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The Study of Graffiti (wall and desk writings) of Junior High School Students based on Description, Interpretation and Explanation of Critical Discourse Analysis

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ABSTRACT

Objective: The purpose of this research is to study the wall and desk writings from the linguistics aspects to reach students underlying and hidden layers of text, namely the relationship between power and ideology. And it brings together various ideologies within the text to achieve critical deconstruction.

Methods: For this, the method of critical discourse analysis of Fairclough was used. A descriptive content analysis method was used. The data of this study is 40 writings of various junior high school students in Miyandoab. These writings were taken by camera and also was used note taking.

Results: This research was analyzed by using of the framework of critical discourse analysis approach in three layers of description, interpretation and explanation. At the descriptive level, more emphasis is placed on the lexical items and metaphorical aspects that express the student's ideological perspective. At the level of interpretation, the emotional, psychological crisis and the limitations prevailing in schools and different discourses are interpreted with an intertextual connection. At the explanation stage, distress, hatred, feelings, friendship and hostility all express the emotions of the students. The position of the teacher and manager in relation to the students and their power are expressed.

Conclusions: The results showed that power of teachers ,managers and the ruling of ideology in schools caused the students to write their thoughts on the desks and walls and express the ruling discourse in school.

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Introduction

Graffiti, written on the walls and desks are based on different motivations, because their role as a media is very effective and have drawn a lot of attention. Generally, graffiti and wall and desk in particular are part of language in use so they have been focused by linguistics. The wall and desk scribbles are phenomenon with a long history is not limited to single part of the world. This phenomenon is a kind of protest and emotional expression of the individual against contextual social structure. The walls and desk scribbles written with different motivations, sometimes, are alarming in advising manner. From a linguistic point of view, these wall and desk scribbles include a lot of innovation and popular idiomatic expressions. Valesco (1980) believes these wall and desk scribbles have a particular sign system which under different circumstances are created. While having an interactive nature, the mutual interactors .i.e. the writer and the surface do not have a simultaneous interaction .The wall and desk scribbles are silent conversations. Rimonda (1980) believes that issues including love, hatred, rage and scream, and religious- political viewpoints can be found on the wall and desk scribbles. The wall and desk scribbles are a kind of silent discourse through which individual expresses his hatred and rage, and even emotions. But this kind of discourse is one-way direction dialogue and the written context of these wall and desk scribbles can be examined based on the critical discourse(Tahririan & Moghadam, 2015).

A lot of researches have been conducted about the wall and desk writings based on the critical discourse analysis. Some of them are mentioned in this research. Zandi (2003) has focused on the study of graffiti of Tehran County from the language sociological viewpoint. The findings show that wall scribbles follow a specific pattern linguistically and are systematic. . Moghadam (2013) study the reports and cross-cultural analysis of graffiti based on the silent discourse. The findings show that wall scribbles follow a specific pattern linguistically and are systematic. Naseri and et.al (2015) have done researches about story texts based on Fairclough's critical discourse analysis. Tabe and fizeh (2018) studied the headings of Cameroon newspapers at Anglophone crisis from the Critical discourse analysis perspective. In result, vocabulary coherence of headings indicates the negative image of Cameroon government because of lack of attention to the recent crisis. Jilang(2018) has studied the critical discourse analysis of Guardian Newspaper about the China Military Regime about the 70th anniversary of World War II. The results showed that the use of any online newspaper to the language and power and ideology in that position is important to

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convince their readers to accept its narrative of Ukraine's events in shaping the ideological views of its readers.

Aji et al.(2019) investigated the pan-political advertising campaign using Fairclough's three-dimensional model of critical discourse analysis. The result showed that at the level of description, vocabulary, semantic contrast, substitution and metaphor were used. In these texts, intertextuality was also used, and the relationship between power and language was quite prominent in the level of explanation.

Fahd Al -Haya(2019) in his research, however, examines two articles on the online newspaper published on February 24, 2022 by Moscow Times and the Washington Post based on the votes of Fairclough's critical discourse in three models of descriptions, interpretations and explanations. Finally, this study showed that the use of any online newspaper to the language and power and ideology in that position is important to convince their readers to accept its narrative of Ukraine's events in shaping the ideological views of its readers.

