guessed, did they?' he said, thinking of all that had been said downstairs. 'I mean, all they've really said is that the Order's trying to stop people joining Vol –'

There was a sharp intake of breath from Ron.

'– demort,' said Harry firmly. 'When <u>are</u> you <u>going to start</u> using his name? Sirius and Lupin <u>do</u>.'

Ron ignored this last comment.

'Yeah, you're right,' he said, 'we already knew nearly everything they told us, from using the Extendable Ears. The only new bit was –'

(Rowling, 2003, p. 93)

Example 26

'Well, what do you think? Will you teach us?'

'Just you and Ron, yeah?'

'Well,' said Hermione, looking a mite anxious again. 'Well … now, don't fly off the handle again, Harry, please … but I really think you ought to teach anyone who wants to learn. I mean, we're talking about defending ourselves against V-Voldemort. Oh, <u>don't be pathetic</u>, Ron. It doesn't seem fair if we don't offer the chance to other people.'

(Rowling, 2003, p. 296)

Example 27

'As I say, even if You-Know-Who has gone –'

'My dear Professor, surely a sensible person like yourself <u>can call</u> him by his name? All this "You-Know-Who" nonsense - for eleven years I have been trying to <u>persuade</u> people to call him by his proper name: Voldemort.' Professor McGonagall flinched, but Dumbledore, who was unsticking two sherbet lemons, seemed not to notice. 'It all gets so confusing if we keep saying "You-Know-Who". I have <u>never seen</u> any reason to be frightened of saying Voldemort's name.'

'I know you haven't,' said Professor McGonagall, sounding half-exasperated, half-admiring. 'But you're different. Everyone knows you're the only one You-Know - oh, all right, Voldemort - was frightened of.'

'You flatter me,' said Dumbledore calmly. 'Voldemort had powers I will never have.'

'Only because you're too - well - noble to use them.'

(Rowling, 1997, p. 14)

In Example 25, Harry tried to convince Ron to stop being scared to say Voldemort's name by using the multi-word modal expression 'When <u>are</u> you <u>going to</u> start using his name?'. The verb 'do' in the statement 'Sirius and Lupin <u>do</u>.' was employed as a stative verb to emphasise the state of people who overcame fears. Then in Example 26, Hermione used the imperative verb '<u>don't be panic</u>' as a command to persuade Ron to stop being scared hearing Voldemort's name. Lastly, in Example 27 Dumbledore encouraged Professor McGonagall to say Voldemort's name freely by using the deontic modal 'can' in 'surely a sensible person like yourself <u>can call</u> him by his name?', the dynamic verb 'persuade' in the statement 'I have been trying to <u>persuade</u> people to call him by his proper name.', and the stative verb 'see' in the statement 'I have <u>never seen</u> any reason to be frightened of saying Voldemort's name.' It could be concluded that modal verbs, a stative verb, dynamic verbs found from the data were used for encouraging the listeners in calling Voldemort and giving examples of people who dared to say Voldemort without worrying. Then, imperative verbs were used as suggestions, requests, and commands to persuade the listeners to say Voldemort's name freely.

3.2 Sub-ideology: Daring to fight for the right things.

Almost of the members of the wizarding society were afraid that defeating Voldemort would cause them in danger. Nonetheless, Dumbledore and Harry tried to motivate people to resist the dark power. Passing this sub-ideology to social members succeeded little by little. People who overcame fears gradually declared themselves – adult wizards joined the Order of the Phoenix while young wizards founded Dumbledore's Army. The Battle of Hogwarts was the greatest success in passing this sub-ideology of bravery construction. There were 4 sub-strategies of verb forms found in expressing this sub-ideology: dynamic verbs, stative verbs, deontic modal verbs, and multi-word modal expressions.

Table 9 Sub-strategies of Verb Forms Used to Express Sub-ideology 3.2 Daring to fight for the right things

Sub-strategies	Examples of Verb Forms
Dynamic Verbs	- the only one that <u>tells the truth</u> about what's going on! - We're <u>fighting</u>, aren't we? - We're <u>fighting</u>. - We're <u>doing our best</u>. - I mean, all they've really said is that the Order's <u>trying to stop</u> people joining Vol – - we've been <u>keeping it going</u> while you three have been off on your own – - Everyone in this room's been <u>fighting</u> and they've been driven in here because the Carrows were hunting them down. - Dobby <u>did</u>, he <u>left</u> the Malfoy's to give me warnings two years ago.
Stative Verbs	- We <u>want to be a part of it</u>. - We <u>want to help</u>. - I <u>want to join</u>, I <u>want to fight</u>.

Sub-strategies	Examples of Verb Forms
	- It<u>'s the people who fought against You-Know-Who </u>last time.
Deontic Modal Verbs	- Then we<u>'ll help </u>you. - But we <u>can hold</u> him up. - Then we <u>should come</u> too. - I<u>'ll join</u>.
Multi-word Modal Expressions	- I<u>'m going to keep going </u>until I succeed – or I die. - That we <u>were going to overthrow</u> Snape and the Carrows. - The message said Harry was back, and we <u>were going to fight</u>! - We<u>'re going to fight </u>them out of Hogwarts? - I<u>'m never going over </u>to the Dark Side! - I<u>'ve got to be taken</u>. - You<u>'ve got to make some sacrifices</u>!

Example 28

'He couldn't have left, could he?' said Harry. 'I mean, when you said out, maybe he thought you meant get out of the house?'

'No, no, house-elves can't leave unless they're given clothes. They're tied to their family's house,' said Sirius.

'They can leave the house if they really want to,' Harry contradicted him. 'Dobby <u>did</u>, he <u>left the Malfoy's</u> to give me warnings two years ago. He had to punish himself afterwards, but he still managed it.'

(Rowling, 2003, p. 446)

Example 29

'The lot that got me were a bit pathetic, but Bill reckons some of them are really dangerous. They said on Potterwatch –'

'On what?' said Harry.

'<u>Potterwatch</u>, didn't I tell you that's what it was called? The programme I keep trying to get on the radio, the only one that <u>tells the truth</u> about what's going on!

Nearly all the programmes are following You-Know-Who's line, all except Potterwatch. I really want you to hear it, but it's tricky turning in …'

(Rowling, 2007, p. 355)

Example 30

'Voldemort's on his way, they're barricading the school – Snape's run for it – what are you doing here? How did you know?'

'We sent messages to the rest of Dumbledore's Army,' Fred explained. 'You couldn't expect everyone to miss the fun, Harry, and the DA let the Oder of the Phoenix know, and it all kind of snowballed.'

'What first, Harry?' called George. 'What's going on?'

'They're evacuating the younger kid*s* and everyone's meeting in the Great Hall to get organised,' Harry said. 'We<u>'re fighting</u>.'

(Rowling, 2007, p. 485)

Example 31

'I want you in bed, now. All of you,' she added, looking around at Fred, George, Ron and Hermione.

'You can't boss us –' Fred began.

'Watch me,' snarled Mrs Weasley. She was trembling slightly as she looked at Sirius. 'You've given Harry plenty of information. Any more and you might just as well induct him into the Order straightaway.'

'Why not?' said Harry quickly. 'I<u>'ll join</u>, I <u>want to join</u>, I <u>want to fight</u>.'

'No.'

It was not Mrs Weasley who spoke this time, but Lupin.

'The Oder is comprised only of overage wizards,' he said. 'Wizards who have left school,' he added, as Fred and George opened their months. 'There are dangers involved of which you can have no idea, any of you … I think Molly's right, Sirius. We've said enough.'

(Rowling, 2003, p. 91)

Example 32

'We're nearly there,' he muttered suddenly. 'Let me think – let me think …'

The white queen turned her blank face towards him.

'Yes …' said Ron softly, 'it's the only way … I've got to be taken.'

'NO!' Harry and Hermione shouted.

'That's chess!' snapped Ron. 'You've got to make some sacrifices! I take one step forward and she'll take me – that leaves you free to checkmate the king, Harry!'

(Rowling, 1997, p. 205)

Table 9 and the examples illustrated usage of verbs in giving information, making suggestions, and asserting intentions of defeating Voldemort. According to the context of the series, people had to defeat Voldemort and his Death Eaters secretly for many years to avoid danger. However, they were brave enough to challenge his dark power. Dynamic verbs were applied to give examples of people who were brave to do right things and to state the actions of bravery. Harry informed Dobby's courage to stand for the right by using dynamic verbs in the statement 'Dobby did, he left the Malfoy's to give me warnings two years ago.' in Example 28. Moreover, Ron's statement in Example 29 'the only one that tells the truth about what's going on!' showed that in the worst situation in which no-one dared to declare themselves against Voldemort, there was a group of people who dared to stand for the right things. In addition, Harry's statement 'We're fighting.' in Example 30 indicated everyone's immediate decision to fight Voldemort even if there were chances that they may kill.

In Example 31, Harry's statement 'I'll join, I want to join, I want to fight.' showed his desire and bravery in defeating Voldemort through the deontic modal verb 'will' and the stative verb 'want'. Lastly, the usage of multi-word modal expressions in 'I've got to be taken.' and 'You've got to make some sacrifices!' in Example 32 demonstrated Ron's selflessness and bravery – he sacrificed himself in wizard's chess to stop the Death Eater. It could be seen from the examples that dynamic verbs, stative verbs, deontic modal verbs, and multi-word modal expressions were employed in expressing bravery and desire to fight against Voldemort and the Death Eaters.

3.3 Sub-ideology: Accepting the return of Voldemort was true.

This sub-ideology was found only in book 5 - *Harry Potter and the Order of the Phoenix*. Notwithstanding Dumbledore and Harry told everyone in the wizarding world that Voldemort successfully returned, nobody would like to believe them. It was because people were frightened to accept the truth. The Ministry of Magic also wanted to conceal the fact that Voldemort became powerful again. Only Ron, Hermione, and members of the Order of the Phoenix trusted Harry and Dumbledore. Thus, they continued passing this sub-ideology to all members of the wizarding world. The only strategy found in expressing this sub-ideology was verb forms. A Linking verb, stative verbs, dynamic verbs, and a multi-word modal expression were 4 sub-strategies found in passing this bravery construction sub-ideology.

Table 10 Sub-strategies of Verb Forms Used to Express Sub-ideology 3.3 Accepting the return of Voldemort was true

Sub-strategies	Examples of Verb Forms
A Linking Verb	- It <u>is NOT a lie</u>!
Stative Verbs	- I saw him, Mr Fudge, I <u>swear</u> it was You-Know-Who, he grabbed a woman and Disapparated!
	- because Lord Voldemort <u>is back</u>.
	- HE WHO MUST NOT BE NAMED <u>RETURNS</u>
	- Voldemort <u>is back</u>, you know he is; Professor Dumbledore knows he is –
	- Lord Voldemort has <u>returned</u>, you have been chasing the wrong man for twelve months, and it is time you listened to sense!
	- He Who Must Not Be Named has <u>returned</u> to this country.
	- you <u>know</u> he is; Professor Dumbledore <u>knows</u> he is –
	- I <u>believe</u> He Who Must Not Be Named is back and I <u>believe</u> you fought him and escape from him.
	- I <u>know</u>, Williamson, I <u>know</u>, I saw him too!

Sub-strategies	Examples of Verb Forms
Dynamic Verb	- But you're <u>telling</u> people, aren't you?
	- You're <u>letting</u> people know he's back?
	- You-Know-Who is <u>operating</u> amongst us once more.
	- Because he's <u>told</u> the Minister for Magic <u>the truth</u> and the Minister's too much of an idiot to believe him.
	- I <u>saw him too</u>!
	- But a few minutes ago you <u>saw proof</u>, with your own eye, that I have been telling you the truth for a year.
	- I <u>saw him</u>, I <u>fought him</u>!
A Multi-word Modal Expression	- but people <u>have got to know</u> what Voldemort's capable of, haven't they?

Example 33

'You see the problem,' said Lupin. 'While the Ministry insists there is nothing to fear from Voldemort it's hard to convince people he's back, especially as they really don't want to believe it in the first place. What's more, the Ministry's leaning heavily on the Daily Prophet not to report any of what they're calling Dumbledore's rumour-mongering, so most of the wizarding community are completely unaware anything's happened, and that makes them easy targets for the Death Eaters if they're using the Imperius Curse.'

'But you're <u>telling</u> people, aren't you?' said Harry, looking around at Mr Waesley, Sirius, Bill, Mandungus, Lupin and Tonks. 'You're <u>letting</u> people know he's back?'

(Rowling, 2003, p. 89)

Example 34

'Can't wait to see what Umbridge thinks of you going public,' said Dean … but Harry knew he was listening.

'It's the right thing to do, Harry,' said Neville, who was sitting opposite him. He was rather pale, but went on in a low voice, 'It must have been … tough … talking about it … was it?'

'Yeah,' mumbled Harry, 'but people <u>have got to know</u> what Voldemort's capable of, haven't they?'

'That's right,' said Neville, nodding, 'and his Death Eaters, too … people should know …'

<div align="right">(Rowling, 2003, p. 503)</div>

Example 35

As Dumbledore pulled him back to his feet, Harry saw the tiny gold statue of the house-elf and the goblin, leading a stunned-looking Cornelius Fudge forward.

'He was there!' shouted a scarlet-robed man with a ponytail, who was pointing at a pile of golden rubble on the other side of the hall, where Bellatrix had lain trapped only moments before.

'I saw him, Mr Fudge, I <u>swear</u> it was You-Know-Who, he grabbed a woman and Disapparated!'

'I <u>know</u>, Williamson, I <u>know</u>, I <u>saw him</u> too!' gibbered Fudge.

<div align="right">(Rowling, 2003, p. 720)</div>

Example 36

'Seize him!'

'Cornelius, I am ready to fight your men – and win, again!' said Dumbledore in a thunderous voice. 'But a few minutes ago you <u>saw proof</u>, with your own eye, that I have been telling you the truth for a year. Lord Voldemort <u>has returned</u>, you have been chasing the wrong man for twelve months, and it is time you listened to sense!'

<div align="right">(Rowling, 2003, p. 721)</div>

Table 10 and the examples illustrated verbs used in conveying the sub-ideology of bravery in accepting the return of Voldemort. Due to the context in *Harry Potter and the Order of the Phoenix*, the majority of people in wizarding society would not like to accept the truth that Voldemort was back because they were scared of his power. While other people, especially the Ministry of Magic kept denying Voldemort's return, members of the Order of the Phoenix and Harry were trying to let people know the truth and motivated them to accept it. In Example 33, Harry would like to confirm

that everyone in the Order kept informing the others about Voldemort's return by using dynamic verbs 'tell' and 'let' in a form of question: 'But you're <u>telling</u> people, aren't you?' and 'You're <u>letting</u> people know he's back?' Furthermore, Harry continued asserting the fact that Voldemort was back with his friends by using a multi-word modal verb in the statement 'but people <u>have got to know</u> what Voldemort's capable of, haven't they?' in Example 34. Harry's statement expressed his attitude that it was essential for everyone to know and accept the return of Voldemort.

In Example 35, usage of the stative verb 'swear' in the statements 'I <u>swear</u> it was You-Know-Who, he grabbed a woman and Disapparated!', the stative verb 'know' and the dynamic verb 'saw' in the statement 'I <u>know</u>, Williamson, I <u>know</u>, I <u>saw him</u> too!' indicated that, at the end, the speaker accepted Voldemort's return because they saw he was alive with their own eyes. In the context of Example 35, most of the officers of the Ministry of Magic resisted that Voldemort was really back. They also concealed the truth by telling everyone that Professor Dumbledor and Harry were telling lies. Thus, seeing Voldemort standing in front of them and their statement showed that they unconditionally believed Harry and accepted Voldemort's return.

Lastly in Example 36, even though Fudge – the Minister saw Voldemort by himself, he kept resisting and would like to blame Professor Dumbledor. Professor Dumbledore's statements 'But a few minutes ago you <u>saw proof</u>, with your own eye, that I have been telling you the truth for a year. Lord Voldemort has <u>returned</u>, you have been chasing the wrong man for twelve months, and it is time you listened to sense!' strongly urged Fudge to accept the truth and stop blaming the others. Hence, Table 10 and the examples above showed that the speaker employed a linking verb, dynamic verbs, stative verbs, and a multi-word modal expression in confirming the truth and motivating the others to accept Voldemort's return.

4. The Ideology of Construction of Fear

Fear was one of the significant issues in wizarding society. People were filled with fear of Voldemort's evil power. Defeating Voldemort and Death Eaters caused people awful experience – some were in great danger or killed. Therefore, they avoided saying or hearing Voldemort's name which was the most noticeable effect in the series. In addition, Voldemort and Death Eaters took advantage of people's fear to control the society. As long as society was covered with fear and panic, people would

not dare to fight against Voldemort's evil power. The ideology of construction of fear consisted of 3 sub-ideologies as presented in Table 11.

Table 11 Language Strategies Used in the Ideology of Construction of Fear

Sub-ideologies	Language Strategies	Sub-language Strategies	Frequency of Occurrences
4.1 The Ministry of Magic and the *Daily Prophet* were under Voldemort's control.	Verb Forms	A Dynamic Verb	1
		Multi-word Modal Expressions	2
4.2 It was frightening to say and hear Voldemort's name directly.	Referencing	Phrases	6
		Naming	119
		Pronouns	40
	Verb Forms	A Dynamic Verb	1
		Imperative Verbs	6
4.3 Saying Voldemort's name was prohibited.	Referencing	Naming	24
		Phrases	3
		Third-personal Pronouns	49

4.1 Sub-ideology: The Ministry of Magic and the *Daily Prophet* were under Voldemort's control.

Voldemort made a triumphant return as the most powerful dark wizard of the wizarding society. Especially in *Harry Potter and the Deathly Hallows*, he came to the open and expanded his power. Voldemort declared his authority by sending Death Eaters working in the Ministry of Magic under his command, and the *Daily Prophet*, a newspaper, presented only news which Voldemort wanted. He successfully covered the wizarding society with fear. There were 2 sub-strategies of verb forms found in expressing this sub-ideology: a dynamic verb and multi-word modal expressions.

Table 12 Sub-strategies of Verb Forms Used to Express Sub-ideology 4.1 The Ministry of Magic and the *Daily Prophet* were under Voldemort's control

Sub-strategies	Examples of Verb Forms
A Dynamic Verb	- So Death Eaters have <u>taken over</u> the Daily Prophet too?
Multi-word Modal Expressions	- What you've got to realise, Harry, is that the Death Eaters <u>have got the full might of the Ministry</u> on their side now. - They<u>'ve got the power</u> to perform brutal spells without fear of identification or arrest.

Example 37

'What you've got to realise, Harry, is that the Death Eaters <u>have got the full might of the Ministry</u> on their side now,' said Lupin. 'They<u>'ve got the power </u>to perform brutal spells without fear of identification or arrest. They managed to penetrate every completely open about why they'd come.'

'And are they bothering to give an excuse for torturing Harry's whereabouts out of people?' asked Hermione, an edge to her voice.

'Well,' said Lupin. He hesitated, then pulled out a folded copy of the Daily Prophet.

(Rowling, 2007, p. 170)

Example 38

'Well,' said Lupin. He hesitated, then pulled out a folded copy of the Daily Prophet.

'Here,' he said, pushing it across the table to Harry, 'you'll know sooner or later anyway. That's their pretext for going after you.' …

'I'm sorry, Harry,' Lupin said.

'So Death Eaters have <u>taken over</u> the Daily Prophet too?' asked Hermione furiously.

Lupin nodded.

(Rowling, 2007, pp. 170-171)

Table 12 and examples illustrated how the speakers emphasised Voldemort's power in creating fear among society. Inconsequent of the context of the above examples, while Harry, Ron, and Hermione were on the run to find horcruxes for destroying Voldemort, he made a panic in the society by successfully controlling the Ministry of Magic and the *Daily Prophet* which were the powerful institution and media. In Example 37, the speaker used multi-word modals in highlighting how Voldemort controlled the Ministry of Magic in the statement 'What you've got to realise, Harry, is that the Death Eaters <u>have got the full might of the Ministry</u> on their side now.' and 'They<u>'ve got the power</u> to perform brutal spells without fear of identification or arrest.' Lupin's statements indicated that the Death Eaters worked under Voldemort's command in taking charge of The Ministry: they had the authorities in causing danger and harm and nobody dared to go against them. In addition, the dynamic verb in Hermione's statement 'So Death Eaters have <u>taken over</u> the Daily Prophet too?' in Example 38 authenticated that Voldemort expanded his power in controlling the *Daily Prophet* – the newspaper by using present perfect tense. Taking over the newspaper assisted Voldemort in controlling social members in wizarding world because the Daily Prophet was the main media that everyone read. So, it was very easy for Voldemort to pass on any ideologies to shape society as he wanted.

4.2 Sub-ideology: It was frightening to say and hear Voldemort's name directly.

Because of his evil power, saying and hearing Voldemort's name were frightening for everyone. They avoided using his name by creating new terms to refer to him. This sub-ideology passed in the society through 2 sub-strategies: referencing and verb forms.

4.2.1 Referencing

Referencing was the most dominant strategy in expressing this sub-ideology. Wizards coined new terms referring to Voldemort instead of using his name. There were 3 sub-strategies of referencing: naming, phrases, and third-person pronouns.

Table 13 Lexical Choices of Referencing Strategy Usedto Express Sub-ideology 4.2
It was frightening to say and hear Voldemort's name directly

Referencing	Lexical Choices
Naming	You-Know-Who, He Who Must Not Be Named, the Dark Lord, Lord Thingy
Phrases	the Heir of Slytherin, this wizard, a certain Dark wizard, the wizard styling himself Lord –
Third-person Pronouns	he, him

Example 39

'The Daily Prophet hasn't said a word about him dying, or about finding the body,' Bill went on …

'And they still haven't called a hearing about all the under-age magic I used escaping the Death Eaters? … 'Because they know I had no choice or because they don't want to admit that You-Know-Who is as powerful as he is, nor that Azkaban's seen a mass breakout.'

(Rowling, 2007, p. 80)

Example 40

'Could you write it down?' Harry suggested.

'Nah – can't spell it. All right – Voldemort.' Hagrid shuddered. 'Don' make me say it again. Anyway, this – this wizard, about twenty years ago now, started lookin' fer followers. Got 'em, too – some were afraid, some just wanted a bit o' his power, 'cause he was getin' himself power, all right. Dark days, Harry. Didn't know who ter trust, didn't dare get friendly with strange wizards or witches ... Terrible things happened. He was takin' over. 'Course, some stood up to him – an' he killed 'em. Horrible. One o' the only safe place left was Hogwarts. Reckon Dumbledore's the only one You-Know-Who was afraid of. Didn't dare try takin' the school, not jus' then, anyway.'

(Rowling, 1997, p. 45)

Table 13 and the examples showed that people decided to use other terms to refer to Voldemort instead of saying his name directly. Because of the context of the series, Tom Riddle created the name 'Lord Voldemort' to declare himself as the most powerful wizard. He successfully expanded his dark power and had the Death Eaters as his army. People not only scared of his power, but also his criminal offence in killing the Muggle-borns and the Half-bloods. Thus, people were frightened to say or hear Voldemort's name and tried to use other terms referring to him. The naming strategy was employed in creating terms for calling Voldemort: You-Know-Who or He Who Must Not Be Named, the Dark Lord, and Lord Thingy as seen in Examples 39 and 40. Furthermore, using phrases and third-person pronouns were other ways people employed in referring to Voldemort as seen in Example 40. The speaker used the phrase 'this wizard' and third-person pronouns 'he' and 'him' when mentioning Voldemort. It could be seen that naming and phrases were used when people tried to avoid saying the name 'Voldemort' directly while third-person pronouns 'he' and 'him' were employed in creating coherence to Voldemort in the same context. It was noticeable that Voldemort succeeded in creating power behind his name.

4.2.2 Verb Forms

As saying and hearing Voldemort's name was frightening, People always told their interlocutor to use other terms which referred to him. The speakers expressed this sub-ideology through 2 sub-strategies of verb forms: a dynamic verb and imperative verbs.

Table 14 Sub-strategies of Verb Forms Used to Express Sub-ideology 4.2 It was frightening to say and hear Voldemort's name directly

Sub-strategies	Examples of Verb Forms
A Dynamic Verb	- I have <u>told</u> you <u>not to say</u> the Dark Lord's name!
Imperative Verbs	- <u>Didn't I ask you to stop saying that</u>?
	- <u>Don' make</u> me <u>say</u> it again.
	- <u>Stop saying the name</u>!
	- <u>Will you stop saying the name</u>!
	- An' <u>don' say the name</u>!
	- <u>Do not say</u> the Dark Lord's name!

Example 41

'What did you say?' Snape asked quietly and Harry saw, with deep satisfaction, that Snape was unnerved.

'I said, what's in the Department of Mysteries, sir?' Harry said.

'And why,' said Snape slowly, 'would you ask such a thing?'

'Because,' said Harry, watching Snape's face closely, 'that corridor I've just seen – I've been dreaming about it for months – I've just recognised it – it leads to the Department of Mysteries … and I think Voldemort wants something from –'

'I have <u>told</u> you <u>not to say</u> the Dark Lord's name<u>!</u>'

<div align="right">(Rowling, 2003, pp. 474-475)</div>

Example 42

Harry couldn't sit down. He paced up and down in front of the fire. He was still shaking.

'Snape wants the stone for Voldemort … and Voldemort's waiting in the Forest … and all this time we thought Snape just wanted to get rich …'

'<u>Stop saying the name</u>!' said Ron in a terrified whisper, as if he thought Voldemort could hear them.

<div align="right">(Rowling, 1997, pp. 189-190)</div>

Table 14 and the above examples demonstrated how the strategy of verb forms were employed in expressing the sub-ideology of fear. Example 41, usage of the dynamic verb 'tell' in the statement 'I have <u>told</u> you <u>not to say</u> the Dark Lord's name!'emphasised the way that the speaker conveyed information and duration of the action: the speaker was full of fear in saying and hearing Voldemort's name for a long time. Moreover, Table 14 and Example 42 exemplified how the speakers told the listeners to stop saying Voldemort's name by using imperative verbs in making negative requests (<u>Didn't I ask you to stop saying that</u>?, <u>Don' make</u> me <u>say </u>it again.), a suggestion (<u>Will</u> you <u>stop saying the name</u>!), and commands (<u>Stop saying the name</u>!, An' <u>don' say the name</u>!, and <u>Do not say</u> the Dark Lord's name!). Statements in Table 14 and the examples also indicated the power behind Voldemort's name – even if he was weak and lacked power for a long time, his name still created fear among society.

4.3 Sub-ideology: Saying Voldemort's name was prohibited.

As generally known that Harry did not have any problem in saying Voldemort's name. In *Harry Potter and the Deathly Hallows*, Voldemort jinxed his name in an attempt to capture Harry. Anyone saying 'Voldemort' would be caught and under torture by Death Eaters to get information about Harry Potter. Thus, everyone had forbidden to say Voldemort's name. Naming, phrases, and third-person pronouns were 3 sub-strategies of referencing in passing this sub-ideology.

Table 15 Lexical Choices of Referencing Strategy Used to Express Sub-ideology 4.3 Saying Voldemort's name was prohibited

Referencing	Lexical Choices
Naming	You-Know-Who, He Who Must Not Be Named, the Dark Lord
Phrases	You-Know-Who's name, his name, the name
Third-person pronouns	he, him

Example 43

'… and how did you find out about the Taboo?' he asked Harry, after explaining the many desperate attempts of Muggle-borns to evade the Ministry.

'The what?'

'You and Hermione have stopped saying <u>You-Know-Who's name</u>!'

(Rowling, 2007, p. 316)

Example 44

'We're here to see <u>He Who Must Not Be Named</u>!' rasped Greyback.

'Who are you?'

'You know me!' There was resentment in the werewolf's voice, 'Fenrir Greyback! We've caught Harry Potter!'

(Rowling, 2007, p. 370)

Example 45

'She's only Stunned,' said Professor McGonagall impatiently, who had stooped down to examine Alecto. 'She'll be perfectly all right.'

'Not after <u>the Dark Lord</u> gets hold of her! She's gorn and sent for <u>him</u>, I felt me Mark burn, and <u>he</u> thinks we've got Potter!'

(Rowling, 2007, p. 476)

Table 15 and the examples indicated that Voldemort succeeded in passing this sub-ideology in society. According to the context of the series, it was a time that Professor Dumbledor and Harry successfully motivated people to be brave enough to say Voldemort's name. However, Voldemort's return in *Harry Potter and the Deathly Hallows* was worse than his first time. People avoided saying his name as they did not want to get in danger. The power behind his name was back in society, and most of the people did not dare to fight against Voldemort. Voldemort, thus, relied on fear to control society and people. In Example 43, Ron used the phrase 'You-Know-Who's name' instead of saying 'Voldemort'. Even the Death Eaters used the terms 'He Who Must Not Be Named' and 'the Dark Lord' instead of saying Voldemort's name as seen in Examples 44 and 45. In addition, people used third-person pronouns 'he' and him' in making coherence when talking about Voldemort in the same context as seen in Example 47.

5. The Ideology of Equality

Equality was one of the social dimensions hidden in the series. As there were several races of magical people and magical creatures, some received privileges while other groups received cruel treatment. Thus, several characters took action to call for equality in every possibility. Under the context of the series, the wizarding society was a class society. Blood status and race turned into factors of social structure. The Half-bloods and the Muggle-borns did not receive good treatment and respect as the Purebloods did. In addition, most of the wizards did not pay attention to give respect or protection to magical creatures because they did not have the status of 'being' in society. However, some characters had the idea of equality for all members of society. This idea was passed within the wizarding society through 2 main strategies: referencing and verb forms.

Table 16 Language Strategies Used in the Ideology of Equality

Ideology	Language Strategies	Sub-language Strategies	Frequency of Occurrences
5. Equality	Referencing	Naming (An Institution's Name)	1
		An Acronym	2
	Verb Forms	Dynamic Verbs	2
		Imperative Verbs	3
		Stative Verbs	2
		Deontic Modal Verbs	4

5.1 Referencing

Hermione founded the Society for the Promotion of Elfish Welfare in her 4th year for calling out about better living of house-elves. Ron and other wizard friends disagreed with Hermione's idea because wizards never took good care of house-elves. However, Hermione continued promoting her idea as best as she could. This ideology about equality was expressed through 2 sub-strategies of referencing: naming 'the Society for the Promotion of Elfish Welfare' and an acronym 'SPEW'.

Example 46

'Who's Kreacher?' he asked.

'The house-elf who lives here,' said Ron. 'Nutter. Never met one like him.'

Hermione frowned at Ron.

'He's not a nutter, Ron.'

'His life's ambition is to have his head cut off and stuck up on a plaque just like his mother,' said Ron irritably. 'Is that normal, Hermione?'

'Well – well, if he is a bit strange, it's not his fault.'

Ron rolled his eyes at Harry.

'Hermione still hasn't given up on SPEW.'

'It's not SPEW!' said Hermione heatedly. 'It's the Society for the Promotion of Elfish Welfare. And it's not just me, Dumbledore says we should be kind to Kreacher too.'

(Rowling, 2003, p. 73)

Example 47

  'D'you know how much mould we've got rid of since we arrived here?'

  'You were so keen to help The Order,' said Mrs Weasley, 'you can do your bit by making Headquarters fit to live in.'

  'I feel like a house-elf,' grumbled Ron.

  'Well, now you understand what dreadful lives they lead, perhaps you'll be a bit more active in <u>SPEW</u>!' said Hermione hopefully, as Mrs Weasley left them to it. 'You know, maybe it wouldn't be a bad idea to show people exactly how horrible it is to clean all the time – we could do a sponsored scrub of Gryffindor common room, all proceeds to <u>SPEW</u>, it would raise awareness as well as funds.'

                  (Rowling, 2003, p. 145)

  Based on the context of the series, most of the wizards and witches did not give any respect to all magical creatures, especially house-elves. House-elves were enslaved, and they belonged to their masters' families. Masters usually did not take good care of house-elves. Hermione felt that everyone should receive the same treatment, protection, and respect for equality. She, thus, established the Society for the Promotion of Elfish Welfare to insist on house-elves' equality. In the context of Example 46, Ron thought Hermione's idea was nonsense because being enslaved was house-elves' way of life. However, Hermione's statement 'It's <u>the Society for the Promotion of Elfish Welfare</u>.' showed her strong ambition to promote house-elves' better living. She used the full name of the institution to emphasis the ideology of equality. Moreover, in Example 47, the acronym 'SPEW' and the context of the situation showed that Hermione articulately wanted to raise the listeners' awareness about equality for house-elves.