Abdul Hafiz(2021) investigates the thematic meanings of graffiti written on the walls and desks of secondary public schools in the Education Department of Kasabat district of Irbid in the second semester of the 2020/2021 academic year based on the critical discourse of Fairclough, Brown and Clark. He had the same result with this research. Timury and et al. (2023) have done researches about story texts based on Fairclough's critical discourse analysis.

And Nourman Fairclough is one of the prominent characters at discourse analysis that has compiled the most popular theory in comparison to other critical discourse analysts like Manstrain and Jam Etri.N(Soltani, 2008). According to his point of view, critical discourse analysis is a way that is used for studying social and cultural changes beside the other methods. Fairclough approach is a kind of text-based discourse analysis that tries to combine the three traditions: the proper analysis of text at linguistics including Halliday Functional Grammar, the Macro sociological analysis of social action including Foucault theory that does not present a specified methodology to analyze the text, the interpretative and reasoning tradition in sociology including methodology and discourse analysis that are considered as daily life of people's social actions. The pattern of discourse analysis of Fairclough derives from the interaction between power and language. The theoretical framework of Fairclough has various concepts that may be used based on the purpose

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of the research. The critical discourse analysis approach is a developmental change from discourse analysis at linguistics that because of theory and methodology, has promoted the discourse analysis from text descriptive level to the explanatory level. And its scope because of research limitations has been expanded from the level of individual situation to the large level .i.e. society, history, and ideology(Jorgensen et.al 1896).

The critical discourse analysis is a new approach at discourse analysis that in recent decades has been used in wide range of psychological and sociological studies. Although the critical discourse analysis approach prioritizes the relation of language, power, ideology, and discourse at media texts and social- political issues, and if we accept speech and writing language in domain of discourse analysis, so it is possible to analyze and interpret the wall and desk scribbles within critical discourse analysis, and the feeling, emotions, and critical rage of students against the school may be identified and introduced (Aga Golzadeh, 2007).

According to Norman Fairclough, there are two kinds of text analysis that complete each other: linguistic analysis and intertextual analysis. Fairclough believes that the area of linguistic analysis is wide that in addition to analyzing its conventional level (phonology, grammar, lexical analysis, and semantic) it also analyzes beyond the sentence of text. The analysts have been focused on the issues as coherence between sentences and different aspects of text structure (one of the properties of conversation as planning and taking turn in discourse). He mentions that the texts are connected to history and society. It means that history and society provide information about the intertextual analysis at discourse system . Linguistic analyses show how texts use the linguistic system selectively. However, intertextual analyses show how texts use the discourse system selectively which are available for text producers at special social conditions. Intertextual attribute of a text is known from its linguistic characteristics. By acceptance of the mentioned approach, it is expected that the texts are heterogeneous linguistically .i.e. they have elements with different styles and semantic values (Fairclough, 2000).

At the critical discourse approach as this research, Fairclough has used some of theories of other critical- social theorists The framework of this research is critical discourse analysis. According to his point of view, discourse analysis is divided into three levels:

Descriptive level: discourse as text (including linguistic analysis in the form of lexical, grammatical, phonetic, and coherence beyond the sentence); Interpretative level: discourse as

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interaction between production and interpretation of text (discussion about production and use of texts) and explanatory level: discourse as social aspects . Critical Discourse Analysis draws attention on different aspects of discourse. Critical discourse analysis discusses about the social, cultural issues….and intends to explain and analyze it. In fact, critical discourse analysis explains the current discourse of texts regarding the social and cultural circumstances. It believes that in such an analysis in addition to the description of the present components and linguistic elements, the relation between those components at the whole discourse and also at the community context should be explained. The analyst should perceive beyond the surface of the text and discovers the deep layers of semantic. It should suggest what type of text the readers choose and reveals the semantic layers of the text they choose(Naseri et.al, 2015).

Therefore, this article studies the wall and desk scribble of students within critical discourse analysis at three levels of Description, Interpretation, and Explanation. The main issue of the research is the study of linguistic and non-linguistic factors on production and perception of the text, and ideology, power and feelings about the wall and desk scribbles of junior high school students of Miyandoab County. It also analyzes the relation between power and ideology in students' graffiti. The wall and desk scribbles are analyzed at three levels of description, interpretation, and explanation. The cases such as the writer's use of the language and vocabularies based on the sociological situation that text interacts with, and also the writer wants to show the selection of vocabulary and semantic context are served in ideology and power and help to its reproduction. The main question of the research is how the wall and desk scribbles are studied at three levels of description, interpretation, and explanation?

Materials and Methods

The research method is descriptive- analytical based on Fairclough's Critical Discourse Framework at three levels of Description, Interpretation, and Explanation. Descriptive level considers the selection of vocabulary, indexes, use of pronouns, passive voice, location, collocations, antonyms, and metaphorical aspects that describe the ideological viewpoint of students . These cases are studied with examples of vocabularies as an index for the mentioned variables about the proposed questions of Fairclough at descriptive level. Interpretative level is

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based on emotional and mental crisis and the governing limitations on schools and different discourses. At the level of explanation, discourse is studied as social aspects . The statistical sample size of this study consisted of 30 texts of wall and desks from the boys' schools in the city of Miyandoab, which is randomly selected at three levels (description, interpretation, and explanation) based on the critical discourse approach. The analysis at the level of the description has been examined in terms of grammatical, grammar and cohesion, and the researcher has used critical discourse strategies to analyze information and the language strategies that exist in the critical discourse are for sentence titles. And the texts of the students have been used and then examined the students' writing texts separately by bringing multiple samples (sentences or images). At the interpretation level, several examples (sentences) are stated that these sentences have been examined from the point of view of the discourse of teachers, teachers, and students, and each sentence has been expressed in relation to the interpretation, and these interpretations have been attempted. Concerning the texture and position of the students 'discourse with teachers. At the level of explaining several examples of students' walls and writings, there are at this level examining the sentences in terms of ideology and discourse in the writings and the examples (Sentences) have been studied individually and the ruling power in schools has been explained in terms of sentences.

The research instrument

The wall and desk scribbles are recorded and taken photos, and the graffiti are selected randomly, and every text is analyzed separately at three levels descriptive , interpretation and explanation.

Results

According to the followers of critical discourse approach, power and domination issues in a society lead to the rise of different discourses with special purposes. And, linguistic structures are often historically ideological texts. In addition to expressive action, cognitive and affective actions are existed. Critics believe that when we express or write something, all three related actions are done simultaneously.

Expressive action means the production of meaningful expresses that consist of lexical, morphological, syntactic, and phonetic structures. Cognitive or applied action means the purpose

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and intention of the speaker and expressive actor. Effective action is the producer of a text with grammatical- rhetorical strategy and or psychological strategy to affect the addresser(Yule, 2010). The purpose of this article is to analyze wall and desk scribbles of students based on Fairclough's critical discourse at three levels .i.e. description, interpretation, and explanation separately. And the question related to the descriptive level is answered in this section.

A: At the Level of Description

Wall and desk scribbles(graffiti) of students indicate the cultural conditions of education system that illustrates the actions, manners, and silent discourses of students on the walls and desks. At this phase, description means the text cognition based on the text context and the attempt to find the logical relation between words and their collocations. In analyzing a text, the special attention should be on the theme that has a critical role in the selection of language species. Each theme demands special language species. The speaker knows what species are suitable in relation to the theme and also knows how to consider their feelings and states in connection to the listener in the elements of linguistic system. He recognises where and what language facilities use to affect more(Pahlavannejad & NaseriMashhadi, 2001). In the Critical Discourse Analysis of wall and desk scribbles at descriptive level, the following cases are focused on: the selection of vocabularies, characters, collocations, antonym, indexes, and use of pronouns, passive voice and metaphorical aspects that express the ideological approaches of wall scribbles of students. At this section, all of these cases are explained in detail.

At this level, the critical point of analysis is "the presence of indexes": "Elemental Linguistic index" is bound to the situational context and refers to the location, time, and person based on the context and the situation. The social index is selected based on the social situation of individuals(Safavi, 2005). The social indexes are greatly important to communicate and prepare the situation to deliver the content to the listener. The manner of addressing school characters by graffiti reveals the power and domination relation of teachers and principals against students. The written words are ruler, giant, and teacher which indicate the power and domination of teachers against students:

1. "I'm frightened of my Math teacher".

1." Az ostade riyazi mitarsam".

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In another sentence, students use the "giant" to show the power of teacher.

1:"I hate Chemistry giant".

2." Az ghole shimi nefrat daram".

And another title which students use based on the importance of teacher is: "Father".

Father of Physics is awesome. Students mention it with the title of "king" and somewhere use "God" that shows the high level of power and domination.