5.2 Verb Forms

  The ideology of equality was widely spread in the wizarding society, especially when Voldemort was back. The Half-bloods, the Muggle-borns, and magical creatures were killed. Thus, several people were calling for equality for every class and race in society. This ideology was conveyed through dynamic verbs, imperative verbs, stative verbs, and deontic modals.

Table 17 Sub-strategies of Verb Forms Used to Express the Ideology of Equality

Sub-strategies	Examples of Verb Forms
Dynamic Verbs	- We <u>do</u>! - We <u>protest</u>!
Imperative Verbs	- <u>Don't call</u> Hermione simple. - <u>Do not use</u> that word! - <u>Don't call</u> her a Mudblood!
Stative Verbs	- We're all human, aren't we? Every human life <u>is worth the same, and worth saving</u>. - We <u>don't want</u> any more Dobby, do we?
Deontic Modal Verbs	- it <u>would</u> be advisable to take as many innocent people out of the way as possible. - we <u>should tell</u> them to get out. - We <u>can't order</u> them to die for us – - Dumbledore says we <u>should be kind</u> to Kreacher too.

Example 48

'We're all human, aren't we? Every human life <u>is worth the same, and worth saving</u>.'

'Excellently put, Royal, and you've got my vote for Minister for Magic if ever we got out of his mess,' said Lee. 'And now, over to Romulus for our popular feature: Pals of Potter.'

(Rowling, 2007, p. 357)

Example 49

'Headmaster! They are camping in the Forest of Dean! The Mudblood –'

'<u>Do not use</u> that word!'

(Rowling, 2007, p. 553)

Example 50

'The house-elves, they'll all be down in the kitchen, won't they?'

'You mean we ought to get them fighting?' asked Harry.

'No,' said Ron seriously, 'I mean we <u>should tell</u> them to get out. We <u>don't want</u> any more Dobby, do we? We <u>can't order</u> them to die for us –'

<div align="right">(Rowling, 2007, p. 502)</div>

Table 17 and the examples illustrated sub-strategies of verb forms found in expressing the ideology of equality. Dynamic verbs were used in emphasising the speaker's action in promoting equality in society as seen in Table 17: 'We <u>do</u>!' and 'We <u>protest!</u>' According to the context in Example 48, Voldemort and the Death Eaters became powerful and killed many non-magical people, the Half-bloods, and the Muggle-borns. Thus, the statement 'Every human life <u>is worth the same, and worth saving</u>.' was a suggestion to society in a very serious situation for protecting everyone and promoting equality in society. Moreover, imperative verbs were employed in giving commands to forbid the listeners to insult other people. In Example 49, the usage of an imperative verb in the statement '<u>Do not use</u> that word!' showed that the speaker had awareness about equality. He disagreed with the idea of using blood status in grouping people and classes in society. Lastly, a stative verb 'want' and deontic modals were used in giving suggestions and encouragement. Based on the context of Example 50, the Battle of Hogwarts was going to start, and students were evacuated to safer places. Ron, who finally agreed to Hermione's viewpoint about house-elves' better living, realised that no one paid attention to the elves at Hogwarts. His statements 'I mean we <u>should tell</u> them to get out. We <u>don't want</u> any more Dobby, do we? We <u>can't order</u> them to die for us –' illustrated his effort in protecting the innocent even though they were not human. Thus, the examples revealed that the ideology of equality was successfully passed though society.

6. The Ideology of Hostility and Partisanship

According to the series, it was generally known that Harry and Voldemort were on opposite sides. Voldemort had his Death Eaters as the army doing everything under his command to become the most powerful wizard again. On the other hand, Harry had to take the position of leader to defeat Voldemort and stop all violence of

Voldemort's actions. Thus, hostility and partisanship of Harry, Voldemort, and their supporters were easily noticed. This ideology consisted of 8 sub-ideologies as presented in Table 18.

Table 18 Language Strategies Used in the Ideology of Hostility and Partisanship

Sub-ideologies	Language Strategies	Sub-language Strategies	Frequency of Occurrences
6.1 Harry Potter was Voldemort's enemy.	Systems of Address	A Family Name	8
		A Full Name	3
	Referencing	A Family Name	28
		A Full Name	11
		Third-personal Pronouns	30
		Phrases	9
	Verb Forms	A Stative Verb	4
		An Imperative Verb	3
		Epistemic Modal Verbs	4
6.2 Voldemort and the Death Eaters were them.	Systems of Address	Phrase	2
	Referencing	Naming	95
		Phrases	86
		Family Names	49
		First Names	15
		Full Names	17
		Third-personal Pronouns	185
		A Profession	1
	Verb Forms	Dynamic Verbs	1
		Stative Verbs	3
6.3 Voldemort and the Death Eaters were us.	Systems of Address	Phrases	3
		First-personal Pronouns	14
		A First Name	1
		Naming	1
	Referencing	Naming	1
		A First Name	1
		Family Names	5
		Phrases	4

Sub-ideologies	Language Strategies	Sub-language Strategies	Frequency of Occurrences
6.4 The Order of the Phoenix was them.	Referencing	Naming (An Institution's Name)	4
		A Third-personal Pronoun	3
		Phrases	2
6.5 The Ministry of Magic and the *Daily Prophet* were them.	Referencing	Naming (An Institution's Name)	4
		Third-personal Pronouns	11
		Phrases	2
	Verb Forms	Dynamic Verbs	2
6.6 Voldemort was the most dangerous dark wizard.	Referencing	Naming	11
		Third-personal Pronouns	34
6.7 The Order of the Phoenix resisted Voldemort and the Death Eaters.	Systems of Address	Frist-personal Pronouns	76
		A Second-personal Pronoun	1
		Phrases	4
	Referencing	Naming (An Institution's Name and a Person's Name)	44
		Third-personal Pronouns	12
		First Names	26
		Family Names	12
		A Profession	8
		Full Name	8
		Phrases	15
	Verb Forms	Dynamic Verbs	2
		Stative Verbs	5
6.8 Dumbledore's Army resisted the Dark Arts group.	Systems of Address	First-personal Pronouns	31
		A Phrase	1
	Referencing	Naming (An Institution's Name)	1
		Acronyms	5
		A First-personal Pronoun	1
		Third-personal Pronouns	4
		A First Name	1
		A Demonstrative Pronoun	1
		Phrases	2
	Verb Forms	Stative Verbs	3

6.1 Sub-ideology: Harry Potter was Voldemort's enemy.

Harry Potter was always mentioned as Voldemort's enemy in the discourse produced by the Dark Arts group because Voldemort was first destroyed by Harry. According to the context of the series, Harry presented himself as the opposite side of Voldemort and the Death eaters. Moreover, Harry continuously obstructed the return of Voldemort. Therefore, everyone knew that Harry Potter was the most formidable enemy for Voldemort. This sub-ideology was expressed through 3 strategies: systems of address, referencing, and verb forms.

6.1.1 Systems of Address

Voldemort and Death Eaters saw Harry as their enemy. Thus, they expressed hostility through terms used for calling Harry via 2 sub-strategies: a full name 'Harry Potter' and a family name 'Potter'.

Example 51

'Master, you should know –'

'Be quiet, Bella,' said Voldemort dangerously. 'I shall deal with you in a moment. Do you think I have entered the Ministry of Magic to hear your snivelling apologies?'

'But Master – he is here – he is below –' Voldemort paid no attention.

'I have nothing more to say to you, <u>Potter</u>,' he said quietly. 'You have irked me too often, for too long. AVADA KEDAVRA!'

(Rowling, 2003, p. 717)

Example 52

'I speak now, <u>Harry Potter</u>, directly to you. You have permitted your friends to die for you rather than face me yourself. I shall wait for one hour in the Forbidden Forest. If, at the end of that hour, you have not come to me, have not given yourself up, then battle recommences. This time, I shall enter the fray myself, <u>Harry Potter</u>, and I shall find you, and I shall punish every last man, woman and child who has tried to conceal you from me. One hour.'

(Rowling, 2007, p. 592)

The above examples demonstrated that the Dark Arts group called Harry by using his full name and family name in face-to-face situations. The contexts of situations indicated that Voldemort and his Death Eaters revealed their hostility towards Harry, thus using Harry's full name and family name identified who was their exact enemy in those situations. Examples 51 and 52 illustrated that Voldemort used 'Potter' and 'Harry Potter' to specifically name Harry as his opponent, with Example 54 showing that only Harry whom Voldemort would like to kill.

6.1.2 Referencing

The idea of hostility towards Harry Potter was widely known among the Death Eaters. It was because Voldemort was first destroyed his power by Harry, thus Harry became his important enemy by then. Referential devices referred to Harry as Voldemort's enemy were expressed through 4 sub-strategies: a full name, a family name, third-person pronouns, and phrases.

Table 19 Sub-strategies of Referencing Used to Express Sub-ideology 6.1 Harry Potter was Voldemort's enemy

Referencing	Lexical Choices
A Full Name	Harry Potter
A Family Name	Potter
Third-person Pronouns	he, him
Phrases	the boy, the Potter boy

Example 53

'To hell with the Ministry,' growled Greyback. 'They'll take the credit, and we won't get a look in. I say we take <u>him</u> straight to You-Know-Who.'

'Will you summon 'im? 'Ere?' said Scabior, sounding awed, terrified.

'No,' snarled Greyback, 'I haven't got – they say he's using the Malfoy's place as a base. We'll take <u>the boy</u> there.'

(Rowling, 2007, p. 367)

Example 54

'State your purpose!'

'We've got <u>Potter</u>!' Greyback roared triumphantly. 'We've captured <u>Harry Potter</u>!'

(Rowling, 2007, p. 369)

Table 19 and the examples demonstrated referential expressions that Voldemort and the Dark Arts group used for referring to Harry as Voldemort's rival. The third-person pronoun 'him' and the phrase 'the boy' in Example 53 represented Harry as an out-group member of the Dark Arts group. The third-person pronoun 'he' indicated a distance between the speakers and Harry. In addition, the phrase 'the boy' conveyed the speakers' hidden opinion towards Harry that he was just a boy without special power. Besides, the Dark Arts group used Harry's full name and family name to emphasise Harry as their specific enemy as seen in Example 54. Since the ideology about opposition to Harry was raised among the Death Eaters, thus any referential expressions referred to Harry employed within the Dart Arts group could show their hostility.

6.1.3 Verb Forms

The Dark Arts group asserted the attitude about Harry as their enemy through 3 sub-strategies of verb forms: a stative verb, an imperative verb, and epistemic modals.

Table 20 Sub-strategies of Verb Forms Used to Express Sub-ideology 6.1 Harry Potter was Voldemort's enemy

Sub-strategies	Examples of Verb Forms
A Stative Verb	- The Dark Lord <u>wants</u> Potter's life, not his soul.
	- The Dark Lord <u>wants</u> Potter dead by no hand but his –
	- The Dark Lord <u>wants</u> him alive –
	- the Dark Lord <u>wants</u> him dead anyway
An Imperative Verb	- <u>Give me</u> Harry Potter.

Sub-strategies	Examples of Verb Forms
Modal Verbs	- I <u>shall attend</u> to the boy in person.
	- I <u>must be</u> the one to kill Harry Potter, and I <u>shall be</u>.
	- he <u>would not rest</u> until he killed you

Example 55

'What about Dementors?' called another Death Eater. 'Let 'em have free rein, they'd find him quick enough!'

'The Dark Lord <u>wants Potter dead by no hand but his</u> –'

'– an' Dementors won't kill him! The Dark Lord <u>wants Potter's life</u>, not his soul. He'll be easier to kill if he's been kissed first!'

(Rowling, 2007, p. 448)

Example 56

There was silence in the Hall now, the kind of silence that presses against the eardrums, that seems too huge to be contained by walls.

'<u>Give me</u> Harry Potter,' said Voldemort's voice, 'and none shall be harmed. <u>Give me</u> Harry Potter, and I shall leave the school untouched. <u>Give me</u> Harry Potter, and you will be rewarded.'

(Rowling, 2007, p. 490)

Example 57

'I have been careless, and so have been thwarted by luck and chance, those wreckers of all but the best laid plans. But I know better now. I understand those things that I did not understand before. I <u>must be the one to kill Harry Potter</u>, and I <u>shall be</u>.'

At these words, seemingly in response to them, a sudden wail sounded, a terrible, drawn-out cry of misery and pain. Many of those at the table looked downwards, startled for the sound had seemed to issue from below their feet.

(Rowling, 2007, p. 13)

Table 20 and examples above illustrated how Voldemort and the Death Eaters conveyed their hostile to Harry through verb forms. According to the context of the situation, Voldemort wanted to defeat and kill Harry Potter – his biggest enemy. Example 55 showed that the verb 'want' was applied as a verb of preference in the statements 'The Dark Lord <u>wants</u> Potter dead by no hand but his –' and 'The Dark Lord <u>wants</u> Potter's life, not his soul.' for indicating Voldemort's desire in killing Harry. Moreover, Voldemort used the imperative verb '<u>Give me</u> Harry Potter.' in Example 56 in commanding to express his want. He also asserted that it was only Harry Potter that he would like to kill to persuade people to send Harry to him. Lastly, usage of epistemic modals 'must' and 'shall' in 'I <u>must be</u> the one to kill Harry Potter, and I <u>shall be</u>.' in Example 57 demonstrated that Voldemort had a strong belief and expectation that he was the only person to kill Harry, and he could achieve triumph over his antagonist. All verb forms employed in this sub-ideology emphasised Harry Potter as the opponent of the Dark Arts group.

6.2 Sub-ideology: Voldemort and the Death Eaters were them.

The Voldemort resistance group which consisted of the Order of the Phoenix, Hogwarts's staff, and Dumbledor's Army saw Voldemort and the Death Eaters as their adversary. The Dark Arts group was always mentioned as the opponent by the Voldemort resistance group. Hostility towards the Dark Arts group was conveyed through 3 strategies: systems of address, referencing, and verb forms.

6.2.1 Systems of Address

In face-to-face communication, Voldemort resistance group demonstrated their hostility to the Dark Arts group via phrases.

Example 58

'So how come <u>you three</u> aren't with Voldemort?' asked Harry.

'We're gonna be rewarded,' said Crabbe … 'We 'ung back, Potter. We decided not to go. Decided to bring you to 'im.'

(Rowling, 2007, p. 505)

Example 59

'What request could <u>a Death Eater</u> make of me?'

'The – the prophecy … the prediction … Trelawney …'

'Ah, yes,' said Dumbledore. 'How much did you relay to Lord Voldemort?'

'Everything – everything I heard!' said Snape. 'That is why – it is for that reason – he thinks it means Lily Evans!'

(Rowling, 2007, p. 543)

Examples 58 and 59 showed terms that the Voldemort resistance group employed for calling the Dark Arts group in face-to-face communication. The phrase 'you three' in Example 58 illustrated that the speaker intended to emphasise specific members from the opposite side – Malfoy, Crabbe, and Goyle. Furthermore, the phrase 'a Death Eater' in Example 59 indicated that Dumbledor proposed to assert distance between him and Snape. Based on the context of the series, Snape was one of the Death Eaters while Dumbledor founded the Order of the Pheonix to oppose Voldemort. Therefore, the phrases 'you three' and 'a Death Eater' conveyed the hidden message that the listeners were out-group members of the speakers' side.

6.2.2 Referencing

The Voldemort resistance group always asserted the opposition to Voldemort and the Death Eaters through 7 sub-strategies: naming, phrases, family names, first names, full names, third-personal pronouns, and a profession.

Table 21 Sub-strategies of Referencing Used to Express Sub-ideology 6.2 Voldemort and the Death Eaters were them

Referencing	Lexical Choices
Naming	Death Eaters, the Death Eaters, Voldemort, You-Know-Who, He Who Must Not Be Named, Lord Voldemort, the Dark Lord, Wormtail
Phrases	the Death Eaters, a couple of Death Eaters, a Death Eater or two, any Death Eaters, loads of Death Eaters, Four of

Referencing	Lexical Choices
	them, a great number of Death Eaters, one of the Death Eaters, half a dozen of them, a Death Eaters, those Death Eaters, more Death Eaters, a load of Death Eaters, a Death Eater idea, a bunch of Death Eaters, those charming Death Eaters, Those two Death Eaters, Voldemort and the Death Eaters, You Death Eaters, kids of Death Eaters, his father, dear Bellatrix, his followers, some Death Eaters, many of them, his Death Eaters, a dozen Death Eaters, Voldemort's Death Eaters, The Death Eater's scars, Couple of 'em, one of 'em, Macnair an' the other one, that woman, the two breakouts, Black's cousin, Voldemort's worst supporters, a dozen odd Death Eaters, several escaped Death Eaters, the undiscovered Death Eaters, Malfoy's dad, his supporters, his master, a select band of followers
Family Names	Snape, the Carrows, Quirrell, Greyback, Mrs Black, Macnair, Black, Avery, Rookwood, the Malfoys, Malfoy
First Names	Regurus, Severus, Bellatrix, Rodolphus, Rabastan, Narcissa
Full Names	Severus Snape, Bellatrix Lestrange, Lucius Malfoy, Barty Crouch Junior, Algernon Rookwood
Third-personal Pronouns	they, them, he, him, she, her
A Profession	Professor Snape

Example 60

'Sir?' said Harry. 'I've been thinking … Sir – even if the Stone's gone, Vol–
… I mean, <u>You-Know-Who</u> –'

'Call him Voldemort, Harry. Always use the proper name for things. Fear of a
name increases fear of the things itself.'

'Yes, sir. Well, <u>Voldemort</u>'s going to try other ways of coming back, isn't he? I mean, <u>he</u> hasn't gone, has he?'

'No, Harry, <u>he</u> has not. He is still out there somewhere, perhaps looking for another body to shared ... not being truly alive**,** <u>he</u> cannot be killed**.** <u>He</u> left <u>Quirrell</u> to die; <u>he</u> shows just as little mercy to <u>his followers</u> as his enemies. Nevertheless, Harry, while you may only have delayed his return to power, it will merely take someone else who is prepared to fight what seems a losing battle next time – and if <u>he</u> is delayed again, and again, why, <u>he</u> may never return to power.'

(Rowling, 1997, pp. 215-216)

Example 61

'You are lazy and sloppy, Potter, it is small wonder that <u>the Dark Lord</u> –'

'Can you tell me something, sir?' said Harry, firing up again. 'Why do you call <u>Voldemort</u> the Dark Lord? I've only ever heard <u>Death Eaters</u> call him that.'

(Rowling, 2003, p. 523)

Example 62

'We shall secure the school against <u>He Who Must Not Be Named</u> while you search for this – this object.'

'Is that possible?'

'I think so,' said Professor McGonagall drily, 'we teachers are rather good at magic, you know. I am sure we will be able to hold <u>him</u> off for a while if we all put our best efforts into it. Of course, something will have to be done about <u>Professor Snape</u>.'

(Rowling, 2007, p. 479)

Table 21 and examples above illustrated how the Voldemort resistance group called Voldemort and the Death Eaters as their antagonists. Naming 'Voldemort, You-Know-Who, the Dark Lord, and He Who Must Not Be Named' were directly referred to Voldemort as well as emphasised him as the leader of the Dark Arts group as seen in Examples 60, 61, and 62. In addition, first names, family, full names, naming, and a profession such as 'Quirrell' and 'Professor Snape' in Examples 60 and 62 referred to the particular person and social status of members of the Dark Arts group.

Naming created by using group's name 'Death Eaters' was used to emphasis a group of people who believed in Voldemort's notion which was different from the resistance group as demonstrated in Example 61.

Moreover, several phrases were applied for referring to Voldemort's supporters such as the phrase 'his followers' in Example 60. Possessive determiners were employed to indicate not only relationship within the Dark Arts group, but also distance between the Voldemort resistance group and the Dark Arts group. As seen in Example 60, the phrase 'his followers' referred to Voldemort's supporters as well as signified unity between Voldemort and the Death Eaters. Besides, determiners 'those' and 'that' in phrases, for instance, 'those Death Eaters' and 'that woman' demonstrated distance between the speakers and the third people.

In addition, quantifiers were used for giving numbers of Death Eaters. Adjectives employed in phrases such as 'Voldemort's worst supporters' and 'a dozen odd Death Eaters' signified negative attitudes that the Voldemort resistance group had towards Death Eaters. Lastly, third-personal pronouns 'he, him, she, her, they, and them' represented Voldemort, the particular Death Eater as well as groups of Death Eaters for giving cohesion in discourse. Thus, referential devices in Table 21 and Examples 60, 61, and 62 revealed distance between the Voldemort resistance group and the Dark Arts group. References usually occurred in the situations that Voldemort and the Death Eaters caused harm and danger.

6.2.3 Verb Forms

The Voldemort resistance group expressed their hostility to the Dark Arts group via 2 sub-strategies: a dynamic verb and stative verbs.

Table 22 Sub-strategies of Verb Forms Used to Express Sub-ideology 6.2 Voldemort and the Death Eaters were them

Sub-strategies	Examples of Verb Forms
A Dynamic Verb	- Stupid idiot … he <u>joined</u> the Death Eaters.
Stative Verbs	- He <u>used to be</u> a Death Eater.
	- He was with Rookwood, he<u>'s one of the Death</u> Eaters who escaped from Azkaban, remember?
	- Sirius's brother <u>was a Death Eater</u>, wasn't he?

Example 63

'He was younger than me,' said Sirius, 'and a much better son, as I was constantly reminded.'

'But he died,' said Harry.

'Yeah,' said Sirius. 'Stupid idiot … he <u>joined</u> the Death Eaters**.**'

(Rowling, 2003, p. 104)

Example 64

'But why,' Hermione persisted, 'why on earth would Voldemort want to use Sirius to get the weapon, or whatever the thing is?'

'I dunno, there could be loads of reasons!' Harry yelled at her. 'Maybe Sirius is just someone Voldemort doesn't care about seeing hurt –'

'You know what, I've just thought of something,' said Ron in a hushed voice. 'Sirius's brother <u>was a Death Eater</u>, wasn't he? Maybe he told Sirius the secret of how to get the weapon!'

(Rowling, 2003, p. 646)

Table 22 and examples showed a dynamic verb and stative verbs employed to emphasise polarisation between the Voldemort resistance group and the Dark Arts group through verb forms. The Voldemort resistance group employed a dynamic verb and stative verbs to indicate trait of the third people as the Death Eaters as seen in Examples 63 and 64 'he <u>joined the Death Eaters</u>' and 'Sirius's brother <u>was a</u>

<u>Death Eater'</u>. In addition, the resistance group specified the mentioned people as the Death Eaters for excluding themselves from the Dark Arts group.

6.3 Sub-ideology: Voldemort and the Death Eaters were us.

The Dark Arts group was composed of Voldemort and the Death Eaters. They had strong beliefs in dark magic and blood purity. They also believed that only the Purebloods possessed the power of magic. The Dark Arts group expressed their unity through 2 strategies: systems of address and referencing.

6.3.1 Systems of Address

The Dark Arts group showed solidarity within their group through 4 sub-strategies of systems of address strategy: phrases, first-personal pronouns, a first name, and naming.

Table 23 Sub-strategies of Systems of Address Used to Express Sub-ideology 6.3 Voldemort and the Death Eaters were us

Sub-strategies	Examples of Systems of Address
Phrases	one of you, neither of you, ten of us
First-personal Pronouns	we, us
A First Name	Severus
Naming	Wormtail

Example 65

'DO NOT ATTACK! <u>WE</u> NEED THE PROPHECY!'

'He dared – he dares –' shrieked Bellatrix incoherently, 'he stands there – filthy half-blood –'

'WAIT UNTIL <u>WE</u>'VE GOT THE PROPHECY!' bawled Malfoy.

(Rowling, 2003, p. 692)

Example 66

'No, my Lord, but I beg you will let me return. Let me find Potter.'

'You sound like Lucius. <u>Neither of you</u> understands Potter as I do. He does not need finding. Potter will come to me … He will hate watching the others struck down around him, knowing that it is for him that it happens. He will want to stop it at any cost. He will come.'

(Rowling, 2007, p. 525)

Example 67

'My instructions to my Death Eaters have been perfectly clear. Capture Potter. Kill his friends – the more, the better – but do not kill him.'

'But it is of you that I wished to speak, <u>Severus</u>, not Harry Potter …'

'My Lord knows I seek only serve him. But – let me go and find the boy, my Lord. Let me bring him to you. I know I can –'

(Rowling, 2007, p. 526)

Table 23 and the above examples illustrated terms that the Dark Arts group used for calling group members. Due to the situation in Example 65, the Death Eaters were trying to steal the prophecy from Harry for Voldemort; thus, the first-personal pronoun 'we' showed the close distance and unity of members of the Death Eaters. The phrase 'neither of you' in Example 66 and the first name 'Severus' in Example 67 also applied to call the group's members; however, they indicated social hierarchy within the group. Based on the series, Voldemort was the leader of the Dark Arts group, and the Death Eaters worked under his control. Even though Voldemort and the interlocutors in Examples 66 and 67 were members of the Dark Arts group and had a close relationship, the terms Voldemort called his Death Eaters and the contexts of situations revealed a gap of social status between the leader and members within the group.

6.3.2 Referencing

Members of the Dark Arts group referred to themselves by using 4 sub-strategies: naming, a first name, family names, and phrases.

Table 24 Sub-strategies of Referencing Used to Express Sub-ideology 6.3 Voldemort and the Death Eaters were us

Referencing	Lexical Choices
Naming	Wormtail
A First Name	Lucius
Family Names	Snape, the Corrows, Avery, Malfoy
Phrases	my Death Eaters, my force, my Death Eaters

Example 68

'Did you hear that? What was that noise in the cellar?'

Harry and Ron stared at each other.

'Draco – no, call <u>Wormtail</u>! Make him go and check!'

(Rowling, 2007, p. 380)

Example 69

'No, my Lord, but I beg you will let me return. Let me find Potter.'

'You sound like <u>Lucius</u>. Neither of you understands Potter as I do. He does not need finding. Potter will come to me … He will hate watching the others struck down around him, knowing that it is for him that it happens. He will want to stop it at any cost. He will come.'

(Rowling, 2007, p. 525)

Example 70

'Harry Potter is dead. He was killed as he ran away, trying to save himself while you lay down your lives for him. We bring you his body as proof that your hero is gone.'

'The battle is won. You have lost half of your fighters. <u>My Death Eaters</u> outnumber you and the Boy Who Lived is finished … and you will join me in the new world we shall build together.'

There was silence in the grounds and from the castle. Voldemort was so close to him that Harry did not dare open his eyes again.

(Rowling, 2007, p. 583)

Table 24 and examples showed referential devices the Dark Arts group employed for calling their members. Naming, a first name, and family names were used to emphasise the specific members of the Death Eaters. As seen in Examples 68 and 69, the naming 'Wormtail' and the first name 'Lucius' represented particular members of the group. Moreover, phrases referred to the Death Eaters revealed relationship between Voldemort and the Death Eaters. The phrase 'my Death Eaters' in Example 70 transmitted the idea of in-group members by using a possessive 'my'. Furthermore, the phrases 'my Death Eaters' and 'my force' revealed hierarchy in the Dark Arts group as the possessive 'my' emphasised that Voldemort took the possession of the Death Eaters.

6.4 Sub-ideology: The Order of the Phoenix was them.

The Order of the Phoenix was a group of wizards and witches who fought against Voldemort and the Death Eaters. They tried doing everything that could obstruct Voldemort from being back in power. Thus, Voldemort and the Death Eaters considered the Order of the Phoenix as their opponent. The Dark Arts group employed 3 sub-strategies of referencing to refer to the Order of the Phoenix: naming, a third-personal pronoun, and phrases.

Table 25 Sub-strategies of Referencing Used to Express Sub-ideology 6.4 The
Order of the Phoenix was them

Referencing	Lexical Choices
Naming (An Institution's Name)	the Order of the Phoenix, the Order
A Third-personal Pronoun	they
Phrases	a few Order members, the Animagus Black

Example 71

‘My Lord,’ Yaxley went on, ‘Dawlish believes an entire party of Aurors will be used to transfer the boy -’ …

‘Where are <u>they</u> going to hide the boy next?’

‘At the home of one of <u>the Order</u>,’ said Snape. ‘The place according to the source, has been given every protection that <u>the Oder</u> and Ministry together could provide …’ Once again, all heads turned. Yaxley squared his shoulders. ‘My Lord, I have good news on that score …’

(Rowling, 2007, p. 12)

Example 72

‘So, you smashed my prophecy?’ said Voldemort softly, staring at Harry with those pitiless res eyes. ‘No, Bella, he is not lying … I see the truth looking at me from within his worthless mind … months of preparation, months of effort … and my Death Eaters have let Harry Potter thwart me again …’

‘Master, I am sorry, I knew not, I was fighting <u>the Animagus Black</u>!’ sobbed Bellatrix, flinging herself down at Voldemort's feet as he paced slowly nearer.

(Rowling, 2003, pp. 716 – 717)

Table 25 and examples illustrated referential expressions which the Dark Arts group used in expressing their hostility and polarisation to the Order of the Phoenix. Inconsequent of the series, the Order tried to stop Voldemort, and they did not share the same beliefs. In Example 71, Voldemort and the Death Eaters used naming

'the Order of the Phoenix' and 'the Oder' to refer to the group of witches and wizards that opposite to them. Moreover, the third-personal pronoun 'they' in Examples 71 and phrases in Table 25 related to members of the Oder. As seen in Example 72, the phrase 'the Animagus Black' referred to the specific member of the Order – Sirius Black. All referential devices related to the Order of the Phoenix mostly occurred in situations that the Dark Arts group talked about the Order in negative ways. Thus, Voldemort and the Death Eaters conveyed their hostility and polarisation through referential expressions referred to members of the Order of the Phoenix as their adversaries.

6.5 Sub-ideology: The Ministry of Magic and the *Daily Prophet* were them.

The *Daily Prophet* was the newspaper ran under the Ministry of Magic. In accordant with the series, Voldemort finally took over the Ministry of Magic and the *Daily Prophet*. So, the Voldemort resistance group considered the Ministry and the newspaper as their opponents. The Voldemort resistance group expressed the idea of oppositeness via 2 strategies: referencing and verb forms.

6.5.1 Referencing

The Voldemort resistance group showed their negative attitudes towards the Ministry and the Daily Prophet through 3 sub-strategies of referencing: naming, third-personal pronouns, and phrases.

Table 26 Sub-strategies of Referencing Used to Express Sub-ideology 6.5 The Ministry of Magic and the *Daily Prophet* were them

Referencing	Lexical Choices
Naming (An Institution's Name)	the Ministry, the Ministry of Magic
Third-personal Pronouns	they, them
Phrases	half the Ministry, the enemy

Example 73

'A gang of what?' asked Harry, as Hermione threw herself down … it seemed unlikely that she would unravel them for several years.

'Snatchers,' said Ron. 'They're everywhere, gangs trying to earn gold by rounding up Muggle-borns and blood traitors, there's rewards from <u>the Ministry</u> for everyone captured. I was on my own and I look like I might be school age, they got really excited, thought I was a Muggle-born in hiding. I had to talk fast to get out of being dragged to the Ministry.'

(Rowling, 2007, pp. 310-311)

Example 74

Hermione, however, had to move her orange juice aside quickly to make way for a large damp barn owl bearing a sodden *Daily Prophet* in its beak.

'What are you still getting that for?' said Harry irritably, thinking of Seamus as Hermione placed a Knut in the leather pouch on the owl's leg and it took off again.

'I'm not bothering … load of rubbish.'

'It's best to know what <u>the enemy</u> is saying,' said Hermione darkly, and she unfurled the newspaper and disappeared behind it, not emerging until Harry and Ron had finished eating.

(Rowling, 2003, p. 203)

Table 26 and the above examples showed references that the Voldemort resistance group employed in conveying their hostility to the Ministry and the *Daily Prophet*. All referential devices happened in situations that the members of the resistance group discussed about the Ministry and the newspaper as Voldemort's followers. The naming 'the Ministry' in Example 73 referred to the officers of the Ministry of Magic who were members of the Death Eaters. In addition, using the institution's name 'the Ministry' and 'the Ministry of Magic' provided the picture of the whole ministry was on Voldemort's side. The social situation in Example 74 also indicated that the Dark Arts group took advantage of the Ministry and the newspaper's actions. However, the officers who were members of the Order of the Phoenix were excluded. Furthermore, the phrase 'the enemy' in Example 74 clearly showed the

speaker's negative attitude to the *Daily Prophet* as it tried to convince people in the magical society to believe that Harry Potter and Dumbledor were unreliable, and the Dark Arts group used it as a medium to control the society. Therefore, all references referred to the Ministry of Magic and the *Daily Prophet* and social situations revealed the speakers' hostile attitude to the Ministry and the newspaper as the opposite side.

6.5.2 Verb Forms

The Voldemort resistance group conveyed their adversarial opinion to the Ministry and the Daily Prophet through dynamic verbs.

Table 27 Sub-strategies of Verb Forms Used to Express Sub-ideology 6.5 The Ministry of Magic and the *Daily Prophet* were them

Sub-strategies	Examples of Verb Forms
Dynamic Verbs	- he's <u>taking over</u> the Ministry and the newspapers and half the wizarding world! - All the others are on You-Know-Who's side and are <u>following</u> the Ministry line.

Example 75

'But it was supposed to have stopped! … You mustn't let that connection open again – Dumbledore wanted you to close your mind!'

When he did not reply, she gripped his arm.

'Harry, he's <u>taking over</u> the Ministry and the newspapers and half the wizarding world! Don't let him inside your head too!'

(Rowling, 2007, p. 75)

Table 27 and Example 75 demonstrated how dynamic verbs used in conveying polarisation. Usage of present progressive tense in Example 77 showed the recent situation that the Ministry and the newspaper were on Voldemort's side: 'he's <u>taking over</u> the Ministry and the newspapers and half the wizarding world!' Usage of dynamic verbs in Table 31 and Example 77 also indicated the positions of the Ministry

of Magic and the newspaper in the society which were opposite to the Voldemort resistance group.

6.6 Sub-ideology: Voldemort was the most dangerous dark wizard.

Voldemort was known as both the master of the Dark Arts group and the most powerful dark wizard of age. He was the main enemy of the Voldemort resistance group. Therefore, he was hostilely mentioned among the resistance group through referencing strategy: naming and third-personal pronouns.

Table 28 Sub-strategies of Referencing Used to Express Sub-ideology 6.6 Voldemort was the most dangerous dark wizard

Referencing	Lexical Choices
Naming	Voldemort, the Dark Lord, You-Know-Who
Third-personal Pronouns	he, him

Example 76

Harry couldn't sit down. He paced up and down in front of the fire. He was still shaking.

'Snape wants the stone for <u>Voldemort</u> … and <u>Voldemort</u>'s waiting in the Forest … and all this time we thought Snape just wanted to get rich …'

'Stop saying the name!' said Ron in a terrified whisper, as if he thought Voldemort could hear them.

(Rowling, 1997, pp. 189-190)

Example 77

'I just wanted to know,' Harry began again, forcing his voice back to politeness, 'why –'

'You seem to have visited the snake's mind because that was where the Dark Lord was at that particular moment,' snarled Snape. 'He was possessing the snake at the time and so you dreamed you were inside it, too.'

'And Vol—<u>he</u> – realised I saw there?'

'It seems so,' said Snape coolly.

(Rowling, 2003, p. 470)

According to contexts of the series, referential devices used to refer to Voldemort in Table 28 were mostly employed by Harry Potter and Professor Dumbledore. They did not scare Voldemort like other people in society. He was only a wizard who had opposite beliefs from Dumbledore and Harry. Example 76 revealed that Harry could say the naming 'Voldemort' without fear while Ron could not stand for hearing the name. It was because Harry grew up outside the wizarding society. Thus, he was not frightened by the power behind Voldemort's name like Ron. Mentioning Voldemort's name was talking about the opponent in Harry's point of view. Besides, third-personal pronouns 'he' and 'him' were employed to refer to Voldemort in the sense of Harry's enemy. In Example 77, Harry used the third-personal pronoun 'he' on purpose – avoiding using Voldemort's name to comfort Ron's feeling. The third-personal pronouns also showed distance between the speakers and Voldemort. Consequently, referential devices referred to Voldemort in this sub-ideology indicated polarisation between the speakers and Voldemort as people from the opposite beliefs.

6.7 Sub-ideology: The Order of the Phoenix resisted Voldemort and the Death Eaters.

The Order of the Phoenix was a group of witches and wizards who resisted Voldemort and the Death Eaters. This secret society was founded by Professor Dumbledore. The Order members not only opposed the Dark Arts group, but also protected Harry. However, only people aged seventeen and more were allowed to join the group. Therefore, Harry, Ron, and Hermione were not considered as the Order members even though they definitely opposed the Dark Arts group. The Order members applied 3 strategies to convey solidarity within the group: systems of address, referencing, and verb forms.

6.7.1 Systems of Address

There were 3 sub-strategies that members of the Order of the Phoenix and other people employed for calling them: first-personal pronouns, a second-personal pronoun, and phrases.

Table 29 Sub-strategies of Systems of Address Used to Express Sub-ideology 6.7
The Order of the Phoenix resisted Voldemort and the Death Eaters

Sub-strategies	Examples of Systems of Address
First-personal Pronouns	we, us
A Second-personal Pronoun	you
Phrases	None of you, we all, none of us, none of the rest of us

Example 78

'So what does Dumbledore reckon he's planning?'

'Well, firstly, he wants to build up his army again,' said Sirius. 'In the old days he had huge numbers at his command: witches and wizards he'd bullied or bewitched into following him, his faithful Death Eaters, a great variety of Dark creatures. You heard him planning to recruit the giants; well, they'll be just one of the groups he's after. He's certainly not going to try and take on the Ministry of Magic with only a dozen Death Eaters.'

'So you're trying to stop him getting more followers?'

'We're doing our best,' said Lupin.

(Rowling, 2003, p. 88)

Example 79

'But if none of you are putting the news out that Voldemort's back –' Harry began.

'Who said none of us are putting the news out?' said Sirius. 'Why d'you think Dumbledore's in such trouble?'

'What d'you mean?' Harry asked.

'They're trying to discredit him,' said Lupin. 'Didn't you see the Daily Prophet last week? They reported that he'd been voted out of the Chairmanship of the International Confederation of Wizards because he's getting old and losing his grip, but it's not true; … They've demoted him from Chief Warlock on the Wizengamot – that's

the Wizard High Court – and they're talking about taking away his Order of Merlin, First Class, too.'

<div align="right">(Rowling, 2003, p. 90)</div>

Table 29 and examples demonstrated how members of the Order called themselves and the ways other people called them. In Examples 78 and 79, the Order members and Harry were talking about Voldemort's return. According to the contexts of situations which Harry, Ron, and Hermione were not the Order members, the second-personal pronoun 'you' and the phrase 'none of you' showed a distance between the Order members and Harry: the word 'you' and the phrase 'none of you' meant all members of the Order of the Phoenix. Conversely, the first-personal pronoun 'we' and the phrase 'none of us' revealed the sense of in-group members which referred to members of the Order of the Phoenix. It could be seen that even though Harry, Ron, and Hermione shared the same beliefs with the Order of the Phoenix, they were excluded from the Order because they were too young to take part in the Order. Thus, devices that the Order members employed for calling themselves illustrated solidarity among members of the group while devices that Harry, Ron, and Hermione applied for calling the Order members showed the sense of outgroup members.

6.7.2 Referencing

The Order members presented their solidarity within the group, and other people referred to the Order by employing 7 sub-strategies: naming, third-personal pronouns, first names, family names, a profession, full names, and phrases.

Table 30 Sub-strategies of Referencing Used to Express Sub-ideology 6.7 The Order of the Phoenix resisted Voldemort and the Death Eaters

Referencing	Lexical Choices
Naming (An Institution's Name and a Person's Name)	the Order of the Phoenix, the Order, Mad-Eye, Mad-Eye Moody
Third-personal Pronouns	them, they, him, he

Referencing	Lexical Choices
First Names	Olympe, Sirius, Mundungus, Kingsley, Bill, Remus, Arthur, Molly, Aberforth
Family Names	Lupin, Mr Weasley, Moody, Tonks
A Profession	Professor Snape
Full Names	Kingsley Shacklebolt, Dorcas Meadowes, Sturgis Podmore, Arthur Weasley, Alastor Moody, Nymphadora Tonks, Remus Lupin
Phrases	some of the Order, some of them, anyone from the Order, any of them, none of the Order, members of the Oder of the Phoenix, Order members, those of us, our side, Frank and Alice Longbottom, Poor Severus

Example 80

'Tonks and Arthur would lose their jobs at the Ministry if they stated shooting their mouths off,' said Sirius, 'and it's very important for us to have spies inside the Ministry, because you can bet Voldemort will have them.'

'We've managed to convince a couple of people, though,' said Mr Weasley. 'Tonks here, for one – she's too young to have been in the Oder of the Phoenix last time, and having Aurors on our side is a huge advantage – Kingsley Shacklebolt's been a real asset, too; he's in charge of the hunt for Sirius, so he's been feeding the Ministry information that Sirius is in Tibet.'

(Rowling, 2003, pp. 89-90)

Example 81

'What d'you reckon?'

Harry didn't need to ask what Ron meant.

'Well, they didn't tell us much we couldn't have guessed, did they**?**' he said, thinking of all that had been said downstairs. 'I mean, all they've really said is that the Order's trying to stop people joining Vol –'

There was a sharp intake of breath from Ron.

'– demort,' said Harry firmly. 'When are you going to start using his name? Sirius and Lupin do.'

Ron ignored this last comment.

'Yeah, you're right,' he said, 'we already knew nearly everything <u>they</u> told us, from using the Extendable Ears. The only new bit was –'

(Rowling, 2003, p. 93)

Table 30 and the above examples showed referential devices referred to the Order of the Phoenix in terms of the organisation and members of the organisation. Due to the contest of the series, the Order of the Phoenix was a group of witches and wizards who strongly defeated the Dark Arts group, and only people aged over 17 were allowed to take part in the group. In Example 80, the family name 'Tonks', the full name 'Kingsley Shacklebolt', and first names 'Arthur' and 'Sirius' referred to particular members of the Order. The naming 'the Oder of the Phoenix' in the sentence 'Tonks here, for one – she's too young to have been in <u>the Oder of the Phoenix</u> last time' in Example 80 also related to members of the Order because of the contexts of the series and the situation indicated that Tonks was already age over 17 and were allowed to be a member of the Order. Furthermore, the phrase 'our side' in the statement 'and having Aurors on <u>our side</u> is a huge advantage' in Example 80 related to other withes and wizards who resisted the Dark Arts group but were not Order members. In Example 81, the third-personal pronouns 'they' and the naming 'the Order' referred to members of the Order of the Phoenix. According to the context of the situation in Example 81, even Harry, Ron, and Hermione obviously resisted Voldemort and the Death Eaters, they were too young to be members of the Order. Hence, referential devices referred to the Order in this sub-ideology could indicate distance between the speakers and the Order: referential expressions produced by Order members demonstrated close relationship and solidarity within the organisation while referential devices produced by other people showed distance even though they shared the same belief in defeating the Dark Arts group.

6.7.3 Verb Forms

There were 4 sub-strategies of verb forms that Order members employed for showing their unity, and people of the Voldemort resistance group used to emphasis the Order's solidarity: stative verbs and dynamic verbs.

Table 31 Sub-strategies of Verb Forms Used to Express Sub-ideology 6.7 The Order of the Phoenix resisted Voldemort and the Death Eaters

Sub-strategies	Examples of Verb Forms
Stative Verbs	- Sirius <u>was in the Order</u>. - Charlie<u>'s in the Order</u>, too - '… now he<u>'s in the Order and everything</u>. - Snape <u>was Dumbledore's</u>. - but he <u>was Dumbledore's spy</u> from the moment you threatened her.
Dynamic Verbs	- and he's been <u>working against you</u> ever since! - he is <u>planning against the Dark Lord</u>, yes, with these Mudbloods and traitors and scum.

Example 82

'He desired her, that was all,' sneered Voldemort, 'but when she had gone, he agreed that there were other women, and of purer blood, worthier of him–'

'Of course he told you that,' said Harry, 'but he <u>was Dumbledore's spy</u> from the moment you threatened her, and he's been <u>working against you</u> ever since! Dumbledore was already dying when Snape finished him!'

'It matters not whether Snape was mine or Dumbledore's …Snape's supposed great love! Oh, but it all makes sense, Potter, and in ways that you do not understand!'

(Rowling, 2007, p. 593)

Example 83

'What d'you mean?'

'Remember old Fleur Delacour?' said George. 'She's got a job at Gringotts to eemprove 'er Eeenglish –'

'And Bill's been giving her a lot of private lessons,' sniggered Fred.

'Charlie's in the Order, too,' said George, 'but he's still in Romania. Dumbledore wants as many foreign wizards brought in as possible, so Charlie's trying to make contact on his days off.'

(Rowling, 2003, p. 67)

Table 31 and examples showed verb forms used for expressing the unity of the Order of the Phoenix. The statement 'but he was Dumbledore's spy from the moment you threatened her' in Example 82 and the statement 'Charlie's in the Order, too.' in Example 83 exemplified that stative verbs were applied for informing the status of that people as members of the Order. In addition, dynamic verbs in the statement 'and he's been working against you ever since!' in Example 83 showed Snape's action of resisting Voldemort as well as the duration of the action. Due to the context of the situation in Example 83, Harry already knew the fact that Professor Snape was one of Order members and helped Professor Dumbledore in protecting Harry from Voldemort for years, the dynamic verb used in this situation emphasised the ongoing fact that Professor Snape guarded Harry from the Dark Arts group and worked under Professor Dumbledore's instructions.

6.8 Sub-ideology: Dumbledore's Army resisted the Dark Arts group.

Dumbledore's Army was found by a group of Hogwarts students after the Ministry of Magic interfered at Hogwarts. This secret organisation was led by Harry Potter. The organisation was first assembled for practicing proper Defence Against the Dark Arts. However, the students had chances to fight against the Death Eaters and finally took part in the Battle of Hogwarts. Members of Dumbledore's Army conveyed their ideal ideology through 3 strategies: systems of address, references, and verb forms.

6.8.1 Systems of Address

There were 2 sub-strategies that members of Dumbledore's Army used in calling their members: first-personal pronouns 'we' and 'us' as well as a phrase 'we all'.

Example 84

'Luna,' said Harry distractedly, 'what are you doing here? How did you –?'

'I sent for her,' said Neville, holding up the fake Galleon. 'I promise her and Ginny that if you turned up I'd let them know. We all thought that if you came back, it would mean revolution. That we were going to overthrow Snape and the Carrows.'

'Of course that's what it means,' said Luna brightly. 'Isn't it, Harry? We're going to fight them out of Hogwarts?'

(Rowling, 2007, p. 468)

Example 84 showed terms that members of Dumbledore's Amry used for calling their members. First-personal pronouns 'we' and 'us' indicated the sense of group and unity. Besides, the phrase 'we all' signified the picture of the whole group or all members of Dumbledore's Army to the listeners. Thus, all devices represented solidarity within the group and the perception of in-group members.

6.8.2 References

Members of Dumbledore's Army employed 7 sub-strategies for referring to their members: naming, acronyms, a first-personal pronoun, third-personal pronouns, a first name, a demonstrative pronoun, and phrases.

Table 32 Sub-strategies of Referencing Used to Express Sub-ideology 6.8 Dumbledore's Army resisted the Dark Arts group

Referencing	Lexical Choices
Naming (An Institution's Name)	Dumbledore's Army
Acronyms	the DA, DA

Referencing	Lexical Choices
A First-personal Pronoun	us
Third-personal Pronouns	her, them, it
A First Name	Ginny
A Demonstrative Pronoun	this
Phrases	more and more of the DA, the rest of Dumbledore's Army

Example 85

'What about her? Dobby – she hasn't found out about <u>this</u> – about <u>us</u> – about <u>the DA</u>?'

He read the answer in the elf's stricken face. His hands held fast by Harry, the elf tried to kick himself and fell to the floor.

(Rowling, 2003, p. 536)

Example 86

'Luna,' said Harry distractedly, 'what are you doing here? How did you–?'

'I sent for <u>her</u>,' said Neville, holding up the fake Galleon. 'I promise <u>her</u> and <u>Ginny</u> that if you turned up I'd let <u>them</u> know. We all thought that if you came back, it would mean revolution. That we were going to overthrow Snape and the Carrows.'

'Of course that's what it means,' said Luna brightly. 'Isn't it, Harry? We're going to fight them out of Hogwarts?'

(Rowling, 2007, p. 468)

xample 87

'Voldemort's on his way, they*'re barricading the school* – Snape's run for it – what are you doing here? How did you know?'

'We sent messages to <u>the rest of Dumbledore's Army</u>,' Fred explained. 'You couldn't expect everyone to miss the fun, Harry, and <u>the DA</u> let the Oder of the Phoenix know, and it all kind of snowballed.'

'What first, Harry?' called George. 'What's going on?'

'They're evacuating the younger kids and everyone's meeting in the Great Hall to get organised,' Harry said. 'We're fighting.'

(Rowling, 2007, p. 485)

Table 32 and examples showed referential expressions that members of Dumbledore's Army applied to refer to themselves. Using the acronym 'the DA' related to all members of the organisation as seen in Examples 85 and 86. The demonstrative pronoun 'this' in Example 85 signified Dumbledore's army as an organisation. The first-personal pronoun 'us' in Example 85 also indicated the sense of in-group members. Moreover, the third-personal pronoun 'her' provided coherence to the specific member – Luna, and the third-personal pronoun 'them' indicated coherence to the previously mentioned members – Luna and Ginny in Example 86. The usage of the first name 'Ginny' in Example 86 obviously referred to a particular member of the organisation. Lastly, the phrase 'the rest of Dumbledore's Army' in Example 87 referred to members of Dumbledore's Army. It also signified the solidarity within the organisation as well as the organisation's perspective in defeating the Dark Arts group.

6.8.3 Verb Forms

The sub-strategy that members of Dumbledore's Army used when they talked about themselves to emphasise solidarity within the organisation was stative verbs.

Table 33 Sub-strategies of Verb Forms Used to Express Sub-ideology 6.8 Dumbledore's Army resisted the Dark Arts group

Sub-strategies	Examples of Verb Forms
Stative Verbs	- We're his Army.
	- We were all in the DA together.
	- We were all in it together.

Example 88

'Dumbledore left the three of us a job,' he said carefully, 'and we weren't supposed to tell – I mean, he wanted us to do it, just the three of us.'

'We<u>'re his Army</u>,' said Neville. 'Dumbledore's Army. We <u>were</u> all <u>in it together</u>, we've been keeping it going while you three have been off on your own –'

(Rowling, 2007, p. 467)

According to Table 33 and Example 88, stative verbs employed when the speaker would like to declare himself as one of the organisation members as seen in the statement 'We<u>'re his Army</u>.' Moreover, the stative verb 'were' indicated the unchanged state of the speaker as seen in the statement 'We <u>were</u> all <u>in it together</u>.' Due to the context of the situation, other members of Dumbledore's Army tried to resist the Death Eaters taking over Hogwarts while Harry, Ron, and Hermione left the school. They also would like to help Harry in defeating Voldemort. Thus, stative verbs not only signified the stage of the speakers as members of Dumbledore's Army, but also revealed the speakers' perspectives on overcoming the Dark Arts group.

7. The Ideology of Dedication

In accordance with the context of the series, the Death Eaters did everything under Voldemort's control to support their master, whereas members of the Voldemort resistance group dedicated to follow Professor Dumbledore and Harry's advice. There were 2 sub-ideologies of the ideology of dedication as presented in Table 34.

Table 34 Language Strategies Used in the Ideology of Dedication

Sub-ideologies	Language Strategies	Sub-language Strategies	Frequency of Occurrences
7.1 Loyalty	Systems of Address	Social Status	11
		A Phrase	6
		A Full Name	2
	Referencing	Naming	8
		Social Status	21

Sub-ideologies	Language Strategies	Sub-language Strategies	Frequency of Occurrences
		Phrases	10
		Dynamic Verbs	11
		Stative Verbs	13
	Verb Forms	Linking Verbs	2
		An Imperative Verb	1
		Epistemic Modal Verb	3
	Referencing	Phrases	2
		Naming	10
7.2 Trustworthiness		Dynamic Verbs	14
		Stative Verbs	33
		Imperative Verbs	2
	Verb Forms	Linking Verbs	9
		Epistemic Modal verbs	4
		Deontic Modal Verbs	5
		Multi-word Modal Expressions	4

7.1 Sub-ideology: Loyalty

Members of both groups expressed loyalty to their leaders through 3 language strategies: systems of address, referencing, and verb forms.

7.1.1 Systems of Address

There were 3 sub-strategies of referencing that people used in expressing loyalty to the listeners in face-to-face communication: social status, a phrase, and a full name.

Table 35 Sub-strategies of Systems of Address Used to Express Sub-ideology 7.1 Loyalty

Sub-strategies	Examples of Systems of Address
Social Status	Master, Master Harry
A Phrase	my Lord
A Full Name	Harry Potter

Example 89

'Kreacher apologies for the delay in bringing the thief, <u>Master</u>,' croaked the elf. 'Fletcher knows how to avoid capture, has many hidey-holes and accomplices. Nevertheless, Kreacher cornered the thief in the end.'

'You've done really well, Kreacher,' said Harry, and the elf bowed low.

(Rowling, 2007, p. 181)

Example 90

'So, you smashed my prophecy?' said Voldemort softly, staring at Harry with those pitiless res eyes. 'No, Bella, he is not lying … I see the truth looking at me from within his worthless mind … months of preparation, months of effort … and my Death Eaters have let Harry Potter thwart me again …'

'<u>Master</u>, I am sorry, I knew not, I was fighting the Animagus Black!' sobbed Bellatrix, flinging herself down at Voldemort's feet as he paced slowly nearer.

(Rowling, 2003, pp. 716-717)

Example 91

'Dobby volunteered to return <u>Harry Potter</u>'s owl,' said the elf squeakily, with a look of positive adoration on his face, 'Professor Grubbly-Plank says she is all well now, sir.' He sank into a deep bow so that his pencil-like nose brushed the threadbare surface of the hearthrug and Hedwig gave an indignant hoot and fluttered on to the arm of Harry's chair.

'Thanks, Dobby!' said Harry, stroking Hedwig's head and blinking hard …

(Rowling, 2003, p. 341)

According to the context of the series, the term 'Master' was used in 2 conditions: the Death Eaters called Voldemort, and Kreacher called Harry as seen in Examples 89 and 90. In Example 89, Kreacher employed the term 'Master' to call Harry to show his loyalty and to emphasise Harry and Kreacher's social status – Kreacher was Harry's slave. However, contexts of situation indicated the sense of loyalty behind the terms 'Master' and 'Master Harry'. These terms occurred in contexts that Kreacher accepted Harry as his master and willingly did everything that Harry asked or order him to do, and Kreacher took good care of Harry without any orders. While the terms 'Master' in Example 90 and 'my Lord' in Table 35 demonstrated the ways that the Death Eaters called Voldemort as their leader. It was noticed that the terms 'Master' and 'my Lord' were only employed by devoted Death Eaters such as Bellatrix and the Malfoys. In addition, a full name 'Harry Potter' and a profession 'Professor Dumbledore' were applied by people who Professor Dumbledore and Harry used to rescue or help from great danger. Then, people willingly did everything that could support Professor Dumbledore and Harry or followed their advice. The statement 'Dobby volunteered to return Harry Potter's owl.' in Example 91 illustrated that the full name 'Harry Potter' occurred in the situation that Dobby dedicated to help or support Harry as the verb 'volunteer' indicated that Dobby was willing to render a service to Harry. It could be seen that contexts of situations, verbs, and speaker's status affected in analysing systems of address in this sub-ideology.

7.1.2 Referencing

There were 3 sub-strategies of referencing applied in expressing speakers' loyalty: naming, social status, and phrases.

Table 36 Sub-strategies of Referencing Used to Express Sub-ideology 7.1 Loyalty

Referencing	Lexical Choices
Naming	the Dark Lord
Social Status	Master Regulus, Master, mistress
Phrases	my mistress, my poor mistress, Kreacher's mistress, his mistress, his Mistress Black,

Example 92

      'Master,' croaked Kreacher in his bullfrog's voice, and he bowed low, muttering to his knees, 'back in <u>my mistress</u>'s old house with the blood traitor Weasley and the Mudblood –'

      'I forbid you to call anyone "blood traitor" or "Mudblood",' growled Harry.

                                        (Rowling, 2007, p. 157)

Example 93

      'But surely,' she said quietly, 'this is the Mudblood girl? This is Granger?'

      'Yes, yes, it's Granger!' cried Lucius. 'And beside her, we think, Potter! Potter and his friends, caught at last!'

      'Potter?' shrieked Bellatrix, and she backed away, the better to take in Harry. 'Are you sure? Well, then, <u>the Dark Lord</u> must be informed at once!'

                                  (Rowling, 2007, pp. 372-373)

      Table 36 and examples showed referential devices used in expressing loyalty. Social status 'Master' and phrases such as 'my mistress' in Example 92 did not only identify relationships between the speakers and the referred people as masters and servants, but also indicated the speakers' willingness to support whatever their masters wanted and the speakers' faith to the referred people. As seen in Example 93, even if Miss Black passed away, Kreacher still kept his faith in Miss Black-his former mistress. Kreacher took good care of Miss Black's property and her children. The phrase 'my mistress' also indicated Kreacher's cognition as usage of the possessive adjective 'my' revealed that Kreacher still related himself as Miss Black's servant and the context of the situation showed that Kreacher had been following Miss Black's ideology of being a Pureblood. Moreover, the naming 'the Dark Lord' used in Example 93 showed how the Death eaters called Voldemort within the group. 'The Dark Lord' was the term referred to Voldemort as the leader of the Dark Arts group. This device occurred in the contexts that the Death Eaters talked about missions that they did for Voldemort as his supporters.

7.1.3 Verb Forms

There were 5 sub-strategies used in expressing the speakers' loyalty: dynamic verbs, stative verbs, linking verbs, an imperative verb, and epistemic modal verbs.

Table 37 Sub-strategies of Verb Forms Used to Express Sub-ideology 7.1 Loyalty

Sub-strategies	Examples of Verb Forms
Dynamic Verbs	- I <u>leant</u> him to Dumbledore to guard the – - but we <u>did</u> what Dumbledore told us ter do. - Since then, I have <u>served</u> him faithfully, although I have let him down many times. - Which I <u>do</u> on your orders! - Professor, I'm <u>acting</u> on Dumbledore's orders. - My family have always <u>stood</u> firm behind Dumbledore, and so do I. - Harry Potter, sir … Dobby has <u>come to warn</u> you … but the house-elves have been warned not to tell … - Dobby has <u>come to rescue</u> you. - Dobby is a free elf, and Dobby has <u>come to save</u> Harry Potter and his friends! - Dobby <u>volunteered</u> to return Harry Potter's owl, - He <u>beat</u> you!
Stative Verbs	- I <u>think</u> Dumbledore's probably got plenty of evidence. - Dumbledore told me but I <u>promised</u> I wouldn't tell anyone … - Because the Headmaster <u>thinks</u> it a good idea. - Dobby <u>wishes</u> he could help Harry Potter, for Harry Potter set Dobby free and Dobby is much, much happier now. - so we <u>needed</u> Dumbledore's instructions.

Sub-strategies	Examples of Verb Forms
	- You <u>knew</u> Dumbledore!
	- I <u>don't believe</u> it.
	- I <u>was and am</u> the Dark Lord's most loyal servant.
	- it <u>is</u> an honour to have you here, in our family's house.
	- Everyone in here's proven they<u>'re</u> loyal to Dumbledore – loyal to you.
	- He<u>'s</u> loyal to people who are kind to him
	- My Lord <u>knows</u> I seek only serve him.
Linking Verbs	- Dumbledore <u>is Secret Keeper</u> for the Oder.
	- Don't say that, it<u>'s not true</u>!
An Imperative Verb	- <u>Name it</u>, Harry Potter, sir!
Epistemic Modal Verbs	- I<u>'ll be able to</u> help Dumbledore once I'm outta here.
	- I <u>can be</u> useful ter the Order.
	- I <u>must find</u> what he wants me to find!

Example 94

'Potter, you cannot win against me!' she cried.

He could hear her moving to the right, trying to get a clear shot of him. He backed around the statue away from her, crouching behind the centaur's legs, his head level with the house-elf's.

'I <u>was and am</u> the Dark Lord's most loyal servant. I learned the Dark Arts from him, and I know spells of such power that you, pathetic little boy, can never hope to compete –'

'Stupefy!' yelled Harry.

(Rowling, 2007, p. 715)

Example 95

'Umbridge reckons it was me that put tha' Niffler in her office.'

'And was it?' said Harry, before he could stop himself.

'No, it ruddy well wasn'!' said Hagrid indignantly. 'On'y anythin' ter do with magicl creatures an' she thinks it's got somethin' ter do with me … the special circmstances I'm abou' ter explain to yeh, I'd leave righ' now, before she's go' the chance ter do it n front o' the whole school, like she did with Trelawney.'

Harry and Hermione both made noises of protest, but Hagrid overrode them with a wave of one of his enormous hands.

'It's not the end o' the world, I<u>'ll be able to</u> help Dumbledore once I'm outta here, I <u>can be</u> useful ter the Order. An' you lot'll have Grubbly-Plank, yeh'll get through yer exams fine …'

(Rowling, 2003, 607)

Example 96

'Potter, are you all right?' said a voice, and Harry came back: he was clutching Luna's shoulder to steady himself.

'Time's running out, Voldemort**'**s getting nearer. Professor, I'm <u>acting</u> on Dumbledore's orders, I <u>must find</u> what he wants me to find! But we've got to get the students out while I'm searching the castle – it's me Voldemort wants, but he won't care about killing a few more or less, not now –' Not now he knows I'm attacking Horcruxees, Harry finished the sentence in his head.

(Rowling, 2007, p. 479)

Table 37 and examples revealed how the speakers expressed their loyalty and faithfulness. Table 37 showed that stative verbs, dynamic verbs, linking verbs, an imperative verb, and epistemic modal verbs were employed for promising, giving information, confirming actions that the speakers faithfully did to support the specific person, and declaring themselves as royal supporters. As seen in Example 94, Bellatrix's statement 'I <u>was and am</u> the Dark Lord's most loyal servant.' conveyed 2 functions. Bellatrix applied stative verbs 'was' and 'am' to declare herself as the most loyal Death Eater. This statement gave Harry confirmation that Bellatrix was willing to

abide by Voldemort's order. Moreover, the linking verb 'is' in the statement 'Dumbledore <u>is Secret Keeper</u> for the Oder.' showed that the speaker was very loyal to Professor Dumbledore. According to the series, the Secret Keeper was the most important person who kept a secret about the place from others outside the organisation, so that no one could find the place unless the Secret Keeper told them. As Professor Dumbledore was the Secret Keeper of the Order of the Phoenix, it demonstrated that the Order members trusted him and gratified to put effort in following Professor Dumbledore's advice and instructions.

In addition, Table 37 demonstrated that dynamic verbs were employed when the speakers wanted to confirm their actions strongly. For example, the stative verb used in the statement 'My family have always <u>stood</u> firm behind Dumbledore, and so do I.' indicated that the speaker and his family supported Professor Dumbledore in defeating the Dark Arts group until now. Stative verbs of preference and cognition 'need, know, believe, and think' signified speakers' firm supporting and inclined obeying. The verb 'need' in the statement 'so we <u>needed</u> Dumbledore's instructions.' showed Hagrid's loyalty to Professor Dumbledore as it indicated Hagrid willingly did missions that Professor Dumbledore gave him and was pleased to follow Professor Dumbledore's advice.

Besides, Example 95 revealed that epistemic modals could express possibilities and speakers' strong beliefs. In this situation, Hagrid assured that he would be fired from Hogwarts by Professor Umbridge, so he planned to help Professor Dumbledore in defeating Voldemort. The epistemic modals 'will' and 'can' in the statement 'It's not the end o' the world, I'<u>ll be able to</u> help Dumbledore once I'm outta here, I <u>can be</u> useful ter the Order.' indicated that Hagrid determined and committed to comply with Professor Dumbledore's orders as well as possibilities that he could help the Order. Defeating Voldemort and the Death Eaters was very dangerous at that time. Therefore, Hagrid's statement showed his loyalty to Professor Dumbledore as he unconditionally obeyed and supported Professor Dumbledore's orders.