3. "Math God"

3." Khodavande riyazi"

4." King of Physics"

4." Soltane fizik"

The comparison of indexes indicates the social role of characters. It also shows who is powerful and who is powerless. Individual indexes are connected and disconnected pronouns that are recognised by the situational context. However, the wall and desk scribbles have no reference and it is likely to humiliate or lionize the reference. For instance, in the following sentence, the reader understands that the reference "he" is the principal or teacher and the student has used it to lionize the teacher or principal and because of the fear and speech limitations of students at school the name of the person is not mentioned.

5. "Down with him or up him".

5." Marg bar oo-dorod bar oo".

Lionizing or humiliating the antecedent can be inferred from the style of speaker's statement. In lionizing, the writer proclaims that the antecedent is evident for the reader and everyone. And by looking at the graffiti the reader understands that ellipsis of "teacher or principal" has been used at these parts.

At some of wall and desk scribbles the antecedent is not mentioned because of not being necessary or being problematic for students. And when the sentences have no antecedent, the reader finds the riddle solved.

6." If I am far from you, it does not mean I am unfaithful- I always remember you".

6." Agar dooram az didarat, neshane bivafayi nist- vafa an ast namat ra bar lab daram".

One of the important characteristics of implication that can be seen at this graffiti is the use of "we" instead of "me" which is used only at friendly interactions among students.

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7. " It is not our sin-it is not our fault" (Gonahe ma nist- eibe ma nist)

7." Gonahe ma nist-eibe ma nist".

8. " We are winners-we are victorious".

8." Ma barandeim, ma pirouzim".

The students have used the pronoun "I" for themselves. For example, at sentence 8 the student has used the singular pronouns for powerful and powerless groups.

9. " Oh the road, get along well with me…my mother is looking forward to seeing me"

9." Jade ba man besaz, madaram cheshm berahe man ast".

The verbs are in the form of imperative or reiterative at powerful and powerless actions. The plural pronouns (powerful group) are used against powerless groups to acknowledge and admit the importance of their great place and enforce the powerful to accept that their words are noble(Gasemzadeh & Gorji, 2011). Students use pronouns "I" and "we" that shows the contrast of power and humility.

In the graffiti, students have used a lot of indicative sentences and a few imperative sentences. And the other imperative sentences are expressed indirectly. Generally speaking, the imperative sentences either directly or indirectly are written by uninterested and unmotivated students that want to make the reader aware of the relation between the powerful group and the sense of hatred of students against the teachers, principals, and the governing people of the school.

All of the scribbles are in active voice and there are not any passive voices; even sentences which have no clear agent (subject) are in active voices. Example 9 indicates the dominance of students and the passive form of sentences show the students evaded from the incorrect reality.

10. " Vote me to have much break time, teacher help me to pass the exam".

10." Ray bedahid, zange tafrih ziyad mishavad,ostad komakam kon gaboul beshavam".

By using the negative words in graffiti, the students make aware the reader of their dissatisfaction with the decisions and manners of teachers and principals. Even though the structure of sentence is not negative, its negative meaning and idea can be inferred from it:

11. " It is ok if you vote, but if you don't, I'll ruffle your feathers, now it's up to you, vote to Goodarzi or I'll kill you, don’t laugh go and vote".

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11."Ray dadi,dadi! Nadadi bade entekhabat halesho migiram, hala khod dani ya be Goodarzi ray midi ya nefleat mikonam ,nakhand pasho ray bede".

To highlight the negative agents and record, students use "no" at the beginning or middle of sentences in an acute and fine atmosphere instead of using the letter "n" at the beginning of verbs.

12. " We will fight but won't let Saeed be a disciplinarian".

12. "Toop,tank, feshfeshe, na saeed mobser mishe".

13." It was not my fault, it was his".

13."Gonahe man naboud, gonahe oo bud".

Use of semantic inclusion "crazy, death, and annihilation" greatly reveals their feelings by scorning their principals.

14. By using words such as crazy, death, and annihilation of principals and teachers, and words as" servant"," server" , " honour"… the student feel more scorn that shows the power of governing school.

15. " There is a love Math teacher; you are my grace".

15."Fadat besham moalleme Riyazi, nokaretam, dar khedmatam, bandeatam".

There are contradictory writings that are stated about the teachers and principals.

16. " Up P.E teacher- Down with Math".