Lastly, Harry's loyalty to Professor Dumbledore was expressed through a dynamic verb and an epistemic modal as seen in Example 96. Harry had hidden himself from Voldemort and the Death Eaters for a long time; however, he finally decided to defeat Voldemort and went back to Hogwarts to finish Professor

Dumble's mission. The dynamic verb 'act' and the epistemic modal 'must' applied in the statement 'Professor, I'm <u>acting</u> on Dumbledore's orders, I <u>must find</u> what he wants me to find!' indicated Harry's obligation to finish what Professor Dumbledore ordered him even though he would be in danger.

7.2 Sub-ideology: Trustworthiness

Trustworthiness was one of the major factors affected members of each group followed leaders' commands or instruction loyally. Referencing and verb forms were 2 strategies found in expressing trustworthiness.

7.2.1 Referencing

There were phrases and naming were 2 sub-strategies used in expressing trustworthiness.

Table 38 Sub-strategies of Referencing Used to Express Sub-ideology 7.2 Trustworthiness

Referencing	Lexical Choices
Phrases	a much more powerful wizard, the old hero
Naming	the Potter boy, the Boy Who Lived, the Chosen One, Pals of Potter, Potterwatch, the man with the lightning scar

Example 97

'I supposed it helps, when escaping from Death Eaters, if you've got a sixteen-foot-high half-brother?' asked Lee.

'It would tend to give you an edge,' agreed Lupin gravely. 'May I just add that while we here at <u>Potterwatch</u> applaud Hagrid's spirit, we would urge even the most devoted of Harry's supporters against following Hagrid's lead. "Support Harry Potter" parties are unwise in the present climate.'

'Indeed they are, Romulus,' said Lee, 'so we suggest that you continue to show your devotion to <u>the man with the lightning scar</u> by listening to <u>Potterwatch</u>! …'

(Rowling, 2007, pp. 358 – 359)

Table 38 and Example 97 illustrated referential expressions employed in showing trustworthiness. In Example 97, the naming 'Potterwatch' and 'the man with the lightning scar' indicated the speakers trusted Harry even when they were in the worst situation. In the time that Voldemort controlled society, the Voldemort resistance group kept believing that Harry Potter could stop Voldemort. They founded the secret radio programme by adapting Harry's family name 'Potterwatch' to propagate only the truth and news about Harry. Furthermore, the naming 'the man with the lightning scar' directly referred to Harry. The speaker created the name by employing Harry's scar which everyone believed that the scar was a symbol of the one who could defeat Voldemort. It could be seen that implied shared knowledge of the vital situations and dominant achievement of the referred people were applied to construct referential devices related to Professor Dumbledore and Harry Potter in Table 38 and Example 97. These strategies not only emphasised the speakers' trust in Professor Dumbledore and Harry but also re-produced and repeated their beliefs to society.

7.2.2 Verb Forms

There were 7 sub-strategies of verb forms employed in this sub-strategy: dynamic verbs, stative verbs, imperative verbs, linking verbs, epistemic modals, deontic modals, and multi-word modal expressions.

Table 39 Sub-strategies of Verb Forms Used to Express Sub-ideology 7.2 Trustworthiness

Sub-strategies	Examples of Verb Forms
Dynamic Verbs	- Dumbledore wants as many foreign wizards brought in as possible, so Charlie's trying to <u>make contact</u> on his days off. - I'm <u>talking</u> about you, Harry. - I'm <u>talking</u> about you teaching us Defence Against the Dark Arts.

Sub-strategies	Examples of Verb Forms
	- Professor Quirrell – an' Dumbledore himself <u>did</u> somethin', o' course. - Uh … first year – you <u>saved</u> the Philosopher's Stone from You-Know-Who. - Second year, you <u>killed</u> the Basilisk and destroyed Riddle. - Third year, you <u>fought</u> off about a hundred Dementors at once – - Last year, you <u>fought off</u> You-Know-Who again – - And in our first year, he <u>saved</u> that Philological Stone – - It was def'nitely on some o' their minds but we <u>did</u> what Dumbledore told us ter do … - I've been straight with you from the start, I <u>told</u> you everything Dumbledore told me. - He's always <u>given</u> us great advice! - Though the goblins of Gringotts will consider it base treachery, I have <u>decided</u> to help you – - I <u>put my trust</u>, therefore, in your mother's blood.
Stative Verbs	- <u>Reckon</u> Dumbledore's the only one You-Know-Who was afraid of. - Yeah, I <u>do</u>! - Ron and I <u>are on your side</u>. - But he<u>'s all for it</u>. - … go straight to the owlery and send Hedwig to Dumbledore, we <u>need him</u>. - I <u>know</u> you don't. - I <u>know</u>, Harry. - We <u>know</u>, Harry. - We <u>believe</u> Harry.

Sub-strategies	Examples of Verb Forms
	- I <u>believe</u> He Who Must Not Be Named is back and I believe you fought him and escape from him.
	- I personally <u>believe</u> you one hundred per cent.
	- Well, Dumbledore <u>believes</u> it –
	- I <u>believe</u> you, Potter.
	- The Headmaster <u>thinks</u> it inadvisable for this to continue.
	- Dumbledore <u>trusts</u> him, he works for the Order, that ought to be enough.
	- Dumbledore <u>trusts</u> him.
	- Now that Dumbledore is dead, you – the Boy Who Lived – <u>were sure to be the symbol</u> and rallying point for any resistance to Voldemort.
	- He <u>changed</u>, Harry, he <u>changed</u>!
	- Dumbledore <u>was</u> the one who stopped Grindelwald, the one who always voted for Muggle protection and Muggle-born rights, who fought You-Know-Who from the start and who died trying to bring him down!
	- I <u>believe</u> you.
	- I <u>knew</u> I could count on yeh, Harry.
	- I <u>trust</u> Severus Snape.
	- I <u>trust</u> all of you, I <u>don't think</u> anyone in this room would ever sell me to Voldemort.'
	- Did he wish to give you that sword, Potter, because he <u>believed</u>, as do many, that you are the one destined to destroy He Who Must Not Be Named?
	- I <u>reckon</u> they'll stay to try and protect the students.
	- I <u>know</u> Harry Potter.
	- And I <u>reckon</u> he's the real thing – the Chosen One, or whatever you want to call it.

Sub-strategies	Examples of Verb Forms
	- Potter <u>has</u> work to do in the castle on Dumbledore's orders. - I <u>have your word</u> that you will do all in your power to protect the students of Hogwarts? - I am <u>counting upon you</u> to remain in Lord Voldemort's good books as long as possible … - I am afraid I <u>counted on Miss Granger</u> to slow you up, Harry.
Imperative Verbs	- <u>Go to</u> Dumbledore. - … go straight to the owlery and <u>send Hedwig to Dumbledore</u>, we need him.
Linking Verbs	- Everyone knows you<u>'re the only one You-Know – oh, all right, Voldemort – was frightened of</u>. - Harry, everyone says Dumbledore<u>'s the only one You-Know-Who was ever afraid of</u>. - But he<u>'s also very loyal to Dumbledore</u>. - Dumbledore <u>was the only one You-Know-Who was ever scared of</u>! - Harry<u>'s leader</u>. - Dumbledore <u>is an extremely powerful wizard</u>. - <u>Was</u> it because Dumbledore believed that only the sword of Godric Gryffindor could defeat the Heir of Slytherin? - Dumbledore <u>was the one who stopped Grindelwald</u>, the one who always voted for Muggle protection and Muggle-born rights, who fought You-Know-Who from the start and who died trying to bring him down! - The "Boy Who Lived" <u>remains a symbol of everything for which we are fighting</u>: the triumph of good, the power of innocence, the need to keep resisting.

Sub-strategies	Examples of Verb Forms
Epistemic Modal Verbs	- You <u>must be good</u>, Harry, Wood was almost skipping when he told us. - With Dumbledore around, You-know-Who <u>won't touch</u> you. - If I know him, he will have arranged matters so that when he does set out to meet his death, it <u>will</u>, truly, <u>mean</u> the end of Voldemort.
Deontic Modal Verbs	- I <u>would trust</u> Hagrid with my life. - I don't know why Harry's broom acted like that, but Snape <u>wouldn't try an' kill</u> a student! - we <u>can trust</u> Harry, he's our financial backer. - It wouldn't stop Voldemort and your brother <u>would never have done</u> it. - To give Voldemort what appears to be valuable information while withholding the essentials is a job I <u>would entrust</u> to nobody but you.
Multi-word Modal Expressions	- We<u>'ve got to go to</u> Dumbledore. - I<u>'ve got to talk to</u> Professor Dumbledore. - Come on, I<u>'ve got to tell</u> you something. - We<u>'ve got to trust</u> each other.

Example 98

Hermione looked tense and rather miserable. Now staring at her own hands, she said, 'Do you honestly trust his judgement?'

'Yes, I do!' said Harry at once. 'He's always <u>given</u> us great advice!'

(Rowling, 2003, p. 335)

Example 99

'I think we ought to elect a leader,' said Hermione.

'Harry<u>'s leader</u>,' said Cho at once, looking at Hermione as though she was mad.

Harry's stomach did yet another back-flip.

'Yes, but I think we ought to vote on it properly,' said Hermione, unperturbed. 'It makes it formal and it gives him authority. So – everyone who thinks Harry ought to be our leader?'

Everyone put up their hand, even Zacharias Smith, though he did it very half-heartedly.

'Er- right, thanks,' said Harry, who could feel his face burning.

<div align="right">(Rowling, 2003, p. 347)</div>

Example 100

'I know a jinx when I see one, Hagrid, I've read all about them! You've got to keep eye contact, and Snape wasn't blinking at all, I saw him!'

'I'm tellin' yeh, yer wrong!' said Hagrid hotly. 'I don't know why Harry's broom acted like that, but Snape <u>wouldn't try an' kill</u> a student! Now, listen to me, all three of yeh – yer meddlin' in things that don't concern yeh. It's dangerous. You forget that dog, an' you forget what it's guardin', that's between Professor Dumbledore an' Nicolas Flamel –'

'Aha!' said Harry. 'So there's someone called Nicolas Flamel involved, is there?'

Hagrid looked furious with himself.

<div align="right">(Rowling, 1997, pp. 141 – 142)</div>

Table 39 showed how the speakers expressed trustworthiness through sub-strategies of verb forms. Dynamic verbs were applied to express actions that had been done by trust and prior actions that could raise trustworthiness. In Example 98, Ron and Hermione hesitated to follow Sirius's advice and tried to stop Harry from following Sirius's instructions. Harry's statement 'He's always <u>given</u> us great advice!' indicated that Harry confidently followed Sirius's advice. Harry's statement also showed that he had succeeded in following Sirius' instructions, thus he still trusted in following Sirius's advice.

In addition, stative verbs of preference and cognition 'need, know, believe, trust, think, and reckon' indicated the speakers' firm trust. For instance, the statement 'I <u>trust</u> all of you, I <u>don't think</u> anyone in this room would ever sell me to Voldemort.' in Table 39 demonstrated that Harry strongly trusted everyone in the Order in the most dangerous situation even though the Death Eaters could find him. Imperative verbs were used as commands and suggestions as seen in the statement '… go straight to the owlery and <u>send Hedwig to Dumbledore</u>, we need him.' It showed that Harry trusted Professor Dumbledore even in the worst situation, Professor Dumbledore was the only one that Harry would inform everything.

Besides, Example 99 demonstrated the usage of the linking verb 'is' in expressing the speakers' trust. In this situation, everyone was frightened about the fact that Voldemort had become powerful again. Hermione brought an idea about creating a secret organisation for practicing the forbidden advanced magic. Cho's statement 'Harry<u>'s leader.'</u> showed her confidence in Harry's ability as he was the only one of their ages who dared to fight Voldemort personally. Cho's statement also proved to Harry that she trusted him while many students thought he was a liar. Multi-modal expressions indicated the speakers' trust towards the mentioned person. For example, the statement 'We<u>'ve got to trust </u>each other.' in Table 39 showed Harry's trust in members of the Voldemort resistance group. In the situation that many people gave Harry's secrets to Voldemort to save their lives, Harry still believed in everyone in his group. This statement not only showed trustworthiness, but also indicated the unity of members of this group.

Moreover, epistemic modals 'must' and 'will' revealed the speakers' high expectations and strong future predictions as seen in Table 39. Multi-word modal expressions were applied as suggestions which indicate the speaker's confidence in the interlocutors and the mentioned person. Finally, deontic modals 'can' and 'would' were employed in expressing possibilities and judgements. In Example 100, Hermione believed that Professor Snape tried to kill Harry. Hagrid's statement 'I don't know why Harry's broom acted like that, but Snape <u>wouldn't try an' kill</u> a student!' indicated that he did not believe that Professor Snape would kill Harry. Even though Hermione reported everything she saw Professor Snape did, Hagrid still trusted in Hogwarts teachers and did not judge Professor Snape as Hermione did.

8. The Ideology of Slavery

Slavery was one of the significant issues that was overlooked in the wizarding world. However, some people pleased to serve their leader's commands like slaves such as the Death Eaters. There were 3 sub-ideologies of the ideology of slavery as presented in Table 40.

Table 40 Language Strategies Used in the Ideology of Slavery

Sub-ideologies	Language Strategies	Sub-language Strategies	Frequency of Occurrences
8.1 House-elves must serve their masters' commands.	Verb Forms	Dynamic Verbs	28
		Stative Verb	4
		Deontic Modal Verbs	8
		A Multi-word Modal Expression	1
8.2 Showing enslavement.	Systems of Address	Social Status	15
		A Phrase	30
	Referencing	Social Status	4
		Phrases	3
		Naming	21
8.3 The Death Eaters must serve all Voldemort's desires.	Referencing	Phrases	3
	Verb Forms	Dynamic Verbs	8
		Imperative Verbs	13
		Stative Verbs	2
		Deontic Modal Verbs	3
		An Epistemic Modal Verb	1
		Multi-word Modal Expressions	3

8.1 Sub-ideology: House-elves must serve their masters' commands.

The house-elves were slaves in the wizarding society. They enslaved by old wizarding families such as the Malfoys, the Weasleys, and the Blacks. The enslavement was conveyed through verb forms: dynamic verbs, stative verbs, deontic modal verbs, and a multi-word modal expression.

Table 41 Sub-strategies of Verb Forms Used to Express Sub-ideology 8.1 House-elves must serve their masters' commands

Sub-strategies	Examples of Verb Forms
Dynamic verbs	- Kreacher lives to <u>serve</u> the Noble House of Black –
	- … and I <u>order</u> you to answer it truthfully.
	- I <u>order</u> you –
	- he's supposed to <u>do</u> whatever anyone in the family asks him –
	- Kreacher has <u>returned with the thief Mundungus Fletcher</u>, Master.
	- Oh yes. Kreacher, I am afraid, has been <u>serving</u> more than one master for months.
	- He <u>delegated</u> to Kreacher the task of telling me what had happened … it was the elf who told me – laughing fit to burst – where Sirius had gone.
	- But he <u>gave</u> Narcissa information of the sort that is very valuable to Voldemort.
	- Kreacher <u>did wrong</u>, Kreacher <u>failed in his orders</u>!
	- So Kreacher <u>went to the Dark Lord</u>.
	- The D – Dark Lord <u>made Kreacher drink it</u> …
	- Kreacher <u>drank</u>, and as he saw terrible things …
	- he <u>made Kreacher drink all the potion</u> …
	- Master Regulus <u>told Kreacher to come back</u>.

Sub-strategies	Examples of Verb Forms
	- Kreacher was told to come home, so Kreacher <u>came home</u> …
	- Master Regulus <u>told Kreacher to stay hidden</u>, and not to leave the house.
	- … and he <u>asked Kreacher to take him to the cave</u>
	- And he <u>told Kreacher to take it</u> and, when the basin was empty, to switch the lockets …
	- And he <u>ordered – Kreacher to leave</u> – without him.
	- And he <u>told Kreacher – to go home</u> – and never to tell my mistress – what he had done – but to destroy – the first locket.
	- – and Kreacher <u>swapped</u> the lockets –
	- Kreacher <u>tried</u> everything, everything he knew …
	- Kreacher <u>punished himself</u>, he <u>tried</u> again, he <u>punished himself</u>, he <u>tried</u> again.
	- Nevertheless, Kreacher <u>cornered the thief in the end</u>.
	- and Kreacher could not tell her what had happened, no, because Master Regulus had f – f – <u>forbidden</u> him <u>to tell</u> any of the f – f – family what happened in the c – cave …'
Stative Verbs	- I <u>feel</u> like a house-elf.
	- Kreacher <u>intended</u> you to go to the Ministry of Magic.
	- You see, Kreacher <u>was not able to betray</u> us totally.
	- He was forced to do Sirius's bidding, because Sirius <u>was</u> the last of the family to which he was enslaved, but he felt no true loyalty to him.
Deontic Modal Verbs	- Kreacher <u>would never move</u> anything from its proper place in Master's house.
	- Kreacher <u>must save</u> it, Kreacher <u>will not let</u> Master and the blood traitors and the brats destroy it –

Sub-strategies	Examples of Verb Forms
	- I <u>can summon</u> him here in an instant to give evidence if you wish.
	- You are not his master, he <u>could lie</u> to you without even needing to punish himself.
	- He is not Secret Keeper for the Oder, he <u>could not give</u> the Malfoys our whereabouts, or tell them any of the Oder's confidential plans that he had been forbidden to reveal.
	- he <u>could not disobey</u> a direct order from his master, Sirius.
	- and Kreacher <u>could not tell</u> her what had happened, no, because Master Regulus had f – f – forbidden him to tell any of the f – f – family what happened in the c – cave …
A Multi-word Modal Expression	- He <u>had to</u> punish himself afterwards, but he still managed it.

Example 101

'You see, Kreacher <u>was not able to betray</u> us totally. He is not Secret Keeper for the Oder, he <u>could not give</u> the Malfoys our whereabouts, or tell them any of the Oder's confidential plans that he had been forbidden to reveal. He was bound by the enchantments of his kind, which is to say that he <u>could not disobey</u> a direct order from his master, Sirius. But he <u>gave</u> Narcissa information of the sort that is very valuable to Voldemort, yet must have seemed much too trivial for Sirius to think of banning him from repeating it.'

'Like what?' said Harry.'

'Like the fact that the person Sirius cared most about in the world was you,' said Dumbledore Quietly. 'Like the fact that you were coming to regard Sirius as a mixture of father and brother. Voldemort knew already, of course, that Sirius was in the Order, and that you knew where he was – but Kreacher's information made him

realise that the one person for whom you would go to any lengths to rescue was Sirius Black*.*'

<div align="right">(Rowling, 2003, pp. 732 – 733)</div>

Table 41 and Example 101 demonstrated verb forms applied in expressing house-elves' enslavement. According to the series, house-elves were enhanced to serve old wizard families royally. They did everything their masters told them to do and had to obey their masters' commands. In the case of Kreacher and Sirius, the elf did everything Sirius told him, but he was not loyal to Sirius even though Sirius was the last of the Blacks that the elf was enslaved. Kreacher was passed to Harry after Sirius had passed away as Sirius was Harry's godfather. Then, Harry became Kreacher's master.

In Table 41, the elves employed dynamic verbs to inform their masters' permission while wizards and witches applied dynamic verbs for giving commands. The statement 'Kreacher has <u>returned with the thief Mundungus Fletcher</u>, Master.' showed that Kreacher did what his master told him even it was difficult. A multi-modal expression in the statement 'He <u>had to</u> punish himself afterwards, but he still managed it.' signified that elves had to devote themselves to their masters. If they could not accomplish their masters' orders which meant they disobeyed their masters, elves had to punish themselves.

Lastly, Example 101 illustrated that stative verbs and deontic modal 'would, will, must, can, and could' were applied to express strong permission and obligations while past simple tense was employed to inform actions of obeying. The stative verb 'was' used in the statement 'Kreacher <u>was not able to betray</u> us totally.' and the deontic modal 'could' in the statements 'He is not Secret Keeper for the Oder, he <u>could not give</u> the Malfoys our whereabouts, or tell them any of the Oder's confidential plans that he had been forbidden to reveal.' and 'he <u>could not disobey</u> a direct order from his master, Sirius.' showed that even Kreacher was not loyal to Sirius, he could not tell the Order's secret to anyone as Sirius forbade him. While the dynamic verb 'give' applied in the statement 'But he <u>gave</u> Narcissa information of the sort that is very valuable to Voldemort.' demonstrated that Kreacher was willingly served Narcissa because she remained one of the Black family like. Kreacher did not disobey

Sirius's order because he told Narcissa only what Sirius did not forbid him. In this case, both Sirius and Narcissa were Kreacher's master and mistress. Thus, Kreacher served both of them and always obeyed their commands.

Therefore, dynamic verbs, stative verbs, deontic modal verbs, and a multi-word modal expression were employed to emphasise that house-elves must obey their masters' commands: to do or not to do anything. According to the series, house-elves were magically bound to the old wizard families, and they were punished for disobeying their master or mistress. Using magic to force house-elves to serve wizards and witches seems power abusing within the society as the elves may not be willing to be controlled by the more power group.

8.2 Sub-ideology: Showing Enslavement

There was not only house-elves devoted to the old wizard families, but witches and wizards also enslaved. There were terms that only servants used for calling their masters or mistresses. Systems of address and referencing were employed in expressing the speakers' enslavement.

8.2.1 Systems of Address

In the wizarding world, systems of address could indicate status of the speakers and the listeners as servants and masters. There were 2 sub-strategies of systems of address used in this sub-ideology: social status and a phrase.

Table 42 Sub-strategies of Systems of Address Used to Express Sub-ideology 8.2 Showing Enslavement

Sub-strategies	Examples of Systems of Address
Social Status	Master (Harry, Sirius, and Voldemort)
A Phrase	my Lord

Example 102

'Stand up straight,' said Sirius impatiently. 'Now, what are you up to?'

'Kreacher is cleaning,' the elf repeated. 'Kreacher lives to serve the Noble House of Black –'

'And it's getting blacker every day, it's filthy,' said Sirius.

'<u>Master</u> always liked his little joke,' said Kreacher, bowing again, and continuing in an undertone, '<u>Master</u> was a nasty ungrateful swine who broke his mother's heart –'

(Rowling, 2003, p. 120)

Example 103

'<u>My Lord</u>,' Yaxley went on, 'Dawlish believes an entire party of Aurors will be used to transfer the boy -' …

'Where are they going to hide the boy next?'

'At the home of one of the Order,' said Snape. 'The place according to the source, has been given every protection that the Oder and Ministry together could provide …' Once again, all heads turned. Yaxley squared his shoulders. '<u>My Lord</u>, I have good news on that score …'

(Rowling, 2007, p. 12)

It could be seen from Table 42 that the term 'master' was the basic term used to emphasise that the interlocutors' social status was higher than the speakers. House-elves employed 'master' for calling wizard families they served while the Death Eaters used the term 'master' to call Voldemort. Example 102 showed that Kreacher called Sirius 'Master' only to show his enslavement. Kreacher's utterances in this situation revealed that even though Sirius had authority over Kreacher, he was not willing to serve Sirius. Therefore, the term 'master' indicated social hierarchy in the society. Moreover, Table 42 and Example 103 illustrated that the Death Eaters applied both the term 'master' and the phrase 'my Lord' to call Voldemort. For the Death Eaters, both terms indicated that Voldemort was the only one who had authority over another and was the leader of the Dark Arts group. No one dared to call Voldemort by his name and did not dare to disobey him. Thus, calling Voldemort by using the terms 'Master' and 'my Lord' signified slavery within the Dark Arts group.

8.2.2 Referencing

There were 3 sub-strategies used in expressing the speakers' enslavement to the mentioned people: social status, phrases, and naming.

Table 43 Sub-strategies of Referencing Used to Express Sub-ideology 8.2 Showing Enslavement

Referencing	Lexical Choices
Social Status	Master, Master Sirius
Phrases	Kreacher's master, my master
Naming	Lord Voldemort, the Dark Lord

Example 104

'Master does not tell poor Kreacher where he is going,' said the elf quietly.

'But you know!' shouted Harry. 'Don't you? You know where he is!'

There was a moment's silence, then the elf let out his loudest cackle yet.

'Master will not come back from the Department of Mysteries!' he said gleefully. 'Kreacher and his mistress are alone again!'

(Rowling, 2003, p. 653)

Example 105

'No!' shouted Malfoy, staying Crabbe's arm as the latter made to repeat his spell. 'If you wreck the room, you might bury this diadem thing!'

'What's the matter?' said Crabbe, tugging himself free. 'It's Potter the Dark Lord wants, who cares about a die-dum?'

(Rowling, 2007, p. 506)

Table 43 and examples showed terms and the phrase applied in expressing this sub-ideology referred to Sirius. Example 104 demonstrated that the relationship between Kreacher and Sirius was not good; however, Kreacher still called Sirius 'Master'. The referential devices referred to Sirius indicated that Kreacher admitted Sirius as his Master. The devices also signified Kreacher's enslavement to Sirius. In addition, Table 43 and Example 105 illustrated phrases applied by the Death Eaters referred to Voldemort. Slavery within this group was obviously seen that the Death Eaters was the group of Voldemort's servants. Referential expressions referred to Voldemort usually occurred in contexts of serving his commands. In Example 108,

Malfoy, Crabbe, and Goyle tried to catch Harry for Voldemort. Harry never knew before that Crabbe joined the Death Eaters. Thus, Crabb's statement 'It's Potter <u>the Dark Lord</u> wants, who cares about a die-dum?' signified the listeners that Crabbe's enslavement to Voldemort as only the Death Eaters called Voldemort 'the Dark Lord'.

It could be seen that systems of address and referential devices used for showing enslavement were produced by speakers of lower status. Table 43 and the examples above demonstrated that there were people who were pleased to be enslaved such as the Death Eaters. In contrast, some people were not willing to be enslaved even though their social status was slaves in this society like house-elves.

8.3 Sub-ideology: The Death Eaters must serve all Voldemort's desires.

Within the Dark Arts group, the Death Eaters must follow Voldemort's instructions. This sub-ideology was expressed through referencing and verb forms.

8.3.1 Referencing

There were 2 phrases found in this sub-ideology as showed in the following examples.

Example 106

For the first time, a spasm of fear across Quirrell face.

'Sometimes,' he said, 'I find it hard to follow <u>my master's instructions</u> – he is a great wizard and I am weak –'

'You mean he was there in the classroom with you?' Harry gasped.

'He is with me wherever I go,' said Quirrell quietly. 'I met him when I travelled around the world. A foolish young man I was then, full of ridiculous ideas about good and evil. Lord Voldemort showed me how wrong I was. There is no good and evil, there is only power, and those too weak to seek it ... Since then, I have served him faithfully, although I have let him down many times. He has had to be very hard on me.' Quirrell shivered suddenly.

(Rowling, 1997, pp. 210-211)

Example 107

'Was he killed by an auror?' Harry asked tentatively.

'Oh, no,' said Sirius. 'No, he was murdered by Voldemort. Or on <u>Voldemort's orders</u>, more likely; I doubt Regulus was ever important enough to be killed by

Voldemort in person. From what I found out after he died, he got in so far, then panicked about what he was being asked to do and tried to back out. Well, you don't just hand in your resignation to Voldemort. It's a lifetime of service or death.'

(Rowling, 2003, p. 104)

Inconsequence of the series, the Death Eaters took Voldemort's orders. They had to accomplish any missions that Voldemort told them to do. In Example 106, the phrase 'my master's instruction' in Quirrell's statement 'I find it hard to follow my master's instructions.' illustrated that it was unconditional for the Death Eaters to follow Voldemort's command. The possessive determiner 'my' in the phrase 'my master's instructions' also indicated that the speaker belonged to Voldemort.

Besides, Regulus, Sirius's brother, may be killed by Voldemort's order in Example 107. Sirius knew that Regulus was a loyal Death Eater; however, he was killed. The phrase 'Voldemort's order' in example 140 demonstrated that the Death Eaters did everything to serve Voldemort's desire, even killing members of the group. This example also reflected how Voldemort did with his followers. Contexts of both examples also signified social system within the Dark Arts group. Voldemort could order his Death Eaters to do everything he wanted, and they had to follow his commands.

8.3.2 Verb Forms

There were 6 sub-strategies the Death Eaters used in expressing this sub-ideology: dynamic verbs, imperative verbs, stative verbs, deontic modal verbs, an epistemic modal verb, and multi-word modal expressions.

Table 44 Sub-strategies of Verb Forms Used to Express Sub-ideology 8.3 The Death Eaters must serve all Voldemort's desires.

Sub-strategies	Examples of Verb Forms
Dynamic verbs	- he tried to get into the Department to <u>steal</u> the weapon for Voldemort. - Your dad said he was probably trying to <u>sneak</u> down and find out what happened in my hearing, but what if –' - And Master Regulus had <u>volunteered</u> Kreacher. - As I've told you, you spineless worm, any Death Eaters we run into will be aiming to <u>capture</u> Potter, not kill him. - I <u>command</u> my forces to retreat, immediately. - You have done well to <u>tell</u> me this - The Malfoys – undoubtedly on Voldemort's instruction – had <u>told</u> him he must find a way of keeping Sirius out of the way once you had seen the vision of Sirius being tortured … - Decided to <u>bring</u> you to 'im.
Imperative Verbs	- <u>Seize</u> him! <u>SEIZE</u> HIM! - Then <u>kill</u> him, fool, and <u>be done!</u> - <u>KILL</u> HIM! <u>KILL</u> HIM! - <u>Go and fetch</u> Snape.' - <u>Go</u>. - <u>Capture</u> Potter. - <u>Kill</u> his friends – the more, the better – but <u>do not kill</u> him. - <u>Examine</u> him. - <u>Tell me</u> whether he is dead.
Stative Verbs	- I <u>find</u> it hard to follow my master's instructions - There is a – service – I <u>require</u> from him.
Deontic Modal Verbs	- I <u>shall need</u> your help. - I <u>shall need</u> all the information you can give me. - I <u>shall need</u>, for instance, to borrow a wand from one of you before I go to kill Harry Potter.

Sub-strategies	Examples of Verb Forms
An Epistemic Modal Verb	- It was an honour, said Master Regulus, an honour for him and for Kreacher, who <u>must be</u> sure to do whatever the Dark Lord ordered him to do … and then to c – come home.
Multi-word Modal Expressions	- But Rookwood<u>'s going to</u> help him now … - So, he<u>'s got</u> you doing his dirty work for him, has he? - Voldemort touches one of them, and all their scars burn, and they know they<u>'ve got to</u> join him.

Example 108

'<u>Seize</u> him! <u>SEIZE</u> HIM!' shrieked Voldemort again and Quirrell lunged, knocking Harry clean off his feet, … Harry's scar was almost blinding him with pain, yet he could see Quirrell howling in agony.

'Master, I cannot hold him – my hands – my hands!' … Harry could see they looked burnt, raw, red and shiny.

'Then <u>kill</u> him, fool, and <u>be done</u>!' screeched Voldemort.

(Rowling, 1997, p. 213)

Example 109

'… he said that the Dark Lord required an elf.'

'Voldemort needed an elf?' Harry repeated, looking round at Ron and Hermione, who looked just as puzzled as he did.

'Oh yes,' moaned Kreacher. 'And Master Regulus had <u>volunteered</u> Kreacher. It was an honour, said Master Regulus, an honour for him and for Kreacher, who must be sure to do whatever the Dark Lord ordered him to do … and then to c – come home.'

Kreacher rocked still faster, his breath coming in sobs.

'So Kreacher went to the Dark Lord. The Dark Lord did not tell Kreacher what they were to do, but took Kreacher with him to a cave beside the sea.'

(Rowling, 2007, pp. 159 – 160)

Table 44 and examples illustrated utterances used in expressing the sub-ideology about serving Voldemort's desires. Table 44 showed that Voldemort employed imperative verbs, a stative verb, and deontic modals to order the Death Eaters to follow his instructions. The stative verb 'require' in the statement 'There is a – service – I <u>require</u> from him.' and the deontic modal 'shall' in the statements 'I <u>shall need</u>, for instance, to borrow a wand from one of you before I go to kill Harry Potter.', were applied to order the Death Eaters to serve Voldemort's requirement. In Example 108, even Quirrell was injured by touching Harry's body, Voldemort still ordered his follower to kill Harry by using the imperative verb 'Then <u>kill him</u>, fool, and <u>be done</u>!'.

Moreover, Table 44 showed that dynamic verbs, a stative verb, an epistemic modal, and multi-word modal expressions were employed in giving information about the Death Eaters' actions on Voldemort's commands. For example, dynamic verbs used in the statement 'he tried to get into the Department to <u>steal</u> the weapon for Voldemort.' and in the statement 'And Master Regulus had <u>volunteered</u> Kreacher.' in Example 109 demonstrates the Death Eaters' attempts in working on Voldemort's commands even the illegal mission such as stealing things or killing people. Table 44 and the examples above also signified dictatorship within the Dark Arts group as Voldemort focused only on his desires. He did not concern about protecting his Death Eaters. Achieving Voldemort's desires was what the Death Eaters had to do whether the tasks were dangerous or illegal. It was noticeable that overpowering occurred within the Dark Arts group as nobody could disobey Voldemort's commands. This sub-ideology reflected sociocultural practices of the Dark Arts group.

9. The Ideology of Concealing the Truth

The return of Voldemort frightened people in society. The Ministry of Magic, thus, tried to conceal the truth to control people by using several methods. There were 3 sub-ideologies about concealing as presented in Table 45.

Table 45 Language Strategies Used in the Ideology of Concealing the Truth

Sub-ideologies	Language Strategies	Sub-language Strategies	Frequency of Occurrences
9.1 The return of Voldemort was a rumour.	Referencing	A Phrase	1
	Verb Forms	Dynamic Verbs	5
		A Stative Verb	1
		A Linking Verb	2
9.2 Albus Dumbledore and Harry Potter were untrustworthy.	Referencing	A Phrase	2
	Verb forms	Dynamic Verbs	4
		Stative Verbs	3
9.3 The *Daily Prophet* reported only what the Ministry of Magic wanted people to know.	Referencing	An Object's Name	4
		A Demonstrative Pronoun	1
		Phrases	2
		Naming (An Institution's Name)	2
	Verb Forms	Dynamic Verbs	11
		A Linking Verb	3
		A Stative Verb	4
		A Deontic Modal Verb	3

9.1 Sub-ideology: The return of Voldemort was a rumour.

The Ministry of Magic, led by Fudge, would like to show that everything was in normal conditions. So, the Ministry kept informing that the return of Voldemort was a rumour. They passed on this sub-ideology through 2 strategies: referencing and verb forms.

9.1.1 Referencing

There was only 1 phrase found using 1 time in conveying this sub-ideology as presented in the following example.

Example 110

'Well, the main thing is to try and convince as many people as possible that You-Know-Who really has returned, to put them on their guard,' said Bill. 'It's proving trick, though.'

'Why?'

'Because of <u>the Ministry's attitude</u>,' said Tonks. 'You saw Cornelius Fudge after You-Know-Who came back, Harry. Well, he hasn't shifted his position at all. He's absolutely refusing to believe it's happened.'

'But why?' said Harry desperately. 'Why's he being so stupid? If Dumbledore –'

'Ah, well, you've put your finger on the problem,' said Mr Weasley with a wry smile. 'Dumbledore.'

(Rowling, 2003, p. 88)

According to the context of the situation in Example 110, Fudge as the minister of Magic refused to believe the fact that Voldemort came back. The phrase 'the Ministry's attitude' indicated that Fudge passed on his belief within the Ministry and used his power as the minister to expand his belief to society. The context of the situation also indicated that refusing the truth meant Fudge refused to believe what Professor Dumbledore informed him. Based on the series, people adored Professor Dumbledore, and almost everyone trusted him. Thus, the phrase 'the Ministry attitude' also signified that Fudge tried to bring himself out of Dumbledore's shadow by concealing the truth to convince people to trust him.

9.1.2 Verb Forms

There were 3 sub-strategies of verb forms used in expressing this sub-ideology: dynamic verb, a stative verb, and a linking verb.

Table 46 Sub-strategies of Verb Forms Used to Express Sub-ideology 9.1 The return of Voldemort was a rumour

Sub-strategies	Examples of Verb Forms
Dynamic Verbs	- While the Ministry <u>insists</u> there is nothing to fear from Voldemort it's hard to convince people he's back, especially as they really don't want to believe it in the first place. - The Ministry of Magic <u>guarantees</u> that you are not in danger from any dark wizard. - He's absolutely <u>refusing to believe</u> it's happened. - He loves being Minister for Magic and he's <u>managed</u> to convince himself that he's the clever one and Dumbledore's simply stirring up trouble for the sake of it. - I have tried again and again to <u>teach</u> you not to tell lies.
A Stative Verb	- Because they know I had no choice or because they <u>don't want</u> to admit that You-Know-Who is as powerful as he is, nor that Azkaban's seen a mass breakout.
A Linking Verb	- This <u>is a lie</u>. - I repeat, this <u>is a lie</u>.

Example 111

'Now, let me make a few things quite plain.' Professor Umbridge stood up and leaned towards them, her stubby-fingered hands splayed on her desk. 'You have been told that a certain Dark wizard has returned from the dead –'

'He wasn't dead,' said Harry angrily, 'but yeah, he's returned!'

'Mr-Potter-you-have-already-lost-your-house-ten-point-do-not-make-matters-worse-for-yourself,' said Professor Umbridge in one breath without looking at him. 'As I was saying, you have been informed that a certain Dark wizard is at large once again. This <u>is a lie</u>.'

'It is NOT a lie!' said Harry. 'I saw him, I fought him!'

'Detention, Mr Potter!' said Professor Umbridge triumphantly. 'Tomorrow evening. Five o'clock. My office. I repeat, this <u>is a lie</u>. The Ministry of Magic <u>guarantees</u> that you are not in danger from any dark wizard. If you are still worried, by all means come and see me outside class hours, I would like to hear about it. I am here to help. I am your friend. And now, you will kindly continue your reading. Page five, "Basics for Beginners".'

(Rowling, 2003, pp. 220 – 221)

Usage of the dynamic verb 'refuse' in the statement 'He's absolutely <u>refusing to believe</u> it's happened.' and the stative verb 'want' in the statement statement 'Because they know I had no choice or because they <u>don't want</u> to admit that You-Know-Who is as powerful as he is, nor that Azkaban's seen a mass breakout.' in Table 46 showed that dynamic verbs and the stative verb were employed to conceal the facts. According to the context, Fudge, the minister, and the officers in the Ministry did not want to admit that Voldemort was back. So, their refusing to believe that Voldemort was back affected the Ministry's policy and society.

Example 111 demonstrated usage of the linking verb 'is' and dynamic verbs in concealing the truth. In this situation, Professor Umbridge had sent from the Ministry of Magic to control Hogwarts as well as to keep an eye on Professor Dumbledore and Harry. She used the linking verb 'is' to tell lie in the statements 'This <u>is a lie</u>.' and 'I repeat, this <u>is a lie</u>. She also employed the linking verb to declare that Voldemort was not back as being told. Umbridge continued to pass on this sub-ideology by using the dynamic verb in the statement 'The Ministry of Magic <u>guarantees</u> that you are not in danger from any dark wizard.' to declare that the Ministry could control everything. Thus, dynamic verbs were applied for 2 functions: a) to inform the action of concealing the truth (He loves being Minister for Magic and he's <u>managed</u> to convince himself that he's the clever one and Dumbledore's simply stirring up trouble for the sake of it.) and b) to manipulate people to follow the speaker's instruction (I have tried again and again to <u>teach</u> you not to tell lies.).

It could be seen that this sub-ideology was occurred by personal feeling – Fudge was frightening to accept the truth, so he tried to convince his officers to believe as he believed. Actions or utterances of the Ministry officers turned the fact

into a rumour. This sub-ideology was re-produced to society by the Ministry itself. The occurrence of this sub-ideology could reduce the Ministry's fear in Voldemort and aimed to manipulated and control everyone in society to believe or act as the leader wanted. Thus, this sub-ideology was produced, re-produced, and passed on within society by the political group to change people's mind and manipulate them.

9.2 Sub-ideology: Albus Dumbledore and Harry Potter were untrustworthy.

This sub-ideology was found only in *Harry Potter and the Order of the Phoenix*. According to the context of this book, the Minister did not want to accept the fact that Voldemort was back in power. Then, he tried to turn Dumbledore and Harry into liars. The Ministry, as the official institution, and its officers applied referencing and verb forms strategies in conveying this sub-ideology.

9.2.1 Referencing

There was only the phrase 'this boy' found using in this sub-ideology as presented in the following examples.

Example 112

'I'm sure I must have misunderstood you, Professor Dumbledore,' she said, with a simper that left her big, round eyes as cold as ever.

'So silly of me. But it sounded for a teensy moment as though you were suggesting that the Ministry of Magic had ordered an attack on <u>this boy</u>!'

She gave a silver laugh that made the hairs on the back of Harry's neck stand up.

(Rowling, 2005, p. 134)

Example 113

'Serious miscarriage, my hat!' said Fudge at the top of his voice. 'Have you ever bothered to top up the number of cock-and-bull stories <u>this boy</u> has come out with, Dumbledore, while trying to cover up his flagrant misuse of magic out of school? I suppose you've forgotten the Hover Charm he used three years ago –'

'That wasn't me, it was a house-elf!' said Harry.

'YOU SEE?' roared Fudge, gesturing flamboyantly in Harry's direction. 'A house-elf! In a Muggle house! I ask you.'

'The house-elf in question is currently in the employ of Hogwarts School,' said Dumbledore. 'I can summon him here in an instant to give evidence if you wish.'

(Rowling, 2003, p. 136)

In these 2 examples, Harry was in the courtrooms at the Ministry of Magic. The hearing was about his conjuring a spell in front of normal people and sending Dementors to a public place. Harry was accused because he was under ages of using magical power outside the school. In this situation, Harry did not have a chance to give clear information, and most of the jury did not believe him, especially the Minister. The phrase 'this boy' in Examples 112 and 113 showed that the speakers would like to emphasis that Harry was just a boy who create face stories. The statement 'But it sounded for a teensy moment as though you were suggesting that the Ministry of Magic had ordered an attack on this boy!' in Example 112 revealed that the speaker intended to draw attention that it was needless for the Ministry of Magic to attack a boy like Harry. In addition, Fudge's utterance in Example 113 convinced everyone not to believe Harry: 'Serious miscarriage, my hat!' said Fudge at the top of his voice. 'Have you ever bothered to top up the number of cock-and-bull stories this boy has come out with, Dumbledore, while trying to cover up his flagrant misuse of magic out of school? I suppose you've forgotten the Hover Charm he used three years ago –' It could be seen that the phrase 'this boy' occurred in the contexts that mentioned Harry as 'a boy' who kept telling lies which had been told by the interrogators. It made Harry untrustworthy in the jury's point of view.

9.2.2 Verb forms

There were 2 sub-strategies of verb forms employed in expressing this sub-ideology: dynamic verbs and stative verbs.

Table 47 Sub-strategies of Verb Forms Used to Express Sub-ideology 9.2 Albus Dumbledore and Harry Potter were untrustworthy

Sub-strategies	Examples of Verb Forms
Dynamic Verbs	- They're trying to <u>discredit</u> him.
	- … they're talking about <u>taking away</u> his Order of Merlin, First Class, too.
	- They've <u>demoted</u> him from Chief Warlock on the Wizengamot – that's the Wizard High Court –
	- and for Potter … my father says it's a matter of time before the Ministry has him <u>carted off</u> to St Mungo's …
A Stative Verb	- He's been <u>thinking</u> it through and <u>decided</u> Dementors would make a very nice little cover story, very nice indeed.
	- They all <u>think</u> he's just making trouble saying You-Know-Who's back.

Example 114

'But if none of you are putting the news out that Voldemort's back –' Harry began.

'Who said none of us are putting the news out?' said Sirius. 'Why d'you think Dumbledore's in such trouble?'

'What d'you mean?' Harry asked.

'They're trying to <u>discredit</u> him,' said Lupin. 'Didn't you see the Daily Prophet last week? They reported that he'd been voted out of the Chairmanship of the International Confederation of Wizards because he's getting old and losing his grip, but it's not true; he was voted out by Ministry wizards after he made a speech announcing Voldemort's return. They've <u>demoted </u>him from Chief Warlock on the Wizengamot – that's the Wizard High Court – and they're talking about <u>taking away</u> his Order of Merlin, First Class, too.'

(Rowling, 2003, p. 90)

Table 47 showed that Fudge accused Harry in the court by employing stative verbs: 'He's been <u>thinking</u> it through and <u>decided</u> Dementors would make a very nice little cover story, very nice indeed.' Fudge intended to convince the jury to believe that Harry made up a story and turned Harry into an untrustworthy person. Moreover, the stative verb 'think' in the statement 'They all <u>think</u> he's just making trouble saying You-Know-Who's back.' illustrated that Fudge successfully discredited Professor Dumbledore because the Ministry officers believed that Dumbledore lied about Voldemort's return.

In addition, Example 114 demonstrated that dynamic verbs were employed to give information about actions or situations that Professor Dumbledore was incriminated: 'They're trying to <u>discredit</u> him.' and 'They've <u>demoted</u> him from Chief Warlock on the Wizengamot – that's the Wizard High Court – and they're talking about <u>taking away</u> his Order of Merlin, First Class, too.' In this example, the Ministry intended to demote Dumbledore to persuade people to think that he was untrustworthy. This action was acted by the powerful group of the society to control people's minds. It could be seen that the actions of reducing Professor Dumbledore's importance in society and Harry's attention were caused by the Ministry and expanded in society in various ways. These ideas were reproduced by people who related to the Ministry. If people in society believed that Dumbledore and Harry were untrustworthy, it was easier for the Ministry to manipulate people's minds and actions.

9.3 Sub-ideology: The *Daily Prophet* reported only what the Ministry of Magic wanted people to know.

The *Daily Prophet* was the newspaper under the Ministry of magic. Thus, the Ministry could control all contents represented in the newspaper. As the Minister did not want people to know the fact that Voldemort was back, he used the newspaper to report only the things that he wanted people to know. This sub-ideology was expressed through 2 strategies: referencing and verb forms.

9.3.1 Referencing

There were 4 sub-strategies used in this sub-ideology: an object's name, a demonstrative pronoun, phrases, and an institution's name.

Table 48 Sub-strategies of Referencing Used to Express Sub-ideology 9.3 The *Daily* *Prophet* **reported only what the Ministry of Magic wanted people to know**

Referencing	Lexical Choices
An Object's Name	the *Daily Prophet*
A Demonstrative Pronoun	that
Phrases	the stupid Ministry, the stinking *Daily Prophet*
An Institution's Name	the Ministry

Example 115

'Weasley!' cried Fudge, now positively quivering with delight, 'Weasley, have you written it all down, everything he's said, his confession, have you got it?'

'Yes, sir, I think so, sir!' said Percy eagerly, whose nose was splattered with ink from the speed of his note-taking.

'The bit about how he's been trying to build up an army against the Ministry, how he's been working to destabilise me?'

'Yes, sir, I've got it, yes!' said Percy, scanning his notes joyfully.

'Very well, then,' said Fudge, now radiant with glee, 'duplicated your notes, Weasley, and send a copy to the Daily Prophet at once …'

(Rowling, 2003, p. 546)

Table 48 and Example 115 showed referential devices used in mentioning the Daily Prophet's duty under the Ministry of Magic. In *Harry Potter and the Order of the Phoenix*, Fudge – the Minister was scared to accept that Voldemort was back, and he did not want people to believe what Dumbledore and Harry said. So, Fudge used the *Daily Prophet*, the newspaper, as the medium in propagating fake news. It caused people to believe that the Ministry could control everything. The demonstrative pronoun 'that', phrases, and the institution's name 'the Ministry' referred to the *Daily Prophet* working under the Ministry control to report only what the Ministry wanted people know. All 3 sub-strategies were employed by members of the Voldemort resistance group because they knew and accepted the fact about Voldemort's return. The adjective 'stupid' and 'stinking' in phrases 'the stupid

Ministry' and 'the stinking Daily Prophet' conveyed the speakers' feelings and perspective towards the Ministry's versions of news in the *Daily Prophet*. Thus, mentioning the Daily Prophet by using the previous devices signified polarisation between the Ministry and the Voldemort resistance group. Furthermore, Example 118 illustrated how the Ministry of Magic controlled society by applying the object name 'the *Daily Prophet*'. The context of Example 118 revealed that Fudge directly told Percy to give fake news to the newspaper. It was obviously seen that Fidge used his power in controlling the newspaper to report only pieces of information that the Ministry wanted people to know.

9.3.2 Verb Forms

There were 4 sub-strategies employed in expressing the overpower of the Ministry on the *Daily Prophet*: dynamic verbs, a linking verb, stative verbs, and a deontic modal verb.

Table 49 Sub-strategies of Verb Forms Used to Express Sub-ideology 9.3 The *Daily Prophet* reported only what the Ministry of Magic wanted people to know

Sub-strategies	Examples of Verb Forms
Dynamic Verbs	- They keep <u>slipping</u> in snide comments about you.
	- That's before she started believing every word the stinking Daily Prophet <u>writes</u> about me!
	- Well, they're <u>writing</u> about you as though you're this deluded, attention-seeking person who thinks he's a frat tragic hero or something.
	- What's more, the Ministry's <u>leaning</u> heavily on the *Daily Prophet* not to report any of what they're calling Dumbledore's rumour-mongering …
	- All right, Fudge is <u>leaning</u> on the Prophet, but it comes to the same thing.
	- They <u>reported</u> that he'd been voted out of the Chairmanship of the International Confederation of Wizards because he's

Sub-strategies	Examples of Verb Forms
	getting old and losing his grip, but it's not true; he was voted out by Ministry wizards after he made a speech announcing Voldemort's return.
	- And of course, they <u>didn't report</u> a word about the Dementors attacking you.
	- They haven't even <u>reported</u> that you broke the International Statue of Secrecy.
	- I mean, he's spent a good six months <u>telling</u> everyone you and Dumbledore are liars, hasn't he?
	- They've <u>run</u> plenty of horrible stories about Harry this year without my help.
	- The *Daily Prophet* <u>hasn't said</u> a word about him dying, or about finding the body.
A Linking Verb	- Dumbledore's name <u>is mud</u> with the Ministry these days.
	- Fudge <u>is behind</u> it, I'll bet anything.
	- Because he's told the Minister for Magic the truth and the Minister<u>'s too much of an idiot to believe him</u>.
Stative Verbs	- Obviously, they <u>are</u> in denial about the return of You-Know-Who, but to give us a teacher who is trying to actively prevent us from using defensive spells –
	- They <u>want</u> to turn you into someone nobody will believe.
	- They <u>want</u> wizards on the street to think you're just some stupid boy who's a bit of a joke, who tells ridiculous tall stories because he loves being famous and wants to keep it going!
	- But the *Daily Prophet* version of the Azkaban breakout <u>had</u> some gaping holes in it.
A Deontic Modal Verb	- You mean the Prophet <u>won't print</u> it because Fudge <u>won't let</u> them.
	- They <u>won't print</u> a story that shows Harry in a good light.

Example 116

'You see the problem,' said Lupin. 'While the Ministry insists there is nothing to fear from Voldemort it's hard to convince people he's back, especially as they really don't want to believe it in the first place. What's more, the Ministry's <u>leaning</u> heavily on the Daily Prophet not to report any of what they're calling Dumbledore's rumour-mongering, so most of the wizarding community are completely unaware anything's happened, and that makes them easy targets for the Death Eaters if they're using the Imperius Curse.'

'But you're telling people, aren't you?' said Harry, looking around at Mr Waesley, Sirius, Bill, Mandungus, Lupin and Tonks. 'You're letting people know he's back?'

(Rowling, 2003, p. 89)

Table 49 and Example 116 demonstrated sub-strategies of verb forms people used when mentioning about the Ministry's power abuse. Table 49 showed that dynamic verbs, linking verbs, stative verbs, and a deontic modal verb were employed in giving information about the Ministry and Fudge's actions in controlling the newspaper to write or report towards their perspectives: writing fake news about Harry and Dumbledore as well as concealing the truth about Voldemort's return from people. The dynamic verb used in Example 116 in the statement 'What's more, the Ministry's <u>leaning</u> heavily on the Daily Prophet not to report any of what they're calling Dumbledore's rumour-mongering …' emphasised that the Ministry was behind news that against Dumbledore.

In addition, Table 49 illustrated that the linking verbs 'is' was applied to signify states of the Ministry's actions over the *Daily Prophet*. The stative verb 'want' was employed to emphasis the Ministry's intention in concealing the truth by using the newspaper as a medium. Lastly, the speaker used the deontic modal 'will' to highlight that the *Daily Prophet* had to get permission from the Ministry to report news to society. Therefore, this sub-ideology revealed power abusing in society caused by the overpower group – the Ministry of Magic in controlling the newspaper to report only information that the Ministry wanted people to know as well as concealing that Voldemort was back in power again.

10. The Ideology of Superiority

According to the series, the wizarding society was presented as a class society which separated people by blood status and races. Moreover, magical talents were another factor effecting supremacy within society. Conflicts about superior within classes and between races were vital issues. There were 2 sub-ideologies about superiority as presented in Table 50.

Table 50 Language Strategies Used in the Ideology of Superiority

Sub-ideologies	Language Strategies	Sub-language Strategies	Frequency of Occurrences
10.1 Voldemort was the most powerful dark wizard that no one could defeat.	Systems of Address	Naming	4
10.2 Goblins and centaurs were proud of their races for not being under wizards' control.	Referencing	Phrases	4
	Verb Forms	Dynamic Verbs	5
		Linking Verbs	2
		Stative Verbs	7
		A Deontic Modal Verb	1

10.1 Sub-ideology: Voldemort was the most powerful dark wizard that no one could defeat.

After Tom Riddle accomplished dark magic, he created his new name as 'Lord Voldemort' to declare himself as the most powerful dark wizard. Voldemort gathered his followers in the name of the Death Eaters, and he was the leader of the group. As the leader, Voldemort could control everything within the group. He also would like to control wizarding society and be the most important dark wizard. Voldemort used systems of address in expressing his superiority.

10.1.1 Systems of Address

The naming 'Lord Voldemort' was the only 1 sub-strategies of systems of address that Voldemort employed in signifying himself as the most powerful wizard.

Example 117

Voldemort's voice reverberated from the walls and floor, and Harry realised that he was taking to Hogwarts and to all the surrounding area … his breath on the back of their necks, a death blow away.

'You have fought,' said the high, cold voice, 'valiantly. <u>Lord Voldemort</u> knows how to value bravery.'

'Yet you have sustained heavy losses … Every drop of magical blood spilled is a loss and a waste.'

'<u>Lord Voldemort</u> is merciful. I command my forces to retreat, immediately.'

(Rowling, 2007, p. 529)

Voldemort created the naming 'Lord Voldemort' to declare himself as the greatest dark wizard. Example 117 demostrated how Voldemort showed his superior among the crowd. In this situation, Voldemort tried to persuade everyone to send Harry to him. Instead of using the pronoun 'I', Voldemort called himself by employing his naming 'Lord Voldemort' to announce that he had higher status than other people. The word 'lord' indicated that Voldemort had power and authority over everyone. Thus, the naming 'Lord Voldemort' signified that Voldemort would like to emphasise that he himself as the most powerful dark wizard, and he had authority to control the situation at that moment.

10.2 Sub-ideology: Goblins and centaurs were proud of their races for not being under wizards' control.

As the wizarding society was a class society, the social status of each race was not equal. However, goblins and centaurs did not accept that. It was because they had unique magical power and abilities that wizards did not. Goblins and centaurs were also as clever as humans. They, thus, were proud of their races. These 2 kinds of magical creatures employed referencing and verb forms strategies in expressing this sub-ideology.

10.2.1 Referencing

Three phrases were found using as referential devices in this sub-ideology: the traitor Firenze, the dignity of my race, and my race.

Example 118

'What did they ask you to do?' asked Ted.

'Duties ill-befitting <u>the dignity of my race</u>,' replied the goblin, his voice rougher and less human as he said it. 'I am not a house-elf.'

'What about you, Griphook?'

'Similar reasons,' said the higher-voiced goblin. 'Gringotts is no longer under the sole control of <u>my race</u>. I recognise no wizarding master.'

(Rowling, 2007, p. 244)

The examples demonstrated referential expressions that goblins and centaurs used in expressing their superiority within society. The phrase 'the traitor Firenze' was employed by other centaurs for mentioning Firenze, the centaur who agreed to help Professor Dumbledore by teaching Divination class at Hogwarts. Normally, centaurs were pride of their race and their special magical abilities. They had their own society and control themselves. Thus, Firenze's action had been considered to dishonour the race because he worked under the wizard's control.

Besides, phrases in Example 118 revealed the speaker's vision about the goblins' status in society. The phrases 'the dignity of my race' and 'my race' reflected that the speaker pride himself and his race. In this situation, the speaker would like the listeners to notice that Gringotts Wizarding Bank was run by the goblins as well as the goblins never followed wizards' commands. Moreover, the word 'dignity' in the phrase 'the dignity of my race' indicated that the speaker had high self-esteem of his race. Therefore, applying the phrases in the conversation that the goblin was talking with wizards emphasised that the goblins had equality like wizards and witches as they were members of the wizarding society.

10.2.2 Verb Forms

Goblins and centaurs employed 4 sub-strategies of verb forms in expressing their superiority: dynamic verbs, linking verbs, stative verbs, and a deontic modal verb.

Table 51 Sub-strategies of Verb Forms Used to Express Sub-ideology 10.2 Goblins and centaurs were proud of their races for not being under wizards' control

Sub-strategies	Examples of Verb Forms
Dynamic Verbs	- We <u>do not help</u> humans! - We <u>take</u> no side. - Firenze has <u>betrayed and dishonoured</u> us. - Firenze has <u>entered</u> into servitude to humans. - He is <u>peddling</u> our knowledge and secrets among humans.
Linking Verbs	- <u>Are</u> you a common mule? - I <u>am not</u> a house-elf.
Stative Verbs	- You <u>have</u> a human on your back! - We <u>are</u> a race apart and proud to be so. - They <u>see</u> this as a betrayal of our kind. - Centaurs <u>are not</u> the servants or playthings of humans. - We do not recognise your laws, we <u>do not acknowledge</u> your superiority, we are – - We <u>do not recognise</u> your laws, we do not acknowledge your superiority, we are – - I <u>recognise no</u> wizarding master.
A Deontic Modal Verb	- We are an ancient people who <u>will not stand</u> wizard invasions and insults!

Example 119

  'You said you didn't hurt the innocent!' shouted Hermione, real tears sliding down her face now. 'We haven't done anything to hurt you … please let us go back –'

  'We are not all like the traitor Firenze, human girl!' shouted the grey centaur … 'Perhaps you thought us pretty talking horse? We are an ancient people who <u>will not stand</u> wizard invasions and insults! We <u>do not recognise</u> your laws, we <u>do not acknowledge</u> your superiority, we are –'

<div align="right">(Rowling, 2003, p. 667)</div>

Example 120

  'What did they ask you to do?' asked Ted.

  'Duties ill-befitting the dignity of my race,' replied the goblin, his voice rougher and less human as he said it. 'I <u>am not</u> a house-elf.'

  'What about you, Griphook?'

  'Similar reasons,' said the higher-voiced goblin. 'Gringotts is no longer under the sole control of my race. I <u>recognise no</u> wizarding master.'

<div align="right">(Rowling, 2007, p. 244)</div>

  Table 51 and the examples showed sub-strategies of verb forms used in expressing indicating superiority of goblins and centaurs over other magical creatures. In Table 51, the dynamic verb used in the statement 'Firenze has <u>betrayed and dishonoured</u> us.' and - We <u>take</u> no side.' illustrated that centaurs and goblins were very arrogant for their races. Firenze's action in accepting Professor Dumbledore's invitation to teach at Hogwarts was considered as degrading centaurs' honour. Other centaurs thought that Firenze worked as a servant.

  Furthermore, Example 119 demonstrated centaurs employed the deontic modal 'will' in the statement 'We are an ancient people who <u>will not stand</u> wizard invasions and insults!' to declare that they were proud of themselves. In addition, the stative verbs 'recognise' and 'acknowledge' the statement 'We <u>do not recognise</u> your laws, we <u>do not acknowledge</u> your superiority, we are –' were applied to inform centaurs' commitments for not being wizards' servants as well as for denying

to be under wizards' control. These statements reflected that centaur constructed their own society and laws, so wizarding laws did not affect them.

Moreover, linking verbs were applied to emphasise that centaurs and goblins had higher status than other magical creatures. For example, the statement 'I am not a house-elf.' in Example 120 signified that the goblin, the speaker of this statement, would like to highlight that goblins were not servants. Stative verbs also applied to emphasise goblins' identity as shown in the statement 'I recognise no wizarding master.' The negative form of the stative verb in this sentence indicated that goblins did not follow wizards' commands, and they had no masters. Their race was independent from other magical people and magical creatures.

The statements in Table 51 significantly revealed that centaurs and goblins believed they were equal to wizards and witches. Even though they were members of wizarding society, they separated themselves from humans and other magical creatures. Centaurs and goblins also emphasised pride in their races and their supremacy over other magical creatures.

11. The Ideology of Power

In accordance with the series, the Ministry of Magic administrated the Wizarding society. The Ministry released the laws to govern and control magical people and magical creatures. Hogwarts was another institution that had its own ruling system. The main difference between the Ministry and Hogwarts was the Ministry used political power to control the society while the teachers of Hogwarts used their power to control students at the school. There were 4 sub-ideologies about power as presented in Table 52.

Table 52 Language Strategies Used in the Ideology of Power

Sub-ideologies	Language Strategies	Sub-language Strategies	Frequency of Occurrences
11.1 The Ministry of Magic had the highest authority in society.	Referencing	A Phrase	1
	Verb Forms	Dynamic Verbs	8
		A Stative Verb	2
		An Epistemic Modal Verb	2

Sub-ideologies	Language Strategies	Sub-language Strategies	Frequency of Occurrences
11.2 Teachers of Hogwarts and Prefects could punish and give rewards to students.	Verb Forms	Dynamic Verbs	4
		Stative Verbs	3
		Deontic Modal Verbs	3
		A Multi-word Modal Expression	1
11.3 The representatives of the Ministry of Magic had the power to manage and control Hogwarts.	Verb Forms	Dynamic Verbs	5
		Stative Verbs	5
		Deontic Modal Verbs	7
11.4 The Headmaster had supremacy over everyone at Hogwarts.	Verb Forms	Dynamic Verbs	5
		Stative Verbs	2
		A Linking Verb	1
		Deontic Modal Verbs	3

11.1 Sub-ideology: The Ministry of Magic had the highest authority in society.

The Ministry of Magic governed everyone in the Wizarding society. The newspaper also worked under the Ministry's control. As the ruler group, the Ministry had the authority to control or command people within the wizarding community; however, they sometimes used their power in the wrong ways. There were 2 strategies found in this sub-ideology: referencing and verb forms.

11.1.1 Referencing

There was only 1 phrase found in the selected data applied for expressing the Ministry's power in the society as presented in Example 124.

Example 121

'What for?' said Harry angrily.

'Don't you get involved!' Hermione whispered urgently to him.

'For disrupting my class with pointless interruptions,' said Professor Umbridge smoothly. 'I am here to teach you using <u>a Ministry-approved method</u> that

does not include inviting students to give their opinions on matters … with the possible exception of Professor Quirrell, who did at least appear to have restricted himself to age-appropriate subjects – would have passed a Ministry inspection –'

'Yeah, Quirrell was great teacher,' said Harry loudly, 'there was just that minor drawback of him having Lord Voldemort sticking out of the back of his head.'

(Rowling, 2003, p. 284)

According to the context in Example 121, Fudeg – the Minister did not accept that Voldemort was back in power. He concealed the truth from society. So, the Ministry of Magic sent Professor Umbridge to teach Defence Against the Dark Arts course at Hogwarts to interfere Hogwarts and Professor Dumbledore. Basically, the students practiced protecting themselves from Dark magic and magical creatures. Conversely, Professor Umbridge did not give students chances to practice advanced magic because Fudge was afraid that Professor Dumbledore had had his army within Hogwarts. So, the students only read books about basic things followed 'a Ministry-approved method'. Professor employed the phrase 'a ministry-approved methos' in the statement 'I am here to teach you using a Ministry-approved method that does not include inviting students to give their opinions on matters …' to signify that the Ministry had power in controlling Hogwarts and the students through teaching method.

11.1.2 Verb Forms

There were 6 sub-strategies of verb forms applied for expressing the Ministry's authority: dynamic verbs, a stative verb, and an epistemic modal verb.

Table 53 Sub-strategies of Verb Forms Used to Express Sub-ideology 11.1 The Ministry of Magic had the highest authority in society

Sub-strategies	Examples of Verb Forms
Dynamic Verbs	- It means the Ministry's <u>interfering</u> at Hogwarts.
	- And she's trying to get people to <u>spy</u> for her.
	- Umbridge is <u>watching</u> the owls and the fires, remember?