16."Doroud bar moalleme varzesh, marg bar riyazi".

17." I hate Math- I love P.E".

17." Az riyazi motanaferam, ashege varzesh hastam".

18. " I am afraid of snakes and ants; they hurt me like snakes and ants".

18. "Az maro moor harasanam, chon maro moor bar janam oftadeand".

The students have used two contradictory words i.e. death, praise and or snake which in a fine and tangible way resemble their principals, teachers, and friends to sly and disgusting creatures. Ant symbolizes the oppression of students at school that shows they are powerless against their teachers and principals. They want to show the governing power at schools by using such words.

The students make an atmosphere in their writings by using the suitable words and death wish for the teacher and lead the reader's mind to this problem unconsciously. The collocation of words as "Friday night", "unsafe road", and "cowardly man" show the description of teachers and principals' death. Some of the sentences that intensified this situation are as follow:

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19." Today was the day of cowardly man".

19."Emrooz rooze namard bood".

20. " I wish I would hear the death news of cowardly man on unsafe road".

20."Enshalah dar jaddeh naamn khabare namard bedastam miresad".

21. " Friday night is the death of cowardly men".

21. "Shabe adineh shabe marge namardhast".

The students believe that their dreams would come true about the death of cowardly men. And by stating the sentence "the death news of cowardly men on unsafe road" they want to show their hatred and dislike to the governing principals and teachers of the school.

Based on the discourse perspective, what is thought-provoking and worthwhile is using of action sentences at that might be true or not (Aga Golzadeh, 2005).

Verbs like "word of honour", "pronounce", and "command" indicate action sentences. While, verbs such as "hear" and "write" refer to the action itself directly. The action sentences are irritated points of students. Using of these sentences shows also the relation and hierarchy of power at their graffiti. In fact, it shows the happenings of Senior high schools.

22. " I give my word of honour I can take Ronaldo and Messi to school".

22. "gole sharaf midaham ke Ronaldo va Messi ra be madrase biyavaram".

23." I've told it many times and again I say that I can change the principles of school if you vote for me".

23."Goftam va baz ham migoyam ke entezamate madras era avaz mikonam agar be man ray bedahid".

In these sentences, students want to deeply affect the reader by using words as "I give my word of honour" and "I've told it" and show the reader the power hierarchy and the governing ideology at the school. The governing system is based on increasing succession" or…or". To analyze the succession patterns, the semiotics study why a particular symbol is selected at this particular context and other symbols are not; it means the present symbols are compared with the symbols that would be selected at better conditions. The analyses determine the value of selected units(Pahlavannejad and Naseri Mashhadi, 2008). For example, at the following they use "professor" instead of "P.E teacher":

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24." My dear professor, I love you very much".

24."Ostade azizam,ashegetam, kheili kheili doostet daram" .

Their sentences are connected to each other by the conjunction "and" and in many cases after "period" the sentence starts with "and" that indicates the coherence and cohesion of the text and also lessen the time interval. And "If you vote me, you can play at the new soccer field of school, and you also will be the disciplinarian". In their writing, there are a lot of unrelated verbs so their property is giving vividness to the text and the power relationship between powerful and powerless groups is cleared. Unrelated verbs refer to the actions sometimes and moving from one task to another makes the writing dynamic.

25." If I win the elections, I'll give prizes to the disciplined students and help to the young children in their lessons".

25." Agar ray biyavaram baraye bachehaye ba enzebat jayeze tayin mikonam, be bachehaye kochak dar darsha va karhaye digar komak mikonam".

Coherence and cohesion of the text have been the focus of sociological approach and linguistic discussions. Halidy and Hassan define the coherence as a means of different linguistic tools including grammatical, semantic, and lexical that connects the sentences to each other. Asher believes that a uniform text must be meaningful, homogenous, and well-structured(Aga Golzadeh, 2006). These texts enjoy the coherence and exclusive artistic union. There is not any phrase or sentence without relation to the situational context. Students show their inner feelings to the teachers by using negative sentences and meaningful words. The difficulties, hatred, dislike, stricture, lack of power observance at school and limitations are expressed by coherent and cohesive sentences. The result shows that at the level of description the utilization of vocabulary, characters, locations, collocations, antonyms, and indexes, use of pronouns, passive voice, and metaphorical aspects are prominent and express the ideological perspective of the wall and desk scribbles. The cold and distant atmosphere of schools and the struggle of students for freedom are dominant from their hidden words. These texts just show the surface of the wall and desk scribbles.