Sub-strategies	Examples of Verb Forms
	- And now he's <u>given</u> her the power to inspect the other teachers! - it meant that … that the Ministry of Magic is trying to <u>interfere</u> at Hogwarts. - Fudge <u>passed</u> this "Education Decree" and <u>forced</u> her on us! - – an Order of Dismissal <u>signed</u> by myself and the Minister for Magic.
A Stative Verb	- yes, the Ministry <u>wants</u> a thorough understanding of teachers' – er – backgrounds. - They <u>wanted</u> to examine whatever he's left us.
A Deontic Modal Verb	- Now, it is the view of the Ministry that a theoretical knowledge <u>will be</u> more than sufficient to get you through your examination, which, after all, is what school is all about … - The Inquisitor <u>will have</u> powers to inspect her fellow educators and make sure that they are coming up to scratch.

Example 122

'So now we know how we ended up with Umbridge! Fudge <u>passed</u> this "Education Decree" and <u>forced</u> her on us! And now he's <u>given</u> her the power to inspect the other teachers!' Hermione was breathing fast and her eyes were very bright. 'I can't believe this. It's outrageous!'

'I know it is,' said Harry. He looked down at his right hand, clenched on the table-top, and saw the faint while outline of the words Umbridge had forced him to cut into his skin.

(Rowling, 2003, p. 276)

Table 53 and examples showed sub-strategies of verb forms people employed in expressing the Ministry's authority. In Table 53, the speakers used dynamic verbs to express their thoughts about the Ministry's power. The statement 'It means the Ministry's <u>interfering</u> at Hogwarts.' indicated that the speaker did not agree

with the Ministry's method of sending Professor Umbridge to mess around Hogwarts. On the other hand, Professor Umbridge employed the deontic modal verb 'will' in the statement 'Now, it is the view of the Ministry that a theoretical knowledge <u>will be</u> more than sufficient to get you through your examination, which, after all, is what school is all about …' to declare that education system in Hogwarts was in the scope of the Ministry's control. This statement also signified that the Ministry had authority over other institutions in society.

Moreover, Then, the stative verb 'want' in the statement 'They <u>wanted</u> to examine whatever he's left us.' illustrated that the Ministry used their power in violating personal privacy. The deontic modal verb 'will' in the statement 'The Inquisitor <u>will have</u> powers to inspect her fellow educators and make sure that they are coming up to scratch.' signified the overpower of the Ministry. This statement was a part of news reported in the *Daily Prophet*, given by the Ministry's officer, and 'The Inquisitor' in this statement referred to Umbridge. It indicated the Ministry's authority in controlling Hogwarts as well as Umbridge had the power to make any decisions in the name of the Ministry of Magic. These 2 sentences reflected power abuse within society.

In Example 122, dynamic verbs were employed to emphasise the Ministry's authority over Hogwarts. In this example, Harry, Ron, and Hermione were talking about the Ministry and Umbridge's actions after reading the newspaper. The statements 'Fudge <u>passed</u> this "Education Decree" and <u>forced</u> her on us!' and 'And now he's <u>given</u> her the power to inspect the other teachers!' showed that the speakers were not satisfied with this method.

It could be seen that all examples demonstrated political conflict within society. Fudge not only would like to control people's minds, but he also would like to control Hogwarts to deprive Dumbledore out of his way. Thus, he authorised in the names of the Minister for Magic in controlling Hogwarts. From the above examples, passing the power to Umbridge to interfere Hogwarts and announcing the Ministry's actions through the newspaper indicated that as Fudge employed social structure and political system to perform power abuse.

11.2 Sub-ideology: Teachers of Hogwarts and Prefects could punish and give rewards to students.

Based on the series, Hogwarts students were divided into 4 houses. The house-glasses showed points of each house. Then, the house which had the highest points would win the house cup at the end of the year. At Hogwarts, teachers and prefects (head of the students) had right in giving rewards and punishing students in limited scope. The points would be given when the students did good things. On the contrary, the points would be taken when the students broke the rules. There were 4 sub-strategies of verb forms: dynamic verbs, stative verbs, deontic modal verbs, and a multi-word modal expression.

Table 54 Sub-strategies of Verb Forms Used to Express Sub-ideology 11.2 Teachers of Hogwarts and Prefects could punish and give rewards to students

Sub-strategies	Examples of Verb Forms
Dynamic Verbs	- Mr-Potter-you-have-already-<u>lost</u>-your-house-ten-point-do-not-make-matters-worse-for-yourself. - It says here she's <u>given</u> you detention every evening this week, starting tomorrow. - I am <u>giving</u> each of you a week's worth of detentions! - You each <u>win</u> Gryffindor five points.
Stative Verbs	- She is your teacher and <u>has</u> every right to give you detention. - So that<u>'s</u> fifty each for Potter, the two Weasleys, Longbottom and Miss Granger. - Now, you <u>wanted</u> to take ten from Mr Potter, I think, Professor Snape – so there we are …
A Deontic Modal Verb	- I want to hear you're training hard, Potter, or I <u>may change</u> my mind about punishing you. - All three of you <u>will receive</u> detention. - Manners, Potter, or I<u>'ll have to </u>give you a detention.
A Multi-word Modal Expression	- Miss Granger, I <u>am going to</u> take five points from Gryffindor house.

Example 123

   'She is your teacher and <u>has</u> every right to give you detention. You will go to her room at five o'clock tomorrow for the first one. Just remember: tread carefully around Dolores Umbridge.'

   'But I was telling the truth!' said Harry, outraged. 'Voldemort is back, you know he is; Professor Dumbledore knows he is –'

   'For heaven's sake, Potter!' said Professor McGonagall, straightening her glasses angrily (she had winced horribly when he had used Voldemort's name). 'Do you really think this is about truth or lies? It's about keeping your head down and your temper under control!'

                      (Rowling, 2003, p. 224)

   Table 54 and Example 123 illustrated verb forms used in expressing teachers' and prefects' authorities in controlling students to follow the school's rules. The statements 'You each <u>win</u> Gryffindor five points.' and 'I am <u>giving</u> each of you a week's worth of detentions!' showed that dynamic verbs employed in showing actions of using power to give rewards and punishment. Furthermore, the multi-word modal expression was applied in punishing students. For example, the statements 'Miss Granger, I <u>am going to</u> take five points from Gryffindor house.' Teachers of Hogwarts and prefects gave students house points as rewards. On the contrary, house points would be taken, or students would receive detention as punishment when they broke the school's rules.

    However, there were situations that teachers or prefects used their power for non-reasonable things or for threatening or teasing students, for instance, 'Manners, Potter, or I<u>'ll have to </u>give you a detention.' In this situation, Malfoy employed his prefect's power to tease Harry for no reason. It indicated that the power group sometimes used their power in the wrong way.

    Lastly, Example 123 revealed that it was basically for teachers to give students detention for serious mistakes. In this example, Professor Umbridge gave Harry detention for saying the fact that Voldemort was back in her class. The stative verb 'has' in the statement 'She is your teacher and <u>has</u> every right to give you detention.' emphasised that even though Harry told the truth, Professor Umbridge, as a

teacher, had the right to punish him for being inappropriate in her class. It was because the Ministry and Professor Umbridge did not want people to know the fact about Voldemort. But Harry's action discredited them. So, Professor Umbridge penalised Harry by giving him detention. It was another example of power abuse.

11.3 Sub-ideology: The representatives of the Ministry of Magic had the power to manage and control Hogwarts.

In consequence of the context of the fifth book – *Harry Potter and the Order of the Phoenix*, Umbridge was sent to Hogwarts as the representative of the Ministry to spy and control Hogwarts. She also hand-picked a group of students to spy on everything in Hogwarts for her. As her representatives, this group of students also had power to punish other students. There were 3 sub-strategies applied in expressing this sub-ideology: dynamic verb, stative verbs, and deontic modal verbs.

Table 55 Sub-strategies of Verb Forms Used to Express Sub-ideology 11.3 The representatives of the Ministry of Magic had the power to manage and control Hogwarts

Sub-strategies	Examples of Verb Forms
Dynamic Verbs	- I have <u>decided</u> that Professor Trelawney is not up to scratch.
	- I have <u>dismissed</u> her.
	- are you going to do with her once I <u>appoint</u> a new Divination teacher who needs her lodgings?
	- Malfoy just <u>docked</u> us all about fifty points.
	- Yeah, Montague tried to <u>do</u> us during break.
Stative Verbs	- You <u>are</u> on probation!
	- Under the terms of Educational Decree Number Twenty-three, the High Inquisitor of Hogwarts <u>has</u> the power to inspect, place upon probation and sack any teacher she –
	- Anyway, members of the Inquisitorial Squad do <u>have</u> the power to dock points …
	- I <u>wish</u> to interrogate him!

Sub-strategies	Examples of Verb Forms
	- I <u>wish</u> you to provide me with a potion that will force him to tell me the truth!
Deontic Modal Verbs	- the High Inquisitor <u>will</u> henceforth <u>have</u> supreme authority over all punishments, sanctions and removal of privileges pertaining to the students of Hogwarts, and the power to alter such punishments, sanctions and removals of privileges as may have been ordered by other staff members …" - I <u>will want</u> their broomsticks confiscated, of course; I <u>shall keep</u> them safely in my office, to make sure there is no infringement of my ban. - I really think I <u>will have to</u> ban these two from playing Quidditch ever again. - There <u>will be</u> no more Hogsmeade trips for you, Mr Potter. - so, Granger, I'<u>ll have</u> five from you for being rude about our new Headmistress. - Weasley, your shirt's untucked, so I'<u>ll have</u> another five for that.

Example 124

'I know prefects can't dock points, Weasley King,' sneered Malfoy. Grabbe and Goyle sniggered. 'But members of the Inquisitorial Squad –'

'The what?' said Hermione sharply.

'The Inquisitorial Squad, Granger,' said Malfoy … 'A select group of students who are supportive of the Ministry of Magic, hand-picked by Professor Umbridge. Anyway, members of the Inquisitorial Squad do <u>have</u> the power to dock points … so, Granger, I'<u>ll have</u> five from you for being rude about our new Headmistress. Macmillan, five for contradicting me. Five because I don't like you, Potter. Weasley, your shirt's untucked, so I'<u>ll have</u> another five for that. Oh yeah, I forgot, you're a Mudblood, Granger, so ten off for that.'

(Rowling, 2003, p.551)

Table 55 and Example 124 showed verb forms used in expressing the Ministry's power abuse within Hogwarts. In Table 55, usage of dynamic verbs and stative verbs revealed arbitrary decisions made by Umbridge. The statements 'I have <u>dismissed</u> her.' and 'Under the terms of Educational Decree Number Twenty-three, the High Inquisitor of Hogwarts <u>has</u> the power to inspect, place upon probation and sack any teacher she –' illustrated that the Ministry gave the power manage and control everything at Hogwarts to Umbridge. After Professor Trelawney gave Umbridge an awful prophecy in class inspection, she was fired from Hogwarts as Umbridge used her power as the High Inquisitor of the Ministry. In this context, Umbridge's status at Hogwarts is a teacher; however, she acted as the officer of the Ministry as well as used her power to control everything without consulting the Headmaster. Umbridge's decision was only based on her own perspectives, and nobody could inspect her work. Thus, it reflected the non-transparent working process and the Ministry's overpowering.

In addition, deontic modal verbs 'will' and 'shall' were employed to mention unreasonable punishments ordered by the representative of the Ministry. In Example 124, Malfoy was one of the Inquisitorial Squad selected by Umbridge. Actually, Umbridge aimed the Inquisitorial Squad to spy for her. Malfoy used a stative verb to show that he had the power to take house points from other students as shown in the statement 'Anyway, members of the do <u>have</u> the power to dock points …' He also applied the deontic modal verb 'will' in punishing students as seen from the statements 'so, Granger, I<u>'ll have</u> five from you for being rude about our new Headmistress.' and 'Weasley, your shirt's untucked, so I<u>'ll have</u> another five for that.' It could be seen that Malfoy used the representative's power to tease students.

Table 55 and Example 124 revealed that the Ministry's action in giving the power to the representatives became power abuse. Umbridge sometimes overstepped her power: inappropriate punishments or unreasonable probation. Moreover, the group of students selected by Umbridge, such as Malfoy, also had the power to control other students. They also spied everything in Hogwarts and reported to Umbridge. However, they used the power for teasing or mocking students. Therefore, this sub-ideology reflected the Ministry of Magic's overpowering.

11.4 Sub-ideology: The Headmaster had supremacy over everyone at Hogwarts.

Generally, the headmaster was the person who was the head of teachers and staff at Hogwarts. As being the Headmaster, Professor Dumbledore had the power to make important decisions, manage everything regarding school's rules and regulations as well as protect students and staff. There were 4 sub-strategies of verb forms employed in expressing the headmaster's supremacy: dynamic verbs, stative verbs, a linking verb, and deontic modal verbs.

Table 56 Sub-strategies of Verb Forms Used to Express Sub-ideology 11.4 The Headmaster had supremacy over everyone at Hogwarts

Sub-strategies	Examples of Verb Forms
Dynamic Verbs	- You see, I have already <u>found</u> us a new Divination teacher, and he will prefer lodgings on the ground floor. - First – to Mr Ronald Weasley … for the best-played game of chess Hogwarts has seen in many years, I <u>award</u> Gryffindor house fifty points. - Second – to Miss Hermione Ganger … for the use of cool logic in the face of fire, I <u>award</u> Gryffindor house fifty points! - Third – to Mr Harry Potter … for pure nerve and outstanding courage, I <u>award</u> Gryffindor house sixty points. - I therefore <u>award</u> ten points to Mr Neville Longbottom.
Stative Verbs	- You <u>do not</u>, however, <u>have</u> the authority to send them away from the castle. - I am afraid that the power to do that still <u>resides</u> with the Headmaster, and it is my wish that Professor Trelawney continue to live at Hogwarts.

Sub-strategies	Examples of Verb Forms
A Linking Verb	- I am afraid the power to do that still resides with the Headmaster, and it <u>is</u> my wish that Professor Trelawney continue to live at Hogwarts.
Deontic Modal Verbs	- I <u>shall speak</u> to Professor Dumbledore and see if we can't bend the first-year rule. - That <u>would be</u> mine. - I <u>cannot allow</u> you to manhandle my students.

Example 125

'There, there, Sybill … calm down … blow your nose on this … it's not as bad as you think, now … you are not going to have to leave Hogwarts …'

'Oh really, Professor McGonagall?' said Umbridge in a deadly voice, taking a few steps forward. 'And your authority for that statement is …?'

'That <u>would be</u> mine,' said a deep voice.

'Yours, Professor Dumbledore?' said Umbridge … 'I'm afraid you do not understand the position. I have here –' she pulled a parchment scroll from within her robes '– an Order of Dismissal signed by myself and the Minister for Magic. Under the terms of Educational Decree Number Twenty-three, the High Inquisitor of Hogwarts has the power to inspect, place upon probation and sack any teacher she – that is to say, I – feel is not performing to the standard required by the Ministry of Magic. I have decided that Professor Trelawney is not up to scratch. I have dismissed her.'

To Harry's very surprise, Dumbledore continued to smile … 'You are quite right, of course, Professor Umbridge. As High Inquisitor you have every right to dismiss my teachers. You <u>do not</u>, however, <u>have</u> the authority to send them away from the castle. I am afraid,' he went on, with a courteous little bow, 'that the power to do that still <u>resides</u> with the Headmaster, and it <u>is</u> my wish that Professor Trelawney continue to live at Hogwarts.'

(Rowling, 2003, pp. 525 – 526)

Table 56 and Example 124 showed that dynamic verbs, stative verbs, a linking verb, and deontic modal verbs used for identifying the power of the Headmaster. In this situation, Umbridge used her authority as the representative of the Ministry to recruit a new teacher to teach Divination. However, Professor Dumbledore, as the Headmaster, opposed Umbridge's action by employing the Headmaster's power. The dynamic verb 'find' in Professor Dumbledore's statements: 'You see, I have already <u>found</u> us a new The Divination teacher, and he will prefer lodgings on the ground floor.' signified that no one could oppose his decision.

In addition, Example 124 illustrated usage of the stative verb, the linking verb, and the deontic modal verb used in expressing supremacy of the Headmaster. In Example 124, Professor Trelawney was expelled from Hogwarts by Umbridge. Nonetheless, Professor Dumbledore allowed Professor Trelawney to stay at Hogwarts. The deontic modal verb in the statement 'That <u>would be</u> mine.' emphasised that even if Umbridge got the power from the Ministry of Magic, the authority to make important decisions still belonged to the Headmaster.

Moreover, the statements 'You <u>do not</u>, however, <u>have</u> the authority to send them away from the castle. I am afraid that the power to do that still <u>resides</u> with the Headmaster, and it <u>is</u> my wish that Professor Trelawney continue to live at Hogwarts.' signified that the Headmaster had supremacy over the representative of the Ministry of Magic like Umbridge. The stative verb 'have' was used in the negative form in the statement 'You <u>do not</u>, however, <u>have</u> the authority to send them away from the castle.' meant the limited scope of Umbridge's power at Hogwarts. Whereas the stative verb 'reside' and the linking verb 'is' in the statement 'I am afraid that the power to do that still <u>resides</u> with the Headmaster, and it <u>is</u> my wish that Professor Trelawney continue to live at Hogwarts.' were employed to declare the Headmaster's authority to manage everything at school.

Inconsequence of Table 56 and Example 124, it was obviously seen that Professor Dumbledore reasonably used the Headmaster's authority. Apart from giving the students rewards for doing good things, he also used the power to protect his staff. In this case, Professor Dumbledore's action showed sympathy to his co-workers.

According to the analysis of ideologies and lexicalisation, there were ideologies which occurred in all 3 books, and ideologies which occurred in only 1 or 2 books. Social situations, political status, power, beliefs, and attitudes towards situations effected in passing the specific ideology within society. In addition, there were 3 languages strategies found in passing ideologies in the *Harry Potter* series: systems of address, referencing, and verb forms.

The findings showed the dominant ideology that developed from social norms was the ideology about Blood Status. As a consequence of the series, the wizarding world was presented as a class society divided people by their blood status: 1) the Purebloods were witches and wizards born from magical parents, 2) the Half-bloods were witches and wizards born from interracial marriages of magical and non-magical parents, and 3) the Mudbloods or Muggle-borns were witches and wizards born from non-magical parents. There were some witches and wizards believed that only the Purebloods deserved to use magical power such as Voldemort and the Malfoys. The Purebloods who agreed with this idea usually behaved like the upper-class and insulted other people. It could not find evidence from the series about who exactly started this idea. However, Voldemort did not take it for granted, he developed this idea to be his to create his ideal society that had only the Purebloods. After he proposed his belief, the Purebloods who agreed with him took part in the Death Eaters.

Therefore, the sub-ideology 1.1 The Purebloods were the superior class of the wizarding world revealed hidden overpowering of the Purebloods. The Half-bloods and the Muggle-borns were less important. Sometimes, they were called 'dirty blood'. This sub-ideology brought crime to society as the Death Eaters killed the Half-bloods and Muggle-borns as the Death Eaters were manipulated by Voldemort: creating the ideal society which only the Purebloods remained.

The strong belief in blood status effected racism within the wizarding society. The ideology about Racism demonstrated that the Half-bloods and the Muggle-borns were not accepted by the Purebloods. It could be seen that passing the ideology about blood status did not only caused racism, but also effected overpowering of the Purebloods in society.

Besides, the vital sub-ideology was the sub-ideology 4.2 It was frightening to say or hear Voldemort's name of the Construction of Fear ideology. This sub-ideology was found in every book. Moreover, naming 'You-Know-Who, He Who Must Not Be Named, the dark Lord, and Lord Thingy' employed as referential devices referred to Voldemort were found at the highest frequency for 119 times. It was found that this sub-ideology was created by people in the wizarding society, not by the power group. However, the main causes were Voldemort's dark magical power and people's fear. Tom Riddle practiced dark magic and became the most power. He created 'Lord Voldemort' as his new name to declare his dark power as well as his higher status in the society. Then, he passed his ideal ideology about the Purebloods, collected his army, and killed people who defeated him and the impure bloods. On the hand, not all the Purebloods agreed with Voldemort in killing people. Voldemort's actions brought 'fear' to society. The name 'Voldemort' could also recall the worst period of time. The vital situation was when Voldemort tried to kill Harry Potter. There were many people died. Even though Voldemort did not success in killing Harry and became powerless, people were still frightened to say or hear the name 'Voldemort'. This sub-ideology was reproduced by people in society all the time. It could be seen that Voldemort could create power behind his name to manipulate people: the Purebloods who did not agree with his belief but scared of his power became the Death Eater.

Conversely, the sub-ideology 3.1 Saying people's proper names was not frightening was proposed to free people from fear. The sub-ideology was found in every book. The naming 'Voldemort' was found the most frequency used in this sub-ideology for 204 times. Professor Dumbledore was the first person who tried to pass this sub-ideology to the society. He always used the naming 'Voldemort', not other names. He successfully passed his idea to Harry since the first year that Harry studied at Hogwarts. Then, Harry kept passing this sub-ideology to everyone. Harry accomplished to pass this sub-ideology in *Harry Potter and the Order of the Phoenix* when most of his friends realised that Voldemort was back. Professor Dumbledore and Harry did not manipulate people to do bad things but destroying fear and creating bravery within society. Thus, this did not take advantage from the less power group, but it aimed to help people to overcome fear.

Then, the sub-ideology 6.8 Dumbledore's Army resisted the Dark Arts group related to the ideology of Bravery. This sub-ideology demonstrate that this group of students took the opposite belief from Voldemort, but they also brave enough to defeat his dark power. According to the series, Dumbledore's Army was secretly established under Umbridge's nose at Hogwarts. Therefore, it signified defeating the overpowering of the Ministry by the students.

Furthermore, the outstanding ideology found using in manipulating people was the ideology about Concealing the Truth. In this ideology, all sub-ideologies reflected that the Ministry of Magic would like to control people and society. Fudge, the Minister, used his authority to conceal the fact that Voldemort became power. He controlled the newspaper – the *Daily Prophet* to report news that could make Professor Dumbledore and Harry untrustworthy in people's eyes. Moreover, He and the Ministry kept telling people that the Ministry could handle everything. It showed that Fudge employed the Ministry's power in self-positive presentation and other-negative presentation. This ideology did not only discredit Professor Dumbledore and Harry, but also increased credibility in the Ministry's working processes.

Other ideology found using in manipulation was the ideology about Power. Fuge sent Umbridge to teach at Hogwarts as well as gave her the authority to control Hogwarts. Then, Umbridge used her authority to conceal the truth about Voldemort and control students to believed and behave as the Ministry wanted. Umbridge kept telling students that Voldemort was not back, and everyone should trust in the Ministry. Thus, these 2 ideologies related to each other; the ideology about Concealing the Truth and ideology about Power as they clearly reflected power abuse and manipulation within society.

In addition, the ideology about Slavery could manipulate people by relying on social status. In sub-ideology 8.1 House-elves must serve their masters' commands, dynamic verbs were found at the highest frequency for passing this sub-ideology (28 times). According to the series, even if evolves had unique magical power, they were witches and wizards' servants. It was because they were not humans. Moreover, some elves tied by magic to serve wizard families and did everything that their masters wanted. Therefore, some masters commanded the elves to

do wrong things. The sub-ideology 8.3 The Death Eaters must serve all Voldemort's desires, imperative verbs were found employing at the highest frequency for 13 times in expressing this sub-ideology. However, the Death Eaters did not tie by magic to serve Voldemort, they willing to be Voldemort's followers and pleased to serve him. For the Death Eaters, serving Voldemort meant the highest honour for them. However, Voldemort mostly commanded them to illegal things and crimes such as killing people. It could be seen that people of the higher status had more power to control their followers. So, master had power in manipulating servants or followers to behave or acts as they wanted.

Relationship between Ideologies and Discourse Practice

This section presents relationship between ideologies and discourse practice. Discourse practice is analyses of text production, text distribution, and text consumption/interpretation. The analysis of discourse practice was divided into 2 parts: 1) text production and 2) text distribution and consumption. According to the analysis of the relationship between language strategies and ideologies, the ideologies could be divided into 3 groups: 1) manipulation, 2) liberation, and 3) showing identity.

1. Manipulation

There were 6 ideologies found manipulating people in the wizarding society: Blood Status, Racism, Construction of Fear, Slavery, Concealing the Truth, and Power.

1.1 Text Production

There were 4 ideologies produced by the more powerful group or the higher status: Blood Status, Construction of Fear, Concealing the Truth, and Power. The ideologies about Racism and Slavery were produced by both the more powerful group and the less powerful group. The findings also showed that text producers employed 3 main language strategies in text production: systems of address, referencing, and verb forms.

In terms of ideology about Blood Status, phrases were found using at the highest frequency for 27 times in expressing social status of the Half-bloods, the Muggle-borns and the Mudbloods as the lower-class such as the Mudblood girl, the brats, your unworthy lips, your half-blood's tongue, Miss Mudblood, and filthy half-

blood. Mostly, the group's name 'Muggle-borns, Half-bloods, and Mudbloods' were found in creating text production to emphasise the speakers' attitudes towards the referred people. In addition, negative meaning adjective such as 'unworthy' and 'filthy' was found in expressing the sub-ideology. The Half-bloods and the Muggle-borns were not mentioned in negative ways by the Purebloods, they also negatively mentioned by magical creatures.

In addition, the naming 'You-Know-Who, He Who Must Not Be Named, the Dark Lord, and Lord Thingy' were found employed as referential devices for 119 times in the ideology of Construction of Fear. It was because people were scared to say or hear Voldemort's name, thus, they create these naming for referring to him. Even though Voldemort did not produce this ideology directly, he concealed power behind the name 'Voldemort'. After accomplishing the Dark magic, Voldemort gathered his followers called the Death Eaters and expand his power by killing the Half-bloods, the Muggle-borns and people who disagreed with him. Thus, people created new terms to call Voldemort to avoid recalling their bad experience at the time that Voldemort was powerful. Thus, Voldemort was an indirect text producer of this ideology.

Even though there was little evidence found, the ideology of Concealing the truth revealed power abuse of the Ministry of Magic. Fudge used his authority as a minister to control people's minds and actions. Dynamic verbs were found using in producing this ideology at the highest frequency for 11 times in the sub-ideology 9.3 The *Daily Prophet* reported only what the Ministry of Magic wanted people to know. The Ministry used their authority to control the newspaper to report only their news which reflected the overpowering of the Ministry. The ideology about Power also related to the ideology about Concealing the Truth as Umbridge was sent by the Ministry to control Hogwarts. For example,

Example 123

'What for?' said Harry angrily.

'Don't you get involved!' Hermione whispered urgently to him.

'For disrupting my class with pointless interruptions,' said Professor Umbridge smoothly. 'I am here to teach you using a Ministry-approved method that

does not include inviting students to give their opinions on matters … with the possible exception of Professor Quirrell, who did at least appear to have restricted himself to age-appropriate subjects – would have passed a Ministry inspection –'

'Yeah, Quirrell was great teacher,' said Harry loudly, 'there was just that minor drawback of him having Lord Voldemort sticking out of the back of his head.'

(Rowling, 2003, p. 284)

Even though the phrase 'a Ministry-approved method' in Example 123 was only 1 phrase found applying as a referential device in producing text about overpowering of the Ministry, it obviously indicated that the Ministry employed educational reformation to manipulate students.

In terms of the ideologies about Racism and Slavery, the results indicated that the ideologies were produced by the more power group and the less power group. Phrases were found employing at the highest frequency for 10 times as referential expressions to produce the ideology of Racism such as extremely dangerous half-breeds, the stupid great oaf, and that dirty little goblin. The group's name and the race were used as the main nouns of the phrases. Negative adjectives such as 'stupid' and 'dirty' were also applied to emphasise traits of the referred people. All referential devices were produced by the Purebloods.

Lastly, the ideology about Slavery was another ideology that could revealed power abuse within the wizarding society. House-elves represented slavery of the series. The findings demonstrated that house-elves stuck with the old wizard families to serve their master; however, the elves did not receive good living. It was surprisingly noted that the ideology of slavery was mostly produced by the elves themselves. Dynamic verbs were employed at the highest frequency 28 times to give information about what they had done to serve their masters. The elves could not disobey the commands due to the magic that tied them with the wizard families. Thus, the elves had to follow their masters' instructions even they might not be willing to do. This ideology reflected that social structure and social status affected the roles of social members. Even though house-elves had the unique magical power that witches and wizards did not have, elves were still servants because they were non-human beings.

1.2 Text Distribution and Consumption

The findings demonstrated that the ideologies mostly passed through society in forms of conversation, declaration, or the newspaper. First, text producers used linking verbs, stative verbs, dynamic verbs, deontic modal verbs, epistemic modal verbs, and multi-word modal expressions in terms of positive sentences, negative sentences, questions, requests, and commands in passing the ideologies.

Face-to-face communications were the easiest way to convey ideologies. Text producers could reproduce and pass the ideologies directly to the target group as in the following example.

Example 111

'Now, let me make a few things quite plain.' Professor Umbridge stood up and leaned towards them, her stubby-fingered hands splayed on her desk. 'You have been told that a certain Dark wizard has returned from the dead –'

'He wasn't dead,' said Harry angrily, 'but yeah, he's returned!'

'Mr-Potter-you-have-already-lost-your-house-ten-point-do-not-make-matters-worse-for-yourself,' said Professor Umbridge in one breath without looking at him. 'As I was saying, you have been informed that a certain Dark wizard is at large once again. This <u>is a lie</u>.'

'It is NOT a lie!' said Harry. 'I saw him, I fought him!'

'Detention, Mr Potter!' said Professor Umbridge triumphantly. 'Tomorrow evening. Five o'clock. My office. I repeat, this <u>is a lie</u>. The Ministry of Magic <u>guarantees</u> that you are not in danger from any dark wizard. If you are still worried, by all means come and see me outside class hours, I would like to hear about it. I am here to help. I am your friend. And now, you will kindly continue your reading. Page five, "Basics for Beginners".'

(Rowling, 2003, pp. 220 – 221)

Example 111 demonstrated the ideology of Concealing the Truth in face-to-face communication. In this situation, Umbridge relied on her status as a Hogwarts teacher so that she could deliver the Ministry's information or news to students. Fudge, as the Minister for Magic, did not accept that Voldemort became

powerful again, and he did not want people to question about this. Therefore, Umbridge used her power as a teacher and the representative of the Ministry to control the students' minds. She could reproduce the ideologies many times as she wanted. The students who were scared to accept the truth about Voldemort trusted what the Ministry informed them. In addition, Umbridge's status was trustable as she was both a teacher and a representative of the Ministry. Most students, thus, were willing to be manipulated by the Ministry. On the other hand, the other group, who did not agree with the Ministry's method such as Harry, Ron, and Hermione seemed to be manipulated by the Ministry difficultly as they had already known the truth. Moreover, there were many students who could not accept the Minstry's ideologies like Naville and Dean because they trusted in Professor Dumbledore and Harry more than the Ministry.

The Ministry also controlled the *Daily Prophet*, the newspaper, to report only what they wanted people to know. To control the newspaper, clearly revealed power abuse because the Ministry used the newspaper as a medium for concealing their mistakes, discrediting Professor Dumbledore and Harry as well as controlling people's minds.

Example 122

'So now we know how we ended up with Umbridge! Fudge <u>passed</u> this "Education Decree" and <u>forced</u> her on us! And now he's <u>given</u> her the power to inspect the other teachers!' Hermione was breathing fast and her eyes were very bright. 'I can't believe this. It's outrageous!'

'I know it is,' said Harry. He looked down at his right hand, clenched on the table-top, and saw the faint while outline of the words Umbridge had forced him to cut into his skin.

(Rowling, 2003, p. 276)

In this situation, Ron, Harry, and Hermione read the news article in the *Daily Prophet* about educational reformation at Hogwarts. Moreover, the article also discredited Professor Dumbledore for failing to manage the school. It could be seen that Hermione, as a reader, could interpret the Minstry's intention of sending Umbridge to

Hogwarts. The Ministry employed the newspaper as a medium to drive their ideologies through the society easily. In this case, the newspaper was applied as self-positive presentation method to give the information that the Ministry took actions in the educational reformation and other-negative presentation method to turn Professor Dumbledore into an untrustworthy person. The *Daily Prophet* was a Ministry's official media for communicating with people. Thus, the ideologies about Concealing the Truth and Power were reproduced to everyone through the official communication. It was easy for the Ministry to control people's minds and change their attitudes towards the Ministry and Professor Dumbledore.

It could be summarised that text producers' social status affected on the reliabilities of discourse. Political power was also another factor that helped text producers successfully conveyed the ideologies through society; they could control the official media and reform educational system. In terms of text interpretation, it depended on text receivers' attitudes towards the knowledge about contexts of situations, cognition, their personal beliefs, social status as well as the referred people. It was noticed that personal beliefs and cognition had significant effects on accepting ideologies as seen in Example 111 and Example 122. Even the Ministry had the official authority in controlling people' minds via the newspaper and educational system, the knowledge about contexts of situations, cognition, and personal beliefs assisted people in being victims of manipulation.

2. Liberation

As could be seen from the previous section that the wizarding society was covered with fear and overpowering of more powerful groups: Voldemort and the Ministry. There were people who tried to raise the society up and made people fearless. There were 2 ideologies: Construction of Bravery and Equality and the sub-ideology 11.4 The Headmaster had supremacy over everyone at Hogwarts of the ideology of Power, the sub-ideologies 6.7 The Order of the Phoenix resisted Voldemort and the Death Eaters, and 6.8 Dumbledore's Army resisted the Dark Arts group of the ideology about Hostility and Partisanship consisted in liberation.

2.1 Text Producers

Professor Dumbledore was the very first person who tried to free people from fear of Voldemort. Based on his evil power and the violent criminal, the wizarding society fell into the dark. People were frightened even to say or hear the name 'Voldemort'. Only Professor Dumbledore called Voldemort by his name when talking to everyone, and he persuaded listeners to feel free saying the name. Harry was Professor Dumbledore's first success in passing the ideology of Bravery as Harry was not scared to say the name.

Other accomplishments in construction of bravery were the establishments of the Order of the Phoenix and Dumbledore's Army. For the Order of the Phoenix, there was no clear evidence about the medium used in gathering people to take part in the institution, the series had just informed that they collected people who had the same belief or the same ideology in defeating Voldemort. In the serious situation, the Order applied the secret radio programme named 'Potterwatch' to give facts and encourage people outside the institution to be brave.

Example 29

'The lot that got me were a bit pathetic, but Bill reckons some of them are really dangerous. They said on Potterwatch –'

'On what?' said Harry.

'Potterwatch, didn't I tell you that's what it was called? The programme I keep trying to get on the radio, the only one that tells the truth about what's going on! Nearly all the programmes are following You-Know-Who's line, all except Potterwatch. I really want you to hear it, but it's tricky turning in …'

(Rowling, 2007, p. 355)

This radio programme was created by the Order, Dumbledore's Army, and people who trusted in Harry and would like to defeat the Dark Arts group. As resource people, text producers were reliable people: many members of the Order worked in the Ministry of Magic, and they defeated Voldemort for a long time. Thus, facts given by the Order could raise bravery within the society.

Furthermore, Dumbledore's Army was established secretly under Umbridge's authority at Hogwarts. Hermione could not stand for the ways the Ministry applied to control students, so she sent private message to her friends who had the same belief in founding the institution. Harry and Hermione employed the very simple of communication – informal talking with their friends. However, they gave only the facts, not persuaded them to believe. Dumbledore's Army had the important role again in *Harry Potter and the Deathly Hallows*, they took part in the Battle of Hogwarts to Defeat Voldemort.

Besides, Professor Dumbledore employed his power as the Headmaster of Hogwarts in protecting his staff as presented in Example 125.

Example 125

'There, there, Sybill … calm down … blow your nose on this … it's not as bad as you think, now … you are not going to have to leave Hogwarts …'

'Oh really, Professor McGonagall?' said Umbridge in a deadly voice, taking a few steps forward. 'And your authority for that statement is …?'

'That <u>would be</u> mine,' said a deep voice.

'Yours, Professor Dumbledore?' said Umbridge … 'I'm afraid you do not understand the position. I have here –' she pulled a parchment scroll from within her robes '– an Order of Dismissal signed by myself and the Minister for Magic. Under the terms of Educational Decree Number Twenty-three, the High Inquisitor of Hogwarts has the power to inspect, place upon probation and sack any teacher she – that is to say, I – feel is not performing to the standard required by the Ministry of Magic. I have decided that Professor Trelawney is not up to scratch. I have dismissed her.'

To Harry's very surprise, Dumbledore continued to smile … 'You are quite right, of course, Professor Umbridge. As High Inquisitor you have every right to dismiss my teachers. You <u>do not</u>, however, <u>have</u> the authority to send them away from the castle. I am afraid,' he went on, with a courteous little bow, 'that the power to do that still <u>resides</u> with the Headmaster, and it <u>is</u> my wish that Professor Trelawney continue to live at Hogwarts.'

(Rowling, 2003, pp. 525 – 526)

Example 125 demonstrated that Professor Dumbledore produced texts in order to protect Professor Trelawney from Umbridge's unreasonable commands. The deontic modal 'would', the stative verb 'have', the linking verb 'is', present simple tense, positive sentences, and the negative sentence were applied in producing texts to declare Professor's Dumbledore authority and protecting his staff.

Lastly, Hermione founded the Society for the Promotion of Elfish Welfare in order to make house-elves free from being slaves. Due to the context of the series, house-elves served wizards families as servants. they followed their masters' commands and could not disobey. However, they had poor living and did not receive any good care from their masters.

Example 46

'D'you know how much mould we've got rid of since we arrived here?'

'You were so keen to help The Order,' said Mrs Weasley, 'you can do your bit by making Headquarters fit to live in.'

'I feel like a house-elf,' grumbled Ron.

'Well, now you understand what dreadful lives they lead, perhaps you'll be a bit more active in <u>SPEW</u>!' said Hermione hopefully, as Mrs Weasley left them to it. 'You know, maybe it wouldn't be a bad idea to show people exactly how horrible it is to clean all the time – we could do a sponsored scrub of Gryffindor common room, all proceeds to <u>SPEW</u>, it would raise awareness as well as funds.'

(Rowling, 2003, p. 145)

Example 46 demonstrated Hermione's intention to assist the elves. She kept reproducing this ideology in every possible way and motivating Ron to agree with her. For Ron and other wizards, the elves had been servants as it used to be from the past. Ron, then, did not see the point to free the elves from enslavement.

It could be seen that social status and reliabilities of text producers were the main factors in passing the ideology. In addition, the findings revealed that giving facts was such a good way that text producers employed frequently to persuade people to overcome fear. The radio programme was another medium employed to make people free from fear. Nonetheless, text producers still gave facts to their target group. It was

because text producers did not want to control people's mind or society, their intention to free text receivers from being the victims of fear and power abuse within society.

2.2 Text Distribution and Consumption

The findings revealed that the ideologies were mostly passed through society via face-to-face communication. Because the story line of the series was continued by conversation.

Example 88

'Dumbledore left the three of us a job,' he said carefully, 'and we weren't supposed to tell – I mean, he wanted us to do it, just the three of us.'

'We're his Army,' said Neville. 'Dumbledore's Army. We were all in it together, we've been keeping it going while you three have been off on your own –'

(Rowling, 2007, p. 467)

Example 88 showed that the text producer applied present simple tense and the linking verb 'were' in stating his intention and bravery in overcoming fear and defeating the Dark Arts group. This example also indicated that Neville, as a member of the DA, could interpret Harry's intended meaning in encouraging people to be brave.

Another medium applied in conveying the ideologies was the radio programme named 'Potterwatch'.

Example 29

'The lot that got me were a bit pathetic, but Bill reckons some of them are really dangerous. They said on Potterwatch –'

'On what?' said Harry.

'Potterwatch, didn't I tell you that's what it was called? The programme I keep trying to get on the radio, the only one that tells the truth about what's going on! Nearly all the programmes are following You-Know-Who's line, all except Potterwatch. I really want you to hear it, but it's tricky turning in …'

(Rowling, 2007, p. 355)

The Order and some of the DA attempted to pass the ideologies about Bravery to people in society through the radio programme. By using this way, they could pass the ideology fast and widely. Example 31 indicated their bravery to risk in the very serious situation that anyone who supported Harry would be caught or killed by the Death Eaters. This action could encourage people to defeat Voldemort.

Conversely, Hermione's attempt to help the elves to have better lives-living seemed hopeless. In Example 46, she emphasised difficulties that elves had faced; however, Ron took it for granted. Actually, Ron could interpret the message about which Hermione would like to tell him, but it was the social structure of this society. In the wizarding world, the elves were servants and had to follow their wizarding masters' commands. Thus, Ron did not think it was important to let the elves free.

Lastly, Example 125 illustrated passing the ideology of Power in helping people. Professor Dumbledore used both positive and negative sentences to declare his authority as the Headmaster of Hogwarts and to protect the innocent – Professor Trelawney from Umbridge's power abuse. He also announced his power in front of all staff and students of Hogwarts. As the direct listeners of the text, Umbridge and Professor Trelawney knew that Professor Dumbledore used his power to protect his staff. Besides, Umbridge could simplify that Professor Dumbledore resisted the Ministry's power over Hogwarts.

Therefore, it was not difficult for text receivers to interpret the ideologies that text producers conveyed through their messages. The results indicated that social situations, social structures, social status, reliabilities of text producers, text receivers' background knowledge about the situations, experience, and personal beliefs affected to ones' ideologies, especially the ideology about Equality as presented in Example 46. On the surface, liberation might not give any advantage to text producers. Nonetheless, text producers took huge advantage when the ideology about Bravery was successfully accepted by the majority of people in society as people could stand out of the shadow of fear and dare to defeat the Death Eaters.

3. Showing Identity

Showing identities occurred when the speakers would like to identify themselves from the others. However, it could signify manipulation. There were 2 ideologies within this section: Dedication and Superiority.

3.1 Text Producers

In terms of the ideology of Dedication, text producers stated their loyalty and trust through their speech. Social status was applied at the highest frequency for 21 times as referential devices and 11 times as terms for systems of address strategy. For example, the term 'Master' was used by the Death Eaters for calling Voldemort as well as used by the elves for calling their masters.

Example 89

'Kreacher apologies for the delay in bringing the thief, <u>Master</u>,' croaked the elf. 'Fletcher knows how to avoid capture, has many hidey-holes and accomplices. Nevertheless, Kreacher cornered the thief in the end.'

'You've done really well, Kreacher,' said Harry, and the elf bowed low.

(Rowling, 2007, p. 181)

Example 90

'So, you smashed my prophecy?' said Voldemort softly, staring at Harry with those pitiless res eyes. 'No, Bella, he is not lying … I see the truth looking at me from within his worthless mind … months of preparation, months of effort … and my Death Eaters have let Harry Potter thwart me again …'

'<u>Master</u>, I am sorry, I knew not, I was fighting the Animagus Black!' sobbed Bellatrix, flinging herself down at Voldemort's feet as he paced slowly nearer.

(Rowling, 2003, pp. 716-717)

Example 89 showed the term 'master' used by an elf for calling Harry. It was normally for elves to call wizards or witches whom they had served by employing the terms 'master' or 'mistress'. While Example 90 illustrated the Death Eaters employed the term 'master' for calling Voldemort in a different aspect. It was clearly seen that social structure affected all elves in calling master and mistress as elves were servants. Nonetheless, the Death Eaters were not Voldemort's servants, they also used

the term 'master' to show their loyalty to Voldemort. Both systems of address and referencing strategies were employed by text producers themselves in producing and reproducing the ideology of Dedication. For the Death Eaters, the term 'master' did not only state their status within the Dark Arts group, but also revealed that they were willing to be manipulated under Voldemort's power.

In addition, stative verbs such as believe, know, and trust were found applied for 23 times to convey the speakers' cognition towards situation or people. Hermione's statement 'Dumbledore <u>trusts</u> him, he works for the Order, that ought to be enough.' in Table 39 revealed Hermione's attitude towards Professor Dumbledore's decision and working process.

The ideology of Superiority could not only state speakers' power and social status, but also could identify the speakers' identities.

Example 117

Voldemort's voice reverberated from the walls and floor, and Harry realised that he was taking to Hogwarts and to all the surrounding area … his breath on the back of their necks, a death blow away.

'You have fought,' said the high, cold voice, 'valiantly. <u>Lord Voldemort</u> knows how to value bravery.'

'Yet you have sustained heavy losses … Every drop of magical blood spilled is a loss and a waste.'

'<u>Lord Voldemort</u> is merciful. I command my forces to retreat, immediately.'

(Rowling, 2007, p. 529)

Example 117 demonstrated that Voldemort, as the text producer, called himself by naming 'Lord Voldemort' instead of the first-personal pronoun 'I' to emphasise his social status within the Dark Arts group and his dark magical power. Voldemort could also control the listeners to follow his instructions because his commands were what the Death Eaters had to follow. Thus, Voldemort could manipulate his army by using his name. He could reproduce the ideologies in every possible occasion as well as could deliver ideologies by himself as the leader of the Death Eaters.

Example 120

 'What did they ask you to do?' asked Ted.

 'Duties ill-befitting the dignity of my race,' replied the goblin, his voice rougher and less human as he said it. 'I <u>am not</u> a house-elf.'

 'What about you, Griphook?'

 'Similar reasons,' said the higher-voiced goblin. 'Gringotts is no longer under the sole control of my race. I <u>recognise no</u> wizarding master.'

<div align="right">(Rowling, 2007, p. 244)</div>

 Example 120 demonstrated how goblins identified themselves from other magical people and magical creatures. The text producer applied the linking verb 'am' and the stative verb 'recognise' in the negative forms to emphasise goblins' status which was higher than elves because goblins had no masters, and they control themselves. The text producer did not only emphasise that the goblins were independent on wizards' commands, but also gave the sense of racism to the elves. The statement 'I am not a house-elf.' signified the speaker's attitude towards racism and slavery within the wizarding world.

3.2 Text Distribution and Consumption

 The results revealed that discourses conveyed the ideologies of Dedication and Superiority produced in face-to-face communication. The text producers passed the ideologies by themselves. Language strategies employed in expressing the ideologies were various due to contexts of situations, social status, social structure, cognition, background knowledge, shared knowledge, and personal beliefs.

 For the ideologies of Dedication and Superiority, social status, situational contexts, social structure, shared knowledge, and personal beliefs were factors effecting in text production. In terms of the text receivers, they also interpret the speakers' meanings by employing social status, situational contexts, social structure, shared knowledge, personal beliefs, and the speakers' gestures and tone.

 The text receivers of Example 89 and Example 90 applied the speakers' social status and social structure to interpret the ideology. In Example 89, Harry could simplify that Kreacher was really royal to him not only by the term 'master', but also the elf's gesture 'the elf bowed low'. Even the elves were wizards' servants, their

gestures dominantly signified their real intention. On the other hand, the term 'maser' in Example 90 could reveal hierarchy and manipulation within the Dark Arts group. The Death Eaters applied the term 'master' for calling Voldemort both face to face and behind his back. Thus, the listeners could interpret ideologies behind the term 'master' of the Death Eaters as they were royal to follow Voldemort's instructions as well as were willing to be manipulated by Voldemort.

The sub-ideology about Trustworthiness was easy for the text receivers to interpret as the text producers usually employed the verbs such as trust, believe, and know to highlight that they trusted the listeners or the referred people. Moreover, shared knowledge and beliefs which the text producers and receivers had were important factors in interpreting the ideology. As seen from the statement 'Dumbledore <u>trusts</u> him, he works for the Order, that ought to be enough.' in Table 39, Hermione – the text producer and Ron – the text receiver had shared knowledge about the Order of the Phoenix. They knew that Professor Snape used to be a Death Eater but turned over to take part in the Order. Hermione and Ron also believed in Dumbledore's advice or decisions. Thus, Ron could simplify that Hermione trusted Professor Snape like Professor Dumbledore did.

In terms of the ideology of Superiority, it was a piece of cake for both text producer and text receivers in passing and interpreting the ideology. Due to the social structure within the Dark Arts group, Voldemort was the leader of the group, and everyone had to follow his commands. Thus, Voldemort as the text producer could pass and reproduce the idea of his superior status within the group to his army on every occasion. The Death Eaters as the text receivers could get the imply meaning of their master's power as well as they were willing to follow Voldemort's commands. Therefore, social structure was the most important factor that the text producer and the text receivers relied to pass and accept the ideology of Superiority and manipulation.

Lastly, Example 120 indicated that personal beliefs, social structure, shared knowledge, and social status of the speakers and the listeners were factors that the text producer and text receivers employed in passing and interpreting the ideology. In this situation, the interlocutors had shared knowledge about social structure within the wizarding society: witches and wizards were the more powerful group while magical creatures were the less powerful group. Moreover, they know that the elves

were wizards' servants, Thus, the goblin's statements 'I <u>am not</u> a house-elf.' and 'I <u>recognise no</u> wizarding master.' directly passed the idea that goblins were not servants like the elves, and they had no masters. The text receiver could get the message easily and clearly as the linking verb 'am' and the stative verb 'recognise' presented in negative forms simply emphasised the speaker's meaning.

It could be seen that the ideologies of Dedication and Superiority were not difficult for the text producers to convey the ideologies as well as for the text receivers to interpret the ideologies. Hence, these ideologies passed easily through society. Apart from language strategies, social status, social structure, situational contexts, background knowledge, shared knowledge, and personal beliefs were factors that both text producers and receivers concerned in passing and interpreting the ideologies.

Relationship between Ideologies and Socio-cultural Practice

Socio-cultural practice is the last dimension of Fairclough's three-dimensional framework. The results indicated that social structure, politics, social status, personal experience, cognition, and personal beliefs effected in text production. This section was divided into 3 parts: 1) social factors, 2) political factors, and 3) situational and personal factors.

1. Social Factors

According to the series, the wizarding society was represented as a class society. People were divided by their blood status: the Purebloods, the Half-bloods, and the Muggle-borns. In addition, magical creatures were separated from witches and wizards because they were not humans even the high intelligence like centaurs and goblins. These affected the society's structure; wizards and witches were the more powerful group in the society. They, thus, proposed the ideology of Blood Status to categorise people. This ideology finally caused many violent events that Voldemort and the Death Eaters killed non-purebloods and magical creatures to create the magical society in which only the Purebloods remained.

The ideologies about Racism and Slavery were influenced by blood status. The Half-bloods, the Muggle-borns, and magical creatures were worthless in the Purebloods' perspective. This affected social structure that most of the Purebloods were

the control group. The Half-bloods and the Muggle-borns were accepted as they had magical talent like the Purebloods; however, their status was lower than the Purebloods. While magical creatures were seen as servants and animals. For centaurs, even if they had unique magical abilities, they were not accepted in the wizarding society. It was because of their appearance: they had the upper body like a human and the lower body like a house. In terms of house-elves, they were tied to the wizard families by magic to serve their master. The elves were also controlled by laws of the wizarding government.

Even though the elves were free from their masters, witches and wizards still considered them as servants. Dobby was the best example of this case. Harry helped him free from the Malfoys. Nonetheless, he still a servant in tother witches and wizards' thoughts because he was an elf. It could be seen that believes about blood status rooted within the society.

Social structure also affected in producing the ideologies of Equality and Dedication. For the ideology of Equality, Hermione tried to call out for the elves' well living. However, it was difficult to accomplish because this ideology meant changing of social structure. In terms of the ideology of Dedication, text producers' social status affected text production. As servants, elves were always royal to their masters while the Death Eaters produced the ideology to express their royalty to Voldemort.

Thus, the factors about blood status, social status of social members, and personal beliefs effected to the ideologies' production of Blood Status, Racism, Slavery, equality, and Dedication. The accomplishment to pass the ideologies was not only based on the interpretation, but also based on cognition and personal beliefs of the receivers.

2. Political Factors

It was clearly seen in *Harry Potter and the Oder of the Phoenix* that political factors affected the production and passing the ideologies of Concealing the Truth and Power. As the Minister of the Ministry of Magic, Fudge employed his authority to control society. He used his power to control the way the newspaper reported as he wanted. The news articles, thus, discredited Professor Dumbledore and Harry by applying the negative-other presentation method while the Ministry was presented by using the positive-self presentation method. Fudge also used the newspaper as the medium to conceal the Ministry's mistakes and control people's

minds. As the newspaper was an official media released by the Ministry, it could be reliable.

Furthermore, Fudge used his authority to send Umbridge to Hogwarts. Even Umbridge came to Hogwarts to teach Defence Against the Dark Arts, she was the representative of the Ministry. Umbridge also had full authority in managing Hogwarts. As seen in Example 111 that Umbridge used 'a Ministry-approved method' to teach students, she tried to reform Hogwarts' educational system. It was another way to control people: taught only what the Ministry wanted the students to know. In addition, this example showed that Umbridge helped the Ministry to conceal the truth by telling students that Voldemort was not back. She could pass the ideology directly to students. Therefore, it was easier for the Ministry to control the students' minds as Umbridge could use the Ministry's power to control Hogwarts.

Employing political power in controlling people and society seems to be easy. The Ministry could produce and pass their ideologies through face-to-face communication (in the case of Umbridge) and the official media. Nonetheless, not everyone accepted their ideologies. Text receivers applied their cognition, personal beliefs, experience, and trust to interpret the ideologies. Moreover, people had the right to accept or deny the ideologies.

3. Situational and Personal Factors

The ideologies of Construction of Fear, Construction of Bravery, and Superiority were produced by relying on situational and personal factors. For the ideology of Construction of Fear, Voldemort could create power behind his name of which people were frightened. This ideology was a result of the ideology of Blood Status: witches and wizards who had strong beliefs about blood purity joined the Death Eaters and caused the violent criminal. People did not only fear of Voldemort's power, but the name 'Voldemort' also brought back the worst memory about the Death Eaters' criminal. Thus, people created other terms such as 'You-Know-Who' and 'He Who Must Not Be Named' to call Voldemort. This ideology was produced, reproduced, and passed through the wizarding society all the time, and people accepted this ideology.

The ideology of Construction of Bravery was produced by people who would like to set society free of fear. Professor Dumbledore kept saying 'Voldemort' instead of using other referential devices as he wished people could say and hear his

name freely. He successfully passed this ideology to Harry. Harry, then, tried to convince his friends to overcome fear. This ideology was mainly produced, reproduced, and passed to people via face-to-face communication.

The radio programme 'Potterwatch' and Dumbledore's Army were the accomplishment of passing the ideology of Bravery. People applied their personal beliefs and situational contexts to accept the ideology. In terms of Dumbledore's Army, Hogwarts students were told to believe that Voldemort's return was a lie. However, students relied on their personal beliefs and the relationship between them and Harry. They trusted Harry more than Umbridge. Moreover, situational context indicated that the Ministry did not tell people the truth. The radio programme 'Potterwarch' also signified the ideology of Construction of Bravery was widely accepted in society. It was because the programme was secretly broadcast during the situation that the whole society was under Voldemort's control. The purpose of the programme was to report the facts to people and to encourage them to be brave in defeating the Dark Arts group. This ideology was successfully accepted as people were brave to stand and fight Voldemort and the Death Eaters as shown in *Harry Potter and the Deathly Hallows*.

Lastly, the ideology of Superiority was produced by the text producers' personal desires and beliefs. In terms of Voldemort, he would like to be over everyone in society. Hence, he expanded his power and collected his army. The results demonstrated that Voldemort emphasised his supremacy by calling himself 'Lord Voldemort'. The term 'lord' signified a high status and nobility of the speaker. He produced, reproduced, and passed this ideology not only within the Dark Arts group, but also to the whole society. His supremacy was accepted by the Death Eaters and other people. For the Death Eaters, Voldemort was their master. The evidence of the accomplishment of this ideology was that everyone was scared of his dark power and did not dare to say or hear Voldemort's name.

The goblins were another group that produced the ideology about Superiority. As seen in Example 120, the goblin in the conversation emphasised that goblins' social status was higher than the elves, and they were not wizards' servants. This example showed that the text producer could produce, reproduce, and pass the ideology by himself. The text producer applied social structure and social status to present that the goblins were different from other magical creatures. The text receiver

could interpret the ideology; however, this fact could not change his personal beliefs. According to the series, most of the witches and wizards considered magical creatures as servants. This belief was rooted deeply in society. Thus, it was difficult to motivate people to accept this ideology.

Moreover, the findings revealed that some ideologies gave directions to control social members' minds and behaviours, for example, the ideologies of Construction of Fear, Concealing the Truth, Slavery, and Power. The producers of these ideologies would like to take advantage from people who accepted the ideologies. As the text producers were more powerful than other people in society, they could employ their power to produce, reproduce, and pass the ideologies widely to society. Hence, it was not difficult to manipulate people and control society. In contrast, there were ideologies that produced to liberate people from being the victims of manipulation: the ideologies of Construction of Fear and Equality. The producers did not use power to control people; they simply gave the truth. Nonetheless, the accomplishment of ideologies gave advantage to the whole society as people could overcome fear and successfully defeat the Dark Arts group. However, there were ideologies embedded in society and controlled people's minds because of social structure and beliefs: the ideologies of Blood Status and Racism. These ideologies caused horrible things and criminal in society for a long time.

It could be seen that all ideologies related to one another. It was because the producers and receivers were people of the same society. Social structure, situational contexts, social status, political power, background knowledge, shared knowledge, cognition, interpersonal relation, experience, and person beliefs were factors affecting in producing, reproducing, passing, and accepting the ideologies. In terms of text receivers, they had the right to accept or reject each ideology. The findings indicated that situational contexts, shared knowledge, interpersonal relation, and personal beliefs played important roles in accepting or rejecting the ideologies.

CHAPTER V

MANPULATION AND POLARISATION

This chapter presents analyses of manipulation and polarisation found in the 11 ideologies. According to van Dijk's discourse-cognition-society triangle, there were 6 ideologies raised manipulation and polarisation within the series: Blood Status, Racism, Construction of Fear, Hostility and Partisanship, Concealing the Truth, and Power. The results were divided into 2 parts: language strategies used in manipulation and factors of polarisation.

Language Strategies Used in Manipulation

According to van Dijk (2006a), the aim of manipulation is to control discourse receivers or social members to believe or behave as manipulators want. Manipulation relates to power abuse within society because the more power groups or the ruling groups can use their power to control social members' minds.

As seen in chapter 4, the dominant group in the *Harry Potter* series were the Ministry of Magic and teachers of Hogwarts. According to van Dijk (2006a), politicians and teachers have higher social status than people and students, thus they can manipulate text receivers through their speech, persuasion, or instruction. However, the Purebloods and the Death Eaters were other social groups of the series as they had special status and power on the wizarding society.

Voldemort proposed the idea about blood status and the ideal wizarding society that only the Purebloods remained (Rowling, 2003). His idea became the vital ideology of the Death Eaters. As the Master of the Dark Arts group, Voldemort produced and reproduced discourse about blood status through conversation on many occasions. This strong belief among the Death Eaters caused violent criminals within society: they killed many impure bloods and magical creatures. This accepted ideology shaped only the Death Eaters' minds. They believed and acted as Voldemort wanted. The results also indicated the abuse of Voldemort's power within the Dark Arts group, the followers could not question any of Voldemort's commands; they had to follow

Voldemort's instructions whether good or bad. However, not all the Purebloods accepted this ideology as the Death Eaters did. So, Voldemort persuaded the Purebloods to join his army by using a positive self-presentation method.

Example 3

  'But you are a pure-blood, aren't you, my brave boy?' Voldemort asked Neville, who stood facing him, his empty hands curled in fists.

  'So what if I am?' said Neville loudly.

  'You show spirit, and bravery, and you come of <u>noble stock</u>. You will make <u>a very valuable Death Eater</u>. We need your kind, Neville Longbottom.'

  'I'll join you when hell freezes over,' said Neville.

               (Rowling, 2003, p. 104)

  As seen in Example 3, Voldemort convinced Naville by employing positive adjectives: noble and valuable. He also showed his admiration for Neville: "You show spirit, and bravery". Lastly, Voldemort stated his desire to have the Pureblood like Neville in his army: "But you are a pure-blood, aren't you, my brave boy?" and "We need your kind, Neville Longbottom". Nonetheless, Neville refused to join the Death Eaters. Neville had the very terrible experience with the Death Eaters; they tortured his parents. Moreover, he had the opposite beliefs from Voldemort, and he was a member of Dumbledore's Army. Even though discourse producers were more powerful than the receivers, personal experience and beliefs were the vital factors that the discourse receivers were concerned with whether to accept the ideology or not.

  The ideology about Racism was extensively accepted by witches and wizards. People were separated by blood status and races in the wizarding society: the Pureblood, the Half-bloods, the Muggle-borns, and magical creatures. The Purebloods always talked about the impure bloods and magical creatures in indignity ways. In terms of magical creatures, they were seen as servants. Discourses which were conveyed the ideology of Racism were reproduced all the time within the society by witches and wizards as well as magical creatures themselves.

Example 18

'Whose Forest is it now, human?' bellowed Bane.

'Filthy half-breeds!' she screamed, her hands still tight over her head. 'Beasts! Uncontrolled animals!'

'Be quiet!' shouted Hermione, but it was too late: Umbridge pointed her wand at Magorian and screamed, 'Incarcerous!'

(Rowling, 2003, p. 665)

According to Example 18, discourse of racism produced by the Pureblood – Umbridge. The negative other-presentation method was employed in conveying the ideology of racism. Umbridge's utterances consisted of negative meaning adjectives: filthy and uncontrolled. She also used unpleasant nouns such as breed and beast to call centaurs. Accepting racism could be seen through manipulated people's speech and manner towards the mixed bloods and magical creatures. However, Hermione who tried to raise the issue about the elves' equality still accepted this ideology as she once insulted centaurs as horses. Knowledge about social structure was the main factor effecting reproduction and acceptance of racism.

Furthermore, Voldemort's evil power was the direct producer of the ideology of Construction of Fear. Voldemort expanded his power by using the Death Eaters. Some witches and wizards surrendered to his power and took part in the Death Eaters in order to survive. For other witches and wizards, the name 'Voldemort' became the forbidden name that people were frightened to say or hear. They, then, coined new terms for calling Voldemort: You-Know-Who, He Who Must Not Be Named, and the Dark Lord.

Example 40

'Could you write it down?' Harry suggested.

'Nah – can't spell it. All right – Voldemort.' Hagrid shuddered. 'Don' make me say it again. Anyway, this – this wizard, about twenty years ago now, started lookin' fer followers. Got 'em, too – some were afraid, some just wanted a bit o' his power, 'cause he was getin' himself power, all right. Dark days, Harry. Didn't know who ter trust, didn't dare get friendly with strange wizards or witches ... Terrible things

happened. <u>He</u> was takin' over. 'Course, some stood up to <u>him</u> – an' <u>he</u> killed 'em. Horrible. One o' the only safe place left was Hogwarts. Reckon Dumbledore's the only one <u>You-Know-Who</u> was afraid of. Didn't dare try takin' the school, not jus' then, anyway.'

<div align="right">(Rowling, 1997, p. 45)</div>

In consequence of Example 40, people avoided to say the name 'Voldemort'. Except for the naming You-Know-Who, He Who Must Not Be Named, and the Dark Lord, the phrase 'this wizard' as well as third-personal pronouns 'he' and 'him' also applied in calling Voldemort. Likewise, people always used a negative other-presentation method to provide knowledge or talk about Voldemort. However, there were the facts that Voldemort had done many bad and illegal actions. Calling Voldemort by applying the referential devices indicated that people in society accepted the ideology of Fear. Thus, Voldemort successfully created power behind his name. The main factor affecting this manipulation was the name could recall horrible memories about the time that Voldemort and the Death Eaters once controlled the whole society. It was remarkably noted that this ideology was not reproduced by Voldemort himself, but by people in society. Therefore, the ideology of Construction of Fear indicated the power of fear that stuck within society.

Lastly, the ideologies of Concealing the truth and Power were produced and reproduced by the political institution – the Ministry of Magic. Fudge employed his political power to discredit Professor Dumbledore and concealed the truth about Voldemort as well as the Ministry's mistakes. Fudge used his authority to control the *Daily Prophet* – the official newspaper to report fake news about Dumbledore and show good and stable management of the Ministry in controlling the situation.

Example 114

'But if none of you are putting the news out that Voldemort's back –' Harry began.

'Who said none of us are putting the news out?' said Sirius. 'Why d'you think Dumbledore's in such trouble?'

'What d'you mean?' Harry asked.