B. At the level of Interpretation

Although the analysis of text surface to discover the relation between text and social structures of social interactions is practical, the discourse analysis of text at the interpretational level is based

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on the presumptions of common sense that is part of background knowledge, which analyses the text and focus on the foregrounds which have been used at the text(Gobadi, 2019). According to Fairclough, a text is a set of inter-language elements and intra-language factors that not only construct the text but also are helpful at the process of interpretation(Fairclough, 2000). Ideologies are systems of beliefs, do's and don'ts that reflect the common senses of cognitive groups. Ideological language constructions, in addition to expressive action meaning in a particular discourse have the meaning of semantic action and also effective action(Aga Golzadeh, 2011).

The value of text characters can be real simply by using of them at social interactions. Therefore, studying the surface of text does not suffice. As a result, the text will be interpreted and produced based on assumptions that value the text characteristics. The text interpretation, a compound of text content and subjectivity (background knowledge) is used in detail. In viewpoint of Fairclough, the text interpretation issues like intertextuality coincides with previous knowledge as social disciplines and social interactions. At this section, the common ground of intertextual context that plays a role in text construction and their common sense with the current discourse in writings is being studied. The wall and desk scribbles indicate that students have limitations on speech freedom and their opinions. When students cannot express their inner emotions, it leads to the formation of powerful and powerless groups. So, the students use the "silent discourse" against the governing power at the school and write their concerns and problems on the walls and desks of school. The following example shows the powerful and powerless groups of the school. In this section the question relating to the interpretation is answered.

26. " I will get rid of teachers and principal, leave the school, put away the books to be rid of these rulers (principals and teachers)".

26."Az daste modir va moallem khalas mishavam, madras era raha mikonam, va ketab ra kenar mizaram ta az daste in hakeman raha sham".

These sentences show the prevalence of power-based discourse in their conversations; it means the powerful group govern the powerless group. In situational context, the students want the reader knows their misery and problems at school. Therefore, by using tough and harsh words the reader understands the governing discourse of teacher, and the students do not have speech freedom and there is a kind of power struggle. It can be understood that because of not having freedom at

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schools if they talk honestly, they will be known as disobedient students, they will be fired from school, and they will lose their opportunities at school. So this situation causes to deviant behaviour . By making discrimination at schools, teachers and principals create feelings of disorder and faceless among students that in turn will cause to behavioural problems(Aga Golzadeh, 2011).

27." Our Math teacher gave a good grade to my friend but he did not care about me"

27." Moalleme riyazi be doostam nomre khobi dad va be man etena nakard".

Disregarding the weak students and lack of attention among them makes the students feel scorn. And it evokes the hatred and distrust of students toward the schools. On the other hand, it can be understood from their writing that there is a hero and an antihero. The students play as antiheros and their teachers and principals are heroes that students are against them. This situation shows the dominance of teachers. In regard to the text interpretation and intertextuality, it may be told that in the writing of students, poems, quotes, good and bad words, death and praise, speech of the wise, and grief can be seen and at the whole sentences the grief, dissatisfaction, misery and difficulty are dominant discourse and intertextuality is type of coherence that dominates over their discourse. At schools, there is a social order and social action from teachers and principals to students that is evident from teachers and principals' rash and tough words and students show this inequality in their discourse.

The graffiti are words as death, praise, respectable, your server which shows the inequality of schools. Students use adverbs such as "always and never", to make their descriptions unbelievable for their readers.

28. " The teacher always asks some questions from Akbar".

28. " Hamishe Akbar porseman"

29. " We are the people who order others".

29."Ma hamishe hamanim ke be darya hokme tofan midahim".

30. "We are nothing because we are weak".

30."Ma hich nistim chon zaifim".

Their sentences show their dissatisfaction, insecurity, and distrust and the dominant discourse is for teachers and principals. In sum, the school atmosphere is run by dominant discourse of teachers and principals and students suffer from this injustice, as a result they write their feelings on the desks and walls.