'They're trying to <u>discredit</u> him,' said Lupin. 'Didn't you see the Daily Prophet last week? They reported that he'd been voted out of the Chairmanship of the International Confederation of Wizards because he's getting old and losing his grip, but it's not true; he was voted out by Ministry wizards after he made a speech announcing Voldemort's return. They've <u>demoted</u> him from Chief Warlock on the Wizengamot – that's the Wizard High Court – and they're talking about <u>taking away</u> his Order of Merlin, First Class, too.'

(Rowling, 2003, p. 90)

As seen in Example 114, the Ministry employed a negative other-presentation method to discredit Professor Dumbledore. The Ministry also applied their political power to demote Professor Dumbledore from the highest court. It signified the Ministry's power abuse in controlling people's minds. They used the official newspaper to reproduce negative discourses about Professor Dumbledore while report only positive things about the Ministry. It was easy to manipulate people to accept the ideologies through the newspaper; the official one was reliable, and the source persons were the Minstry's officers. The Ministry could reproduce the ideologies as much as they wanted because the newspaper was under the Ministry's control. Besides, the situation context that people were still scared of Voldemort and did not want to believe that the return of Voldemort was true effected people to accept the manipulation.

In addition, having been sent to Hogwarts by the Ministry, Umbridge was there to teach Defence Against the Dark Arts course. However, Umbridge had the authority as a representative of the Ministry to reform educational system and manage everything within Hogwarts.

Example 111

'Now, let me make a few things quite plain.' Professor Umbridge stood up and leaned towards them, her stubby-fingered hands splayed on her desk. 'You have been told that a certain Dark wizard has returned from the dead –'

'He wasn't dead,' said Harry angrily, 'but yeah, he's returned!'

'Mr-Potter-you-have-already-lost-your-house-ten-point-do-not-make-matters-worse-for-yourself,' said Professor Umbridge in one breath without looking at

him. 'As I was saying, you have been informed that a certain Dark wizard is at large once again. This <u>is a lie</u>.'

'It is NOT a lie!' said Harry. 'I saw him, I fought him!'

'Detention, Mr Potter!' said Professor Umbridge triumphantly. 'Tomorrow evening. Five o'clock. My office. I repeat, this <u>is a lie</u>. The Ministry of Magic <u>guarantees</u> that you are not in danger from any dark wizard. If you are still worried, by all means come and see me outside class hours, I would like to hear about it. I am here to help. I am your friend. And now, you will kindly continue your reading. Page five, "Basics for Beginners".'

(Rowling, 2003, pp. 220 – 221)

The Ministry' action of sending Umbridge to Hogwarts and Example 111 revealed the abuse of power by the Ministry. The Ministry and Umbridge applied the authority to reform educational system; the students would learn in the limited scope. Umbridge could also use her power as a representative of the Ministry to control Hogwarts. Example 114 showed that Umbridge could reproduce the Ministry's ideologies through her instruction. She also employed a positive self-presentation method to give information about the Ministry and a negative other-presentation method to discredit other people and to conceal the truth. The students had been told many times that the Ministry could handle everything, and Voldemort would not be back. These indicated manipulation through instruction and educational system. The students could be manipulated easily as the discourse producer was reliable; Umbridge was both a teacher and a Ministry's officer. Umbridge could also reproduce the ideologies many times in her class to persuade students to trust the Ministry. Thus, social status and political power were factors effecting the acceptance of the ideologies.

In terms of effects of ideologies on society, the ideologies of Blood Status, Construction of Fear, and Power had significant effects on the wizarding society. Beliefs in blood status affected the cruel murders. Even Voldemort lost his power and hid himself, his name could still make people frighten. The abuse of the Ministry's power in controlling society and concealing the truth caused the innocent person, Sirius Black, was killed as well as Harry and his friends were tortured by the Death Eaters at the Ministry of Magic. Therefore, manipulation found in the series was beneficial only

for the dominant groups. The findings revealed that discourse receivers in the series had the rights to accept or refuse the ideologies. Some people were willing to manipulate to seek for benefits like the Death Eaters. Some people surrendered to the power and accepted to be manipulated to save their lives. In addition, people accepted the manipulation because they wanted to believe as they had been told. Nonetheless, background knowledge, personal experience, and personal beliefs were the key factors effected people in refusing manipulation.

Factors of Polarisation

van Dijk (2006a) stated that polarisation can create mental models between US and THEM in social members' minds which was influenced by manipulation. There were 2 strategies used in polarisation: positive self-presentation and negative other-presentation. Polarisation between the Dark Arts group and the Voldemort resistance group was remarkably seen in the series. The Dark Arts group consisted of Voldemort and the Death Eaters. While the Voldemort resistance group was composed of the Order of the Phoenix, Dumbledore's Army, and Hogwarts stuff and students.

The findings revealed that polarisation was developed from the ideology of Blood Status. It was because Voldemort would like to create society for only the Purebloods. He also believed that magical power should preserve for only Purebloods. Witches and wizards who agreed with Voldemort took part in the Death Eaters. To create their ideal society for the Purebloods, the Death Eaters killed many people of impure-bloods and magical creatures.

Example 2

'Many of our oldest family trees become a little diseased over time,' he said, as Bellatrix gazed at him, breathless and imploring. 'You must prune yours, must you not, to keep it healthy? Cut away those parts that threaten the health of the rest.'

'Yes, my Lord,' whispered Bellatrix, and her eyes swam with tears of gratitude again. 'At the first chance!'

'You shall have it,' said Voldemort. 'And in your family, so in the world … we shall cut away the canker that infects us until only those of the true blood remain …'

(Rowling, 2007, pp. 16-17)

Example 2 disclosed the strong belief about blood purity within the Dark Arts group. This talk occurred after Voldemort became powerful again. It signified that the ideology of Blood Status was rooted in group members' cognition. This example also demonstrated that Voldemort applied a negative other-presentation method to emphasise the mixed bloods as their outgroup members: metaphor expressions ('a little diseased' and 'those parts that threaten the health') and the negative noun (canker).

This strong belief about blood purity effected polarisation between the Dark Arts group and the Voldemort resistance group. The Voldemort resistance group did not agree with killing innocent people to create the ideal society as Voldemort did. At the first place the Order of the Phoenix founded by Professor Dumbledore complied people of all blood status and races who shared the same belief to defeat Voldemort and the Death Eaters.

Example 78

'So what does Dumbledore reckon he's planning?'

'Well, firstly, he wants to build up his army again,' said Sirius. 'In the old days he had huge numbers at his command: witches and wizards he'd bullied or bewitched into following him, his faithful Death Eaters, a great variety of Dark creatures. You heard him planning to recruit the giants; well, they'll be just one of the groups he's after. He's certainly not going to try and take on the Ministry of Magic with only a dozen Death Eaters.'

'So <u>you</u>'re trying to stop him getting more followers?'

'<u>We</u>'re doing our best,' said Lupin.

(Rowling, 2003, p. 88)

Example 78 showed language strategies applied to the unity and actions of the Order. The first-personal pronoun 'we' referred to members of the Order which signified that Lupin included himself as a member of the institution. Moreover, the statement 'We're doing our best.' gave information to the listeners that the Order were doing as much as they can to stop Voldemort. The second-personal pronoun 'you' indicated that Harry excluded himself from the Order even though he shared the same

belief. It was because he was too young to join the Oder, but he fought against Voldemort as one of the Voldemort resistance group.

Other factors that influenced Harry and his friends to found Dumbledore's Army were the overpowering of the Ministry of Magic and the return of Voldemort in *Harry Potter and the Order of the Phoenix*. At that time, the Ministry concealed the truth from society and controlled the students of Hogwarts through the educational system. Students in Dumbledore's Army secretly practiced advanced magic which was prohibited by the Ministry of Magic. The Ministry and Umbridge could not manipulate this group of students because everyone had their personal beliefs and experiences. They also trusted Harry. Thus, the actions of Dumbledore's Army opposed the Minstry's power. Dumbledore's Army had important roles as everyone worked with the Order of the Phoenix members to give the right information about Voldemort as well as joined the last Battle of Hogwarts to defeat Voldemort.

Example 88

'Dumbledore left the three of us a job,' he said carefully, 'and we weren't supposed to tell – I mean, he wanted us to do it, just the three of us.'

'We<u>'re his Army</u>,' said Neville. 'Dumbledore's Army. We <u>were</u> all <u>in it together</u>, we've been keeping it going while you three have been off on your own –'

(Rowling, 2007, p. 467)

Example 88 showed that the discourse producer employed the first-personal pronoun 'we' to indicate ingroup membership in Dumbledore's Army. In addition, the statements 'We're his Army.' and 'We were all in it together.' denoted the trait of Dumbledore's Army in defeating the Dark Arts group.

As the Dark Arts group and the Voldemort resistance group did not share the same belief, the polarisation between US and THEM was outstanding. Example 78 and Example 88 showed that the first-personal pronoun 'we' represented the Order and Dumbledore's Army as US, groups of people who shared the same belief in defeating the Dark Arts group.

Example 65

  'DO NOT ATTACK! <u>WE</u> NEED THE PROPHECY!'

  'He dared – he dares –' shrieked Bellatrix incoherently, 'he stands there – filthy half-blood –'

  'WAIT UNTIL <u>WE</u>'VE GOT THE PROPHECY!' bawled Malfoy.

                            (Rowling, 2003, p. 692)

  Example 65 demonstrated the first-personal pronoun 'we' could signify the unity of the Death Eaters. The pronoun 'we' also signified that Malfoy indicated himself as a member of the Death Eaters. The findings showed that the first-personal pronouns 'we' and 'us' were applied 14 times to represent the sense of ingroup members.

Example 66

  'No, my Lord, but I beg you will let me return. Let me find Potter.'

  'You sound like Lucius. <u>Neither of you</u> understands Potter as I do. He does not need finding. Potter will come to me … He will hate watching the others struck down around him, knowing that it is for him that it happens. He will want to stop it at any cost. He will come.'

                            (Rowling, 2007, p. 525)

Example 70

  'Harry Potter is dead. He was killed as he ran away, trying to save himself while you lay down your lives for him. We bring you his body as proof that your hero is gone.'

  'The battle is won. You have lost half of your fighters. <u>My Death Eaters</u> outnumber you and the Boy Who Lived is finished … and you will join me in the new world we shall build together.'

  There was silence in the grounds and from the castle. Voldemort was so close to him that Harry did not dare open his eyes again.

                            (Rowling, 2007, p. 583)

Example 66 and Example 70 illustrated the ways Voldemort represented himself as a member of the Dark Arts group. Example 66 showed that the phrase 'neither of you' indicated hierarchy within the Dark Arts group. Even though Voldemort was a group member, he separated himself from the Death Eaters as he was the Master of them. The phrase 'my Death Eaters' in Example 70 also signified that Voldemort had a higher status than the Death Eaters. Moreover, the possessive pronoun 'my' signaled that the Death Eaters was in his possession. As all language strategies demonstrated solidarity within the group, thus, Voldemort and the Death Eaters were US – the group of people who shared the same belief about blood purity and accepted the ideology of Blood Status.

The Dark Arts group certainly considered the Order of the Phoenix as their opponent. The Order did not only have a different belief from the Dark Arts group, but also did everything against Voldemort. Hence, the Order was THEM as they were Voldemort's antagonist.

Example 71

'My Lord,' Yaxley went on, 'Dawlish believes an entire party of Aurors will be used to transfer the boy -' …

'Where are they going to hide the boy next?'

'At the home of one of the Order,' said Snape. 'The place according to the source, has been given every protection that the Oder and Ministry together could provide …' Once again, all heads turned. Yaxley squared his shoulders. 'My Lord, I have good news on that score …'

(Rowling, 2007, p. 12)

The findings revealed that the institution's name 'The Order' was used 4 times, and the third-personal pronoun 'they' was applied 3 times as referential devices to denudate the Order was THEM. Example 71 demonstrated a conversation between Voldemort and the Death Eaters. All references referred to the Order as the Dark Arts group's opponent. Moreover, the situational context indicated the Order's actions in obstructing Voldemort to be in power. Besides, Harry Potter, Voldemort's vital enemy, was considered as THEM for the Dark Arts group.

Example 53

     'To hell with the Ministry,' growled Greyback. 'They'll take the credit, and we won't get a look in. I say we take <u>him</u> straight to You-Know-Who.'

     'Will you summon 'im? 'Ere?' said Scabior, sounding awed, terrified.

     'No,' snarled Greyback, 'I haven't got – they say he's using the Malfoy's place as a base. We'll take <u>the boy</u> there.'

<div align="right">(Rowling, 2007, p. 367)</div>

     Example 53 showed that the Dark Arts group employed the third-personal pronoun 'him' referring to Harry. The phrase 'the boy' also indicated the specific person who stood on the opposite side of the Death Eaters. From the above examples, the institution name and the phrase applied as referential devices referred to people who had the opposite belief from the Dark Arts group. The third-personal pronouns 'they' and 'him' also signified the sense of outgroup members. Thus, all referential expressions represented the Order of the Phoenix and Harry Potter, the Voldemort resistance group which regarded the Dark Arts group as their opponent, were THEM.

Example 62

     'We shall secure the school against <u>He Who Must Not Be Named</u> while you search for this – this object.'

     'Is that possible?'

     'I think so,' said Professor McGonagall drily, 'we teachers are rather good at magic, you know. I am sure we will be able to hold <u>him</u> off for a while if we all put our best efforts into it. Of course, something will have to be done about <u>Professor Snape</u>.'

<div align="right">(Rowling, 2007, p. 479)</div>

     Example 62 presented a conversation between Harry and Professor McGonagall. Harry was a member of Dumbledore's Army, and Professor McGonagall was a member of the Order. Thus, they were in the Voldemort resistance group. In this conversation, they talked about Voldemort by employing the naming 'He Who Must Not Be Named' as the reference referred to Voldemort. The third-personal pronoun 'him' also referred to Voldemort and indicated distance between the speaker and the

mentioned person. The context of the situation also signified that the Dark Arts group was the opponent of the Voldemort resistance group. It was because Harry and Professor McGonagall were talking about the plan to defeat Voldemort. In addition, situational contexts also revealed that the Voldemort resistance group employed a negative other-presentation method mentioning about the Dark Arts groups, for example, illegal and violent actions. Thus, all referential devices indicated that Voldemort and the Death Eaters were THEM.

Lastly, the Voldemort resistance group also considered the Ministry of Magic and the *Daily Prophet* as their opponents, In *Harry Potter and the Order of the Phoenix*, the Ministry and the newspaper acted against the Voldemort resistance group.

Example 74

Hermione, however, had to move her orange juice aside quickly to make way for a large damp barn owl bearing a sodden *Daily Prophet* in its beak.

'What are you still getting that for?' said Harry irritably, thinking of Seamus as Hermione placed a Knut in the leather pouch on the owl's leg and it took off again.

'I'm not bothering … load of rubbish.'

'It's best to know what the enemy is saying,' said Hermione darkly, and she unfurled the newspaper and disappeared behind it, not emerging until Harry and Ron had finished eating.

(Rowling, 2003, p. 203)

Example 74 showed that Harry and Hermione employed a negative other-presentation method when talking about the Ministry and the newspaper. The phrase 'the enemy' evidently Hermione and Harry saw the Ministry and the newspaper as their enemy. It was because the newspaper reported only news to discredit Professor Dumbledore and Harry. Moreover, the Ministry employed its political power through the newspaper to conceal people from the real situation of Voldemort and the Death Eaters. Example 76 also demonstrated that Hermione and Harry applied a negative other-presentation method to talk about the Ministry and the *Daily Prophet* such as load of rubbish. Furthermore, the Voldemort resistance group employed the third-personal pronoun 'they' and 'them' to refer to the Ministry and the newspaper as their outgroup

members. Thus, the Ministry and the Daily Prophet were THEM for the Voldemort resistance group.

It could be summarised that systems of address and referencing were 2 language strategies that indicated polarisation between US and THEM. Third-personal pronouns 'he, him, she, her, it, they, and them' signified outgroup members as they showed the distance between the speakers and the referred people. While the first personal pronoun 'we' and 'us' represented ingroup members and solidarity within the groups. In addition, negative meaning of adjectives and nouns were employed as the negative other-presentation method to indicate THEM. Factors affecting polarisation in the series were personal beliefs and contexts of situations. However, the most powerful factor affecting polarisation between the Dark Arts group and the Voldemort resistance group as US and THEM were the beliefs about blood purity and the ideal society for the Purebloods.
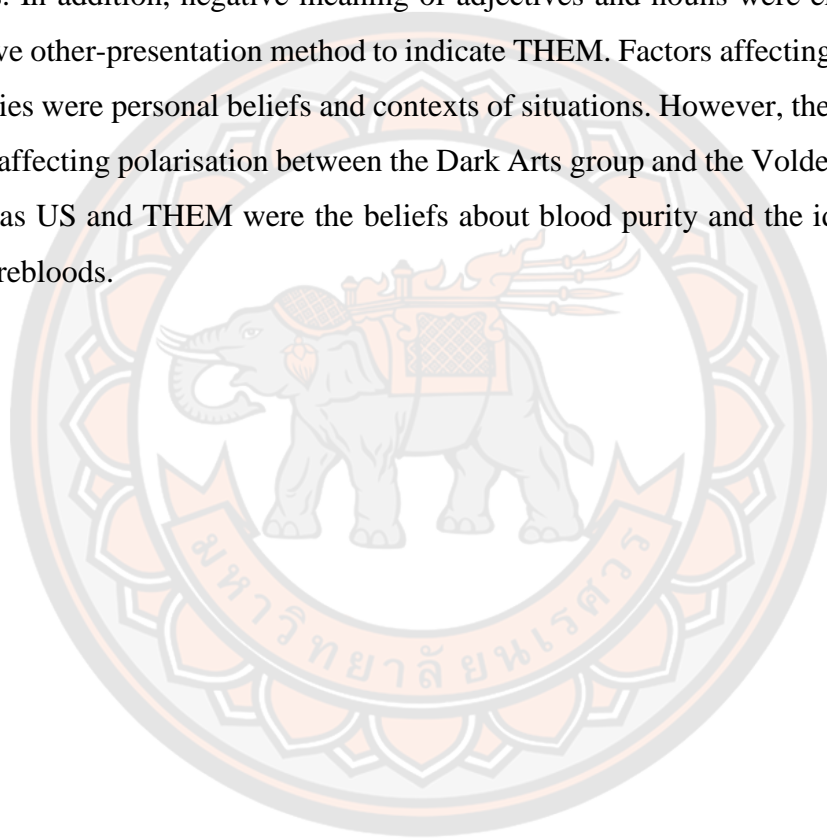
CHAPTER VI

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

Conclusion

This study was conducted to analyse the relationship between language strategies and ideologies from the 663 data within the 3 books of the *Harry Potter* series: *Harry Potter and the Deathly Hallows*, *Harry Potter and the Philosopher's Stone*, and *Harry Potter and the Order of the Phoenix*. Discourse practice and socio-cultural practice were analysed to examine factors effecting manipulation and polarisation. There were 11 ideologies found from the 663 data: 1) Blood Status, 2) Racism, 3) Construction of Bravery, 4) Construction of Fear, 5) Equality, 6) Hostility and Partisanship, 7) Dedication, 8) Slavery, 9) Concealing the Truth, 10) Superiority, and 11) Power.

It could be seen that, to produce and reproduce the ideologies, the naming 'Voldemort' and 'Lord Voldemort' used as referential devices were employed at the highest frequency (204 times) in representing the ideology of Construction of Bravery, followed by third-personal pronoun 'he, him, she, her, they, and them' applied as references referred to Voldemort and the Death Eaters (185 times) in conveying the ideology of Hostility and Partisanship, and the naming 'You-Know-Who, He Who Must Not Be Named, the Dark Lord, and Lord Thingy' used as referential expressions referred to Voldemort (119 times) in delivering the ideology of Construction of Fear respectively.

Besides, the findings revealed that discourse producers applied positive self-presentation and negative other-presentation to manipulated social members. The abuse of power and situational contexts were factors affecting manipulation. The Ministry of Magic used its power as a political institution to conceal the truth from society and construct its good image in social members' views. Fudge employed the Ministry of Magic's power to control the *Daily Prophet* – the official newspaper to discredit Professor Dumbledore and Harry as well as to tell people that the Ministry could handle everything. In addition, Umbridge was set by the Ministry to Hogwarts. By this way, the Ministry could control students through educational system. Umbridge used her

power as a Minstry's officer in managing everything at Hogwarts, and she could spy Professor Dumbledore. Thus, The Ministry's actions reflected the overpowering within society.

Voldemort relied on people's beliefs about blood status and raised the idea about the ideal wizarding society for only the Purebloods. He could form the Death Eaters as his army and control the wizarding society. Voldemort and the Death Eaters expanded their evil power which caused some witches and wizards accepted his ideology and joined the Death eaters to save their lives. They killed many innocent people and magical creatures who defeated them. Even though Voldemort's power had disappeared, people were still scared of his power. Hence, Voldemort's dark power was the direct producer of the ideology of Fear. It was interesting that this ideology was not only reproduced by the Dark Arts group, but also by social members. It was because members of wizarding society had terrible experiences. So, background knowledge and personal experience were factors affecting the reproduction and manipulation of the ideology of Fear.

In terms of polarisation, it could be seen clearly that the Dark Arts group and the Voldemort resistance group were opponents. Different beliefs raised the ideology of Hostility and Partisanship, especially Voldemort: he considered Harry as his enemy. The Voldemort resistance group employed third-personal pronouns 'he, him, she, her, they, and them' for 185 times to indicate the Dark Arts group as their opponents. These pronouns represent outgroup members. While the Dark Art group applied the third-personal pronouns 'he' and 'him' referred to Harry and the full name 'Harry Potter' to indicate Harry as their enemy.

It could be concluded that the different beliefs were the main factors affecting polarisation between US and THEM of the Dark Arts group and the Voldemort resistance group.

Discussion

1. Ideologies

As seen from the findings, the naming 'Voldemort' could construct the ideology of Fear within the wizarding society. This finding supported McFarlance (2012) that social members coined the terms 'You-Know-Who, He Who Must BE

Named, the Dark Lord, and Lord Thingy' as well as applied the third-personal pronouns 'he' and 'him' to refer to Voldemort because they were too scared to say or hear the name. The name 'Voldemort' did not only refer to the dark wizard, but also recalled terrible experience to social members. Thus, the ideology of construction of Fear revealed cognitive mind control of social members.

Besides, the results revealed the overpowering of the political institution through the ideologies of Concealing the Truth and Power. The Ministry of Magic used its power to control society via the newspaper and education which was similar to the findings of Kaencandra (2013), Perri (2015) and KareemAli et al. (2017) that political power could affect media production and education. The *Daily Prophet* was the official newspaper which social members trusted everything reported on. The Ministry employed its power to control the newspaper to conceal its poor management and discredit Professor Dumbledore and Harry. Education was another means that the Ministry showed its abuse of power by sending Umbridge to teach at Hogwarts. Umbridge could also use her political power as the representative of the Ministry to release school rules and reform the educational system. These 2 ideologies indicated the abuse of political power in controlling social members' thought and attitudes.

Furthermore, the findings of this present study were not only related to Perri (2015) that the ideology of Construction of Bravery against the overpowering of the Ministry of Magic, but also against the Construction of Fear. The role of the Order of the Phoenix was definitely seen as this institution defeated Voldemort's dark power. Dumbledore's Army was another students' secret group founded against the Ministry's power abuse and became one of the main groups in defeating the Dark Arts. It was noticeable that social members' interpretation of 'bad' ideologies raised people awareness and brought out the ideology of Bravery. The ideology aimed to imprison people from power abuse and cognitive mind control. It was related to Fairclough (1992) that the revealing of 'bad' ideologies could bring better changes in society.

Moreover, beliefs about blood purity caused the ideologies and Blood Status and Racism which related to Vollmer (2007), McFarlance (2012), Perri (2015), and Walter (2015) that blood status and races caused racism within society. People in wizarding society were separated by blood status and races: the Purebloods, the Half-bloods, the Muggle-borns, and magical creatures. The beliefs about blood status caused

class racism within society. The impure bloods and magical creatures were insulted by social members; not only by the Pureblood, but also by members of their groups. The ideologies of Blood Status and Racism disclosed prejudiced views within the society; social members judged others by blood status, not people's abilities or goodness. Besides, the beliefs about blood status and races determined social members' duties and actions. For instance, all elves were servants, and the ruling class was witches and wizards which related to the findings of Suvannasri (2015).

The ideology of Slavery reflected magical creatures' status within the wizarding society. The results were in accordance with those of Perri (2015) and Walter (2015) that magical creatures were seen as servants, especially hose-elves. The elves were truly servants within society; they could not disobey their masters' commands. Moreover, the elves had poor living and they did not receive well treatment from their owners. These brought Hermione to raise the ideology of Equality to help house-elves get better living.

This present study also found the ideologies of Dedication, Superiority, and Hostility and Partisanship which were hardly mentioned in previous research. The ideology of Superiority revealed the overpowering of Voldemort's evil power within the wizarding society which caused social members to accept the ideology of Fear. Magical creatures' status was another sub-ideology of the ideology of Superiority which reflected racism in the class society; goblins and centaurs represented themselves as equal to witches and wizards. The ideology of Dedication reflected willing enslavement of the Death Eaters and the elves which was similar to Vollmer (2007) that the Death Eaters and the elves had to follow their masters' commands. For the royal the Death Eaters such as the Malfoys, serving Voldemort's commands was a means to show their royalty.

In terms of the ideology of Hostility and Partisanship, the findings revealed that this ideology developed from the beliefs about blood status and the ideology of Construction of Bravery. Voldemort and the Death Eaters believed in blood purity and would like to create their ideal magical society. They killed non-purebloods and magical creatures as well as people who obstructed Voldemort's power. Voldemort considered Harry Potter as his enemy because of the prophecy (mentioned in Harry Potter and the Order of the Phoenix). On the other hand, the Voldemort resistance group

did everything to stop the Dark Arts group. Within this group, there were the Order of the Phoenix, Dumbledore's Army, Hogwarts staffs and students as well as social members who shared the same idea. For the Voldemort resistance group, some of them also believed and accepted in blood status as it was their social structure, but they all did not agree with killing innocent people. Thus, this group not only defeated killing innocent people, but also stopped the abuse of Voldemort's evil power.

Finally, the production and reproduction of the ideologies were mostly relied on face-to-face communication as it could bring the sense of close relationship between discourse producers and discourse receivers which was related to Jalali and Sadeghi (2014) that ideologies found in this study were produced and reproduced via fact-to-face communication. For example, Professor Dumbledore told Professor McGonagall to say Voldemort's name directly, and Hermione told the purposes of founding Dumbledore's Army to her friends. The findings also revealed that the ideologies found in this study were also produced and preproduced through the radio programme, the newspaper, and social members. The Voldemort resistance group conveyed the ideology of Bravery through the secret radio programme produced by the Order of the Phoenix and Dumbledore's Amry. The Ministry reproduced discourse to conceal the truth from society through the official newspaper, and social members of the wizarding society reduced the ideology of Fear all the time as they avoid saying the name 'Voldemort'.

It could be seen that the ideologies found in the *Harry Potter* series affected one another due to the social structure, political power, situational contexts, background knowledge, shared knowledge, previous experience, and personal beliefs.

2. Manipulation and Polarisation

The study revealed that situational contexts and the abuse of power were factors affecting manipulation found in the series. It was clearly seen that any more powerful groups could employ their power and make use of contexts of situations to control other social members like the actions of the Dark Arts group and the Ministry of Magic.

The Ministry employed its political power to guide social members' minds and behaviours through media and education. These results were in accordance with those of Kenshavarz and Zonoozi (2011), Chechang (2012), Kaencandra (2013),

Fredheim (2013), Rattanadilok Na Phuket (2016), and Kareem Ali et al. (2017) that media released by the powerful institutions such as political institutions as well as instructions could manipulate social members.

About empowerment, Fudge, the Minister of the Ministry of Magic, did not want to accept the truth about the return of Voldemort. He also did not want people to know that the Ministry failed to protect people from Voldemort. Thus, Fudge and the Ministry employed their political power to conceal the truth and control social members' minds by using the newspaper 'the *Daily Prophet*'. The Ministry took advantage of its overpowering within society; many people believed the news reported in the newspaper as well as students believed what Umbridge told them through her instruction because they were too scared to accept the truth that Voldemort was back in power again. In terms of Voldemort and the Death Eaters, they were ordinary social members who had strong beliefs about blood purity and could arrange social ideology to manipulate people. Voldemort could manipulate witches and wizards to be his Death Eaters, and the Dark Arts group controlled social members by using their dark magical power illegally which were in accordance with the study of Perri (2015). However, social members had chances to make decisions in accepting or refusing the manipulation based on their background, shared knowledge, and personal beliefs which were in accordance with the study of Witthawaphinyo (2015).

Furthermore, discourse producers employed positive self-presentation and negative other-presentation in manipulating social members which were similar to those of Kenshavarz and Zonoozi (2011), Fredheim (2013), Rattanadilok Na Phuket (2016), Klinleka, Indana, and Yooyen (2016), Kumsuwan and Nantachatoon (2016), and Kareem Ali et al. (2017). In terms of the Dark Arts group and the Ministry of Magic, discourse producers used positive adjectives, for example, noble and brave to emphasise that they saw the audiences' value. In addition, they provided information to present only achievement to make social members trusted in them. Discourse producers applied negative other-presentation when mentioning their opponents. Negative adjectives and metaphor were strategies that they employed, for example, Voldemort compared the impure bloods with illness that should be eliminated. Providing wrong information about the others to lead misunderstanding was another strategy used in discredit the opposite side. Power relation was found using to

manipulate social members because of the Ministry's political power and the overpower of the Dark Arts group.

In terms of polarisation, pronouns were the strategy that employed mostly for the polarisation between US and THEM which corresponded to those of Hasan (2011), Fredheim (2013), Horváth (2015), and Kareem Ali et al. (2017). The third-personal pronouns 'he, him, she, her, they, and them' were employed at the highest frequency to represent THEM. This group of pronouns were used as exclusive pronouns to indicate distance between discourse producers and the opposite side. In addition, social status, institutions' names, individual names, and groups' names were applied to label the referred people as outgroup members. All terms represented THEM were found occurring in negative contexts.

On the contrary, the first-personal pronouns 'we' and 'us' and the possessive pronoun 'my' were used to represent US. These terms indicated close relationship between discourse producers and the audiences as well as emphasied solidarity within the group. Individual names, social status, and institutions' names of the same side also applied to indicate close relationship and solidarity of group members which similar to the findings of Kareem Ali et al. (2017). However, the first-personal pronoun 'we' was found using as an exclusive 'we' to exclude discourse producers from other social members which was related to Hasan (2011). Terms indicated ingroup members were found occurred in positive contexts.

Furthermore, the findings of this present study revealed that phrases with negative meaning adjectives were employed to represent THEM through systems of address ('filthy half-breeds' and 'you dirty little monkey') and referencing strategies ('the stupid Ministry' and 'Voldemort's worst supporters'). Whereas phrases with positive meaning adjectives and the possessive determiner 'my' were applied in representing US both through a referencing strategy ('a very valuable Death Eater' and 'my Death Eaters').

It could be concluded that the ideologies found in this present study could reveal overpowering and inequality within the mimetic society in a literary work. In addition, the results proved that situational contexts were essential and beneficial in the interpretation of ideology. The findings also disclosed strategies applied to producing and reproducing ideologies within society as well as strategies used in manipulation

and polarisation. Thus, the application of Fairclough's three-dimensional framework and van Dijk's sociocognitive approach could raise people's awareness about 'inappropriate' ideologies passed to social members through literary works and media. Discourse producers may intend to produce inappropriate ideologies; however, more powerful groups could make use of those inappropriate ideologies literary and media to manipulate social members.

Recommendations for Further Studies

This present study has shown the application of lexicalisation (Angkapanichkit, 2014), three-dimensional framework (Fairclough, 2013), and sociocognitive approach (van Dijk, 2013) to identify ideologies, language strategies used in manipulation, and factors affecting polarisation in the high fantasy children's literature – the *Harry Potter* series. The findings could raise readers' awareness about manipulation, polarisation as well as 'bad' ideologies conveyed through children's literature.

As the heroism of Harry Potter was obviously presented through the series and polarisation between the Voldemort resistance group and the Dark Arts group was vital, the application of binary opposition (Lévi-Strauss, 1963) would be captivating to identify conflicts or factors affecting polarisation. Additionally, issues about the overpowering of the political institution and the influential person (Voldemort) were dominant. Other theories such as ethnography of communication (Hymes, 1974) could be applied to investigate language strategies and factors affecting manipulation and polarisation in the *Harry Potter* series.

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