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C. At the level of explanation

The interpretation level dose not demonstrate the power relations and potential ideologies at mentioned assumptions to change the normal action discourses to social conflict. To prove this aim, the level of explanation is needed. At this step, the analyst analyses the text as a part of social conflict process within power relations. In passing from interpretative to explanatory level, it should be considered that using of different aspects of background knowledge as interpretational methods satisfy the conditions for interpretation and production. Reproduction connects the different phases of interpretation and explanation to each other. Whereas the interpretation focuses on how we use the background knowledge at discourse process, the level of explanation focuses on social foundation, background knowledge changes, and its reproduction at discourse action process(Fairclough, 2000). The wall and desk scribbles indicate that school environment is not in the interest of students and they do not have right to object or criticize about it. The school ideology is in a way the students do not have discourse freedom and the dominant discourse is under the control of teachers and principals. The teachers and principals struggle for power and by ignoring the students' opinions make hatred among them. The school ideology causes to the one-way conversation of discourse and provides the conditions for students to be silent and makes them write their feelings on the walls and desks. The situational context or intra-lingual context is the governing condition on text production with the outside world and the governing circumstances on the speaker and the listener. And one of the important characteristics of this text is the collocation and harmony of words with the situation. The vandalism and written words (like death and destruction, I hate you, I am your servant, or I am mad about you, I am your slave) on the walls and desks by students describe the atmosphere of school that sometimes is taken into consider as reproach or praise. This kind of description shows the restrictions and lack of interaction between mutual interactors .i.e. teacher- student and or principal- student. The graffiti indicate the place and power of teachers and principals of Iranian schools. These writings and the problems related to them show two prominent discourses at school levels of Iran: Freedom Discourse and Struggle for Power Discourse. The contrast between mental tranquility and anxiety, distress, betrayal, friendship, and enmity make the school atmosphere be in contrasting excitement(Gasemzadeh & Gorji, 2011). In sum the pattern of this conflict can be sought at school

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situations. The current conditions of schools, teachers' ignorance and the writings show that principals do not listen to the students and it shows the powerful group discourse. These discourses persuade the reader that power and domination have shown themselves. Eventually, it should be said that prevailing discourse and domineering of teachers and principals are based on the current ideology of schools, and the situation of schools does not allow the students to criticize, and if they do.i.e. they express their emotions clearly, they will face with irreparable harm. There are not mutual conversations at schools. There is only one-way conversation of discourse and the students use the silent discourse and write on the walls and desks.

Discussion

This section is about the governing discourse of senior high school of Miyandoab County. According to Fairclough approach, this research is based on three levels of description, interpretation, and explanation. This research concludes that at the level of description the selection of vocabulary, characters, locations, collocations, antonyms, and indexes, use of pronouns, passive voice, and metaphorical aspects are prominent that express the ideological perspective of the wall and desk scribbles. The cold and distant atmosphere of schools and the struggle of students for freedom with despair can be seen from their hidden words and they put all those words beside each other skilfully that are the main characteristics of the context. At the level of interpretation, it may be said that the wall and desk scribbles interpret the mental and emotional atmosphere of schools and is able to retell their discourse. In description, the students illustrate regularly and coherently the school atmosphere by writing poems, pieces of advices, good and bad words, also death and praise, grief and sadness, and difficulties. The social order and social action of schools are expressed regularly. At the level of explanation, distress, friendship, enmity, hatred, grudge, lack of freedom at schools is explained. And also, the place of teacher, principal, and student and their struggle for power is perfectly explained. The findings of this research is associated with Moghadam (2013), Jiling (2018), Sadat Nasseri et al. (2015), Fahd Al -Hayah (2019), Teimuri et al.(2023) and Aji et al. (2019).The findings of past researches showed that they had the same results with this research.

Implication of the research

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The implication of this research is that ministry of education should pay more attention to the educational environment and structure in order to create a healthy environment for two-way discourse between students, teachers and administrators, and on the one hand, reduce stress, hatred and resentment in students. and schools will be a healthy place for healthy discourse.

Limitation of the research

This research inevitably had limitations. Collecting data in schools was a difficult task. And it creates problems for the researcher to collect data from different schools, and the permission from the Department of Education made the work more difficult.

Data availability statement

The original contributions presented in the study are included in the article/supplementary material, further inquiries can be directed to the corresponding author.

Ethics statement

The studies involving human participants were reviewed and approved by ethics committee of Islamic Azad University.

Author contributions

All authors contributed to the study conception and design, material preparation, data collection and analysis. The author contributed to the article and approved the submitted version.

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Conflict of interest

The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